LEAPFROG NURSERY

Policies and Procedures

Nurseries come in all shapes and sizes, providing care that reflects the diverse community in which we live. Our policies and procedures underpin our high-quality care and provision.

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Absence Management Procedure

At Leapfrog we encourage all our employees to maximise their attendance at work while recognising that employees will, from time to time, be unable to come to work due to sickness, illness or infectious. By implementing this policy, we aim to strike a reasonable balance between the pursuit of our business needs and the genuine needs of employees to take occasional periods of time off work because of sickness. This policy and procedure establishes a framework to support individuals and the organisation in times of sickness absence. It ensures that appropriate and consistent advice is provided, and that assistance and support is offered to employees and, where necessary, action is taken.

Principles

We promote good health and aim to provide a healthy working environment demonstrating commitment to health, safety and the welfare of all staff in order to maximise attendance. All staff members who have no absences through a half term will earn a late morning or early finish to be booked in and used at the nursery managers discretion.

Management is responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

Exclusion periods for contagious illnesses

Working with children means that you are more likely to come in to contact with illnesses, which can be highly contagious. We take the health of children and staff very seriously; therefore, if you have any infectious/contagious illnesses you must adhere to the same exclusion periods as children. This will ensure that you are able to recover appropriately and that this infection/illness is not passed on to other staff, children or parents. The manager will advise you of any exclusion times required (see the sickness and illness and infection control policies).

Sickness absence reporting procedure

Reporting sickness absence should be done using the following guidelines. Failure to follow these guidelines could delay any sick pay due to you and could possibly result in disciplinary action.

1. On your first day of absence, you must:
    - Telephone your Nursery Manager at 7am
    - Give brief details of your illness and your expected length of absence
    - If you cannot reach your Nursery Manager, please contact the Nursery General Manager before 7.30am
    - Your manager will then send a WhatsApp message to the ABSENCE group, this is to ensure your staff team are aware of your absence, whilst also being a log for payroll

You should telephone your Nursery Manager every day that you are absent in the first week of absence, if your absence continues for 5 or more consecutive days, this will trigger a 'return to work' interview, this will be undertaken by the employee and line manager.

During the return to work interview the following will be discussed:

- The reason for absence
- Whether and if support is required and/or adjustments to the role (on a temporary or more permanent basis) and what they are. These might include regular catch-up meetings, adjusted work patterns, changes of duties
- Future requirements and expectations, e.g. Improved attendance.

The return-to-work interview discussion is recorded using a set template and signed by both the manager and employee. A copy is attached to the employee's file.

Where an employee's attendance record gives cause for concern because of the duration or frequency of absence, more than 5 working days off, either consecutive or built up through the year, this is brought to the attention of the employee through a discussion with the manager, at this stage, staff could be issued a verbal warning. If absence persists, we may issue a written warning, discuss adjusting working hours and following through appropriate disciplinary procedures.

Throughout any stage of discussions on sickness absence, employees may be accompanied by a work colleague.

The abuse of sick leave and pay regulations may be classified as misconduct and will be dealt with through the disciplinary procedure.

Frequent and/or persistent short-term sickness absence
Short-term absence may be short periods of one or two days occurring frequently.

Absence of this nature can be identified by one of the following indicators and should be classed as a trigger:

- A total of 5 working days or more self-certified absence in one academic year
- Patterns of absence over a period, e.g. an individual regularly taking Mondays or Fridays off
- Where an employee's attendance record is significantly worse than those of comparable employees, or absence problems have gone on for a considerable length of time.

Long-term sickness absence
For the purposes of the policy, long-term sickness absence is defined by the nursery as absences lasting over 2 working weeks.

Where absences have lasted over 10 working days or more, the manager will contact the member of staff concerned to obtain an initial assessment of the sickness/illness.

At this point and where felt appropriate after further assessment of the sickness/illness, the staff member will be required to attend a face-to-face or if more appropriate a virtual meeting or telephone call with the Leapfrog Senior Leadership Team. The meeting will include:

- Confirming the reasons and nature of the absence and its likely duration
- Ensuring that the member of staff is aware of the nursery's concern regarding their health and necessary absence from work
- Consideration of alternative duties or a shorter working week if this would enable a quicker return to work subject to medical advice

- Consideration to any personal issues being encountered and discuss possible ways of helping the individual resolve these
- Advising the member of staff that in their best interests they may be asked to see a registered medical practitioner or occupational health provider appointed by the nursery to enable a medical report to be prepared
- Alternatively, and if appropriate, gain agreement from the member of staff to contact their doctor or specialist in order to establish the likely length of absence and the long-term effect on capability in relation to job performance and attendance at work.

Long term absence or more than 5 working days over time
If all other avenues have been investigated, the absence continues or, following return to work interviews, the attendance record does not improve, a subsequent meeting would be arranged. At this point and with legal advice the manager may advise the member of staff on long term sickness absence that unless there are reasonable grounds to believe there will be an improvement in the foreseeable future, their ill health may put their employment at risk with the possibility of termination by reason of capability or suitability to work with children might have to be considered, taking into account any medical information available.

The position will be reviewed periodically and ultimately it may become necessary from a business perspective to consider termination of employment. In these circumstances, the nursery will:

- Review the employee's absence record to assess whether or not it is sufficient to justify dismissal
- Consult the employee
- Obtain up-to-date medical advice through the employee's GP and/or occupational health
- Seek legal advice, where applicable
- Advise the employee in writing as soon as it is established that termination of employment has become a possibility
- Meet with the employee to discuss the options and consider the employee's views on continuing employment
- Review if there are any other jobs that the employee could do prior to taking any decision on whether or not to dismiss
- Allow a right of appeal against any decision to dismiss the employee on grounds of long-term ill health
- Arrange a further meeting with the employee to determine any appeal
- Following this meeting, inform the employee of its final decision
- Act reasonably towards the employee at all times.

Any decision to terminate employment will be taken by the Nursery Headteacher, making sure the capability procedure has been exhausted.

Occupational health
The nursery reserves the right to request employees to attend an appointment with an Occupational Health Advisor (e.g. consultant, GP) during their employment, if it is reasonably deemed necessary due to sickness absence, changes in health or the role, or where it is necessary to seek an expert medical opinion as to whether or not the employee can fulfil their job role or whether any reasonable adjustments should be made to the employee's role.

The nursery will seek to engage the services of an independent Occupational Health Advisor in situations where expert medical opinion is required and work with them to identify the best course of action in circumstances of sickness absence.

Access to medical records
The Access to Medical Records Act 1988 gives individuals the right of access to medical records relating to themselves which have been prepared by a medical practitioner for employment purposes. The Act provides that:

- Employers must gain the consent of employees before requesting reports from medical practitioners
- Employers must inform employees of their rights in respect of medical reports
- The employee has the right of access to the report before the employer sees it, provided appropriate notification is given
- The employer is responsible for notifying the medical practitioner that the employee wishes to have access
- The employee may ask for a report to be amended or may attach a statement to the report
- Having seen the report, the employee may wish to withhold consent to it being supplied.

Where the nursery requests further medical information about the health of staff from an individual's General Practitioner or Specialist, or its own occupational health provider, the provisions of the Act will be followed.
Throughout any interviews regarding sickness absence, staff are entitled to the support of and/or representation by a work colleague or recognised trade union representative.

Sick Pay
Statutory Sick Pay (SSP) will be paid in accordance with Department for Work and Pensions requirements in accordance with regulations and rates applicable at the time.

Serious illness/injury of an employee's immediate family
This will be looked at on an individual basis, the nursery manager will agree with you a reasonable period of paid leave time initially, with additional unpaid leave if a significant amount of time off is required. You may also need to consider taking any annual leave/TOIL and working flexibly i.e. making adjustments to the length of the working day, changes in hours/days worked etc.

Carers leave
Employees have a 'day-one' right to take up to one week of unpaid carer's leave per 12 months to provide or arrange for care for a dependant with a long-term care need.

A dependant is a spouse, civil partner, child, parent, a person who lives in the same household as the employee or a person who reasonably relies on the employee for care.

Long-term care is any illness or injury (either physical or mental) that requires or is likely to require care for more than three months, a disability under the Equality Act 2010, or issues related to old age.

This leave can be taken in single or half-days with a notice requirement of three days or double the length of leave requested, whichever is the longer.

The leave cannot be refused but it can be postponed where it is reasonably believed that the operation of the nursery would be unduly disrupted if leave were taken at that time. However, the leave would have to be given within one month (on a date agreed after consulting with the employee) and a counter-notice served setting out the reason for the postponement and the new date the leave can be taken.

Employees cannot be asked to provide proof of why the leave is required.

find out more about carer's leave

Death of a member of an employee's immediate family
This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, grandparent, dependant or other relative for whom the employee has special responsibility or has had special ties.
Generally, the amount of time off required will be at the Headteacher's discretion and will go in line with guidance set by www.acas.org.uk/time-off-for-bereavement. See Bereavement leave policy.

Death of a Child
If an employee has a death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, or has an abortion after 24 weeks (in very limited circumstances an abortion can take place after 24 weeks if the mother's life is at risk or the child would be born with a severe disability) all employees will be entitled to two weeks paid leave; subject to meeting the eligibility criteria having been employed for at least 26 weeks.

The Parental Bereavement Leave and Pay Act 2018.
Additionally, an employee may take parental bereavement leave in the event of the death of an adopted child while on adoption leave or the death of a child while on shared parental leave. The amount of leave depends on the circumstances, and the employer will seek legal advice regarding the employee's individual circumstances at the time of the bereavement.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 Sept 24 August 26	M.Topal	September 2027

Leapfrog Nursery School

Acceptable IT Use Policy

Legislation
This policy has regard to relevant legislation and guidance, including:

- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)

Related Policies and Guidance
This policy should be read alongside our:

- Cyber Security Policy
- Data Protection, Confidentiality and Information Sharing Policy
- Safeguarding Children and Child Protection Policy
- Online Safety Policy
- Mobile Phone and Electronic Device Policy
- Social Networking Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Manager Bring Your Own Device (BYOD) Agreement, where applicable

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Purpose
This policy describes the rights and responsibilities of staff when using IT and electronic resources, including computers, laptops, tablets, internet access, email, telephones, mobile devices, online systems and other electronic equipment.
It explains the standards staff are expected to follow and what Leapfrog considers to be acceptable use.
Technology is an important part of our business and curriculum and must be used responsibly in order to safeguard children, staff and families and protect confidential nursery information.
Staff must only use nursery systems, equipment and information for legitimate professional purposes and in accordance with their role and relevant Leapfrog policies.

Security and Passwords
All nursery electronic devices and systems must have appropriate security arrangements.
Staff must:

- use strong passwords;
- keep passwords, PINs and verification codes confidential;
- not share individual login details or allow another person to use their account;
- use multi-factor authentication or two-step verification where available and appropriate;
- lock devices when they are left unattended;
- only approve login or authentication requests they recognise; and
- report suspected unauthorised access or compromised passwords promptly.

Passwords must be changed where there is reason to believe they have been compromised and account access must be reviewed when staff leave or change role.
Further requirements are contained within our Cyber Security Policy.

Email and Secure Communication

Staff are expected to use email professionally and take appropriate care when sending information electronically.

Before sending an email, staff should check:

- the recipient is correct;
- the information is appropriate and necessary to share;
- any attachments are correct; and
- an appropriate secure method is being used for confidential or sensitive information.

Leapfrog uses Egress as its approved secure email platform for sharing confidential or sensitive information about children with authorised external recipients, including professionals and other agencies where appropriate.

Where information about a child includes safeguarding, SEND, medical, developmental, family or other sensitive personal information, Egress or another specifically approved secure method should be used rather than ordinary email.

Staff must report promptly where confidential information is sent to the wrong recipient or otherwise shared incorrectly.

Email must not be used to send abusive, offensive, discriminatory, defamatory, sexually inappropriate or otherwise unacceptable material. Such use may constitute harassment, discrimination or misconduct and may result in disciplinary action.

Suspicious emails, attachments, links, requests for passwords, verification codes or changes to payment details must not be acted upon until they have been checked.

Further requirements are contained within our Cyber Security and Data Protection, Confidentiality and Information Sharing Policies.

Internet Access

Nursery internet access must be used appropriately and primarily for legitimate nursery purposes.

Staff must not use nursery internet facilities or equipment to intentionally access, download, upload or distribute illegal, obscene, pornographic, discriminatory, offensive or otherwise inappropriate material.

Staff must not deliberately bypass security controls or attempt to access systems, information or services for which they are not authorised.

Staff should report inappropriate content, suspicious activity or misuse of nursery internet or systems to their manager.

Serious or deliberate misuse may result in disciplinary action.

Children's Use of Technology

At Leapfrog, we recognise that technology can form a valuable part of children's learning when it is used purposefully, safely and alongside high-quality play, interaction and real-life experiences. Children may have opportunities to use nursery tablets and other approved electronic resources with appropriate adult support.

We use these opportunities to begin developing children's understanding of safe and respectful technology use, including:

- introducing simple concepts around keeping information and devices secure;
- modelling appropriate use of technology;
- exploring consent by asking children, where developmentally appropriate, before taking photographs or videos for their Famly journal; and
- supporting children to understand that they can communicate if they do not want their photograph taken.

Screen use should be purposeful and support rather than replace active play, relationships, communication, exploration and first-hand experiences.

Appropriate uses may include:

- researching children's interests and questions;
- learning about people, places and the wider world;
- music and movement;
- recipes and cooking activities;
- science experiments;
- supporting stories, songs and language;
- looking at photographs or information connected with children's learning; and
- other planned curriculum experiences.

Children must be appropriately supervised when accessing internet-connected technology.

Nursery Tablets, Photography and Famly

Leapfrog uses nursery tablets and other designated nursery devices to support children's learning and development and to record appropriate photographs, observations and information within children's electronic learning journeys on Famly.
Only approved nursery devices may be used to photograph or record nursery children.
Staff must never use a personal mobile phone, laptop or other personal device to photograph, film or record nursery children.
Nursery devices may also be used for other authorised curriculum and operational purposes.
Social-media, messaging or other applications must not be installed or used on nursery devices unless specifically approved by management.
Staff must follow children's permissions and the requirements within our Mobile Phone and Electronic Device, Data Protection and relevant photography policies and guidance.

Personal Devices and Approved Staff Communication

Personal devices must only be used for nursery purposes where this has been specifically approved by Leapfrog.
All staff may use their personal mobile phones to access approved Leapfrog WhatsApp staff communication in accordance with the Staff Code of Conduct and Cyber Security Policy.
This permission does not allow staff to use their personal device to photograph or record children or to routinely store children's records, photographs or other confidential nursery information.
Authorised Managers and members of SLT may use approved personal phones, laptops or other devices for wider legitimate management purposes in accordance with the **Manager Bring Your Own Device (BYOD) Agreement**.
Further requirements relating to personal devices and WhatsApp are contained within our Cyber Security Policy, Staff Code of Conduct and Mobile Phone and Electronic Device Policy.

Personal Use of Nursery IT, Email and Telephones

Nursery electronic communication systems, equipment and internet access are provided primarily for professional purposes.
Personal use during working time is not permitted unless authorised by the Manager or reasonably necessary in an emergency.
Emergency personal calls should be agreed with the Manager where practicable and, where appropriate, made using the staff member's own personal mobile phone away from children and in accordance with the Mobile Phone and Electronic Device Policy.
Unauthorised or excessive personal use of nursery equipment, internet access or communication systems may be addressed through the appropriate management or disciplinary procedures.

Data Protection and Confidentiality

When using nursery systems, devices or electronic communication, staff must protect the confidentiality and security of information relating to children, families, colleagues and Leapfrog.
Staff must:

- only access information necessary for their role;
- only share information where there is a legitimate professional reason;
- use approved systems and communication methods;
- check recipients before sending confidential information;
- ensure information requiring formal retention is stored within the appropriate nursery system or record; and
- report accidental disclosure, loss or unauthorised access promptly.

Detailed requirements are contained within our Data Protection, Confidentiality and Information Sharing Policy and Cyber Security Policy.

Downloading Software, Apps and Online Services
Staff must not install software, applications, browser extensions or other programs onto nursery devices without management approval.
Staff must not independently create or use unapproved online services, cloud-storage arrangements or applications to process nursery information.
New systems or applications should be approved by management before use.

Artificial Intelligence (AI)
AI tools may provide useful support for appropriate professional tasks but must be used responsibly.
Staff must not upload or enter confidential information about children, families, colleagues or Leapfrog into personal or unapproved AI tools.
Children's photographs, videos, safeguarding information, medical information, SEND information, personal records or other identifiable confidential information must not be uploaded to unapproved AI systems.
The availability of an AI tool or feature does not mean it has been approved for nursery use.
Staff should seek management guidance where they are unsure whether an AI tool is appropriate.

Removable Storage and External Devices
Personal or unknown USB drives, external storage devices or other removable media must not be connected to nursery equipment without appropriate authorisation.
Where removable storage is legitimately required for nursery purposes, it must be appropriately secured and used in accordance with the Cyber Security and Data Protection policies.
Staff are not expected to independently investigate or resolve suspected malware or security problems. Any concerns should be reported to management.

Social Media and Public Content
Only staff specifically authorised by Leapfrog may access or publish content through official nursery social-media or website accounts.
Leapfrog may appoint an authorised Social Media Representative to take the lead on preparing and publishing approved content.
Staff must not independently publish nursery content, children's photographs or confidential nursery information through personal or unauthorised accounts.
The Social Media Representative and other authorised publishers must follow the permissions, safeguarding and publication requirements within the Cyber Security Policy and Leapfrog's photography and social-media guidance.
Personal social-media use must comply with the Social Networking Policy and Staff Code of Conduct.

Reporting Misuse, Mistakes or Concerns
All staff have a responsibility to report suspected misuse of nursery technology or information.
Staff should also promptly report:

- information sent to the wrong recipient;
- lost or stolen devices;
- suspicious emails or messages;
- unexpected login or security notifications;
- compromised passwords or accounts;
- accidental disclosure of confidential information;
- suspected malware or unusual device behaviour;
- unauthorised access to nursery information; or
- other cyber-security or data-protection concerns.

Staff are not expected to investigate cyber-security incidents themselves or decide whether something constitutes a reportable data breach**.**
Concerns should be reported promptly to the Nursery Manager or SLT so that appropriate action can be taken.
Staff raising genuine concerns in good faith will be supported in accordance with nursery procedures.

Breaches of this Policy
Staff are expected to follow this policy, the Cyber Security Policy and other associated nursery procedures.
Minor or accidental breaches will be considered according to the circumstances and may result in guidance, additional training or management action.
Deliberate, serious or repeated misuse of nursery technology, systems or confidential information may result in disciplinary action, up to and including dismissal where appropriate.
Where a breach raises safeguarding, data-protection or criminal concerns, the relevant procedures and external reporting requirements will be followed.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 Sept 24 August 26	M.Topal	Sept 27

Access, Storage and Retention of Records Policy

At **Leapfrog we** have an open access policy in relation to accessing information about the nursery and parents' own children. This policy is subject to the laws relating to data protection and document retention and should be used in conjunction with the Data protection and confidentiality policy and the GDPR privacy notice.

Parents are welcome to view the policies and procedures of the nursery, which govern the way in which the nursery operates. These may be viewed at any time when the nursery is open, simply by asking the nursery manager or by accessing the QR code on our parent notice board or on the nursery website. The nursery manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these.

Parents are also welcome to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed on our parent notice board. All parent, child and staff information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

We will store photographs and videos of children securely, in accordance with our Safeguarding children and child protection policy and data protection law. We will keep hard copies of images in a locked container and electronic images in a protected folder with restricted access. All images on our iPad and nursery mobiles will be password protected.

We are required under legislation to keep certain records about children, parents and also staff members. Due to this legislation, we are required to keep this information for a set amount of time. Below is a brief overview of the information we keep and for how long. This policy should be used in conjunction with the Data protection and confidentiality policy and the GDPR privacy notice.

We are required under legislation to keep certain records about children, parents and also staff members, students and volunteers. Due to this legislation, we are required to keep this information for a set amount of time.

Below is a brief overview of the information we keep and for how long. This policy should be used in conjunction with the Access and Storage of Information policy, the Data Protection and Confidentiality policy and the Privacy Notice.

Children's records, including photographs and videos - A reasonable period of time after children have left the provision. We will follow the Local Authority procedure here and this states they should be kept for 7 years.

Records relating to individual children e.g. care plans, speech and language referral forms – We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records.
Copies will be kept for a reasonable period. We will follow the Local Authority procedure here which states they should be kept for 7 years.

Accidents and pre-existing injuries - If relevant to child protection we will keep these until the child reaches 25 years old.

Safeguarding Records and Cause for Concern forms – We will keep until the child has reached 25 years old.

Records of any reportable death, injury, disease or dangerous occurrence (for children) - As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records until the child reaches the age of 22 years.

Records of any reportable death, injury, disease or dangerous occurrence (for staff) – 3 years
Type of accidents include fractures, broken limbs, serious head injuries or where the child is hospitalised.

Observation, planning and assessment records of children - We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it.

Information and assessments about individual children is either given to parents when the child leaves or to the next setting/school that the child moves to (with parents' permission).

Personnel files and training records (including disciplinary records and working time records) – 7 years

Visitors/signing in book – Up to 24 years as part of the child protection trail.

Complaints record – 7 years

Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our GDPR privacy notice which can be found within our policies and procedures.
If parents have a specific deletion or retention request regarding any data that we hold, please raise a query in writing and we will respond formally to your request.

This policy will be reviewed annually and amended according to any change in law and/or legislation.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 August 26	M.Topal	September 2027

Leapfrog Nursery School

Accidents and First Aid Policy

At Leapfrog the safety of all children is paramount, and we have measures in place to help to protect children. However sometimes accidents do unavoidably happen.
We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen[1]; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents
When an accident or incident occurs, we ensure:

- The child is comforted and reassured first
- The extent of the injury is assessed and if necessary, a call is made for medical support/ambulance
- First aid procedures are carried out where necessary, by a trained paediatric first aider
- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses.
- The accident or incident is recorded on an Accident/Incident Form on Famly, and it is reported to the nursery manager. Other staff who have witnessed the accident will be named as a witness on the digital form, in more serious cases, they may be asked to provide a written statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered.
- Parents will receive an alert on Famly and will be asked to acknowledge the accident; staff should alert parents/carers to this if they have not acknowledged the form when their child is collected from nursery.
- If an accident or injury occurs whilst in the care of the nursery is such that emergency service care is required, the registered person and LADO will be notified within 48 hours, and Ofsted will be notified within 14 days of the incident.
- Any such accident will also be logged on our serious incidents log kept in the nursery offices
- The nursery manager reports any serious accidents/incidents to the DSL and Leapfrog Senior Leadership Team (SLT) and Registered Person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))

[1] An accident is an unfortunate event or occurrence that happens unexpectedly and unintentionally, typically resulting in an injury, for example tripping over and hurting your knee.
An Incident is an event or occurrence that is related to another person, typically resulting in an injury, for example being pushed over and hurting your knee.

- *Accident and incident records will be reviewed half termly to identify if there are trends or common features that could be addressed to reduce the risks of accidents and incidents in the setting. Appropriate action will be taken to address any identified concerns.*

- Any patterns are investigated by the nursery manager and all necessary steps to reduce risks are put in *place, reference our safeguarding and child protection policy.*
- All accidents are archived on Famly, should we no longer use Famly as a platform all accident forms will be downloaded and saved for at least 22 years
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately
- Where medical treatment is required the nursery manager will follow the insurance company procedures, which may involve informing them in writing of the accident
- The Nursery manager, General Manager or registered provider will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child protection agency), where necessary. within 48 hours. Where relevant such accidents will also be reported to the local authority environmental health department or the Health and Safety Executive and their advice followed. If the setting is an awarded Millie's Mark setting or working towards the award, then the manager / registered provider will also notify Millie's Mark to meet the requirements under this scheme. Notification to Ofsted must be made as soon as is reasonably practical, but in any event within14 days of the incident occurring.
- If a parent/carer rejects the advice of our staff for their child to receive medical attention from emergency services on site, with the premise they will take their child for treatment themselves, staff members will make a phone call to ER services and their advice will be passed onto parent/carers and logged onto the incident/accident report

Location of current accident files: saved as part of each nurseries individual Famly account
Contact Details: Compton Road, Grange Park, Church Hill, St Mary's, St Toms

RIDDOR report form	https://www.hse.gov.uk/riddor/reporting/index.htm

Minor injuries

Cuts and grazes

- Wash wound with sterile running water
- Pat dry with sterile swab
- Cover with sterile plaster

Bruises

- our main aim would be to reduce the swelling
- wrap an ice pack in a tea towel and place on bruise and apply pressure, 10 minutes is ideal

Head injuries

If a child has a head injury in the setting, then we will follow the following procedure:

- Comfort, calm and reassure the child
- Assess the child's condition to ascertain if a hospital or ambulance is required. We will follow our procedure for this if this is required (see below)
- If the skin is not broken, we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child
- If the skin is broken, then we will follow our first aid training and stem the bleeding
- Call the parent and make them aware of the injury and if they need to collect their child
- Complete the accident form on Famly, attaching the additional document for parent/carers with signs and symptoms to look out for in a head injury
- Ensure parent/carers are asked to acknowledge the digital form
- Keep the child in a calm and quiet area whilst awaiting collection, where applicable
- We will continue to monitor the child and follow the advice on the NHS website as per all head injuries https://www.nhs.uk/conditions/minor-head-injury/
- For major head injuries we will follow our paediatric first aid training.

Choking

If we suspect a child is choking, we wil;

1. instruct them to cough, if coughing is ineffective, we will,
2. call for help and ask them to contact 999, whilst asking the child to lean forward
3. 5 sharp back blows will be given between the shoulder blades with the heel of our hand
4. if obstruction is not cleared after 5 back blows, we will stand the child and begin abdominal thrusts
5. standing behind them we will place our arms around them
6. make a fist with one hand and place it just above the bellybutton – below the ribs
7. we will grasp our fist with our other hand and pull sharply inwards and upwards – this is repeated 5 times, if the obstruction is not cleared, we will repeat steps 3-7
8. if treatment is ineffective, we make sure someone has called for emergency services and we continue until they arrive
9. if casualty becomes unconscious, we start CPR

When a child experiences a choking incident that requires intervention, we will;

- Record details of where and how the child choked on Famly
- Make parents aware of the incident
- Discuss with staff team any follow up actions needed to be implemented to prevent further occurrences

Nose bleeds

- Comfort, calm and reassure the child
- Sit child down with head tipped forward
- Staff will pinch the soft part of the bridge of the nose whilst supporting the child to face down
- If a child has a persistent nosebleed for longer than 30 minutes and staff have tried to stop the bleed through first aid practice, we will ask parents to collect them and take them to ER services

Reactions to bites and stings

- If the sting is visible carefully scrape it off with clean edge (ruler/bank card)
- Elevate the injury
- cool the area down with a cold compress
- contact parents
- if appropriate administer onsite antihistamine, chlorphenamine medication such as Piriton
- contact the ER services if child is developing signs of a severe allergic reaction

Please also see our Allergies and Allergic Reaction policy

Eye injury

Small particle of dust or dirt can be washed out of an eye with cold clean water, make sure the water runs away from the good eye. For more serious eye injuries;

- keep child sterile, gently apply sterile dressing over the injured eye, bandage over if necessary
- encourage them to close their good eye – if necessary, bandage the good eye to prevent them from using it
- remain with the child, reassure them, contact parents/call ER services

Splinters

Do not attempt to remove anything that a child has embedded deeply.

- Clean area with warm soapy water
- Pat area dry
- Use a pair of clean tweezers, grip the splinter as close to the skin as you can, pulling it the same angle that it entered
- Gently squeeze around the wound to encourage a little bleed, wash wound again, dry and cover with dressing

With all our accidents and injuries, we would complete relevant forms on Famly and advise parent/carers to seek medical attention.

<u>Transporting children to hospital procedure</u>

The nursery manager/staff member must:

- Call for an ambulance immediately if the injury is severe. We will not attempt to transport the injured child in our own vehicles

- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.
- Where emergency services have advised that a child requires medical attention but, due to ambulance waiting times, have advised that the parent/carer takes the child directly to hospital, the manager should make an informed decision as to whether a member of staff should accompany the child and parent/carer.
- This decision should take into consideration the child's condition and level of distress, the support required by the parent/carer, and whether a member of staff may be needed to **support and monitor the child during the journey or on arrival at hospital**. Managers should also consider the parent/carer's individual circumstances, including whether English is an additional language, their ability to understand and communicate relevant medical information, and whether their own distress or stress levels may affect their ability to safely manage and advocate for their child.
- Consideration should also be given to any relevant medical information that may need to be communicated to hospital staff and whether a staff member can safely leave the setting without compromising required ratios or the safety of the other children.
- Where it is considered that additional support is needed and staffing arrangements allow, a suitable member of staff should accompany the parent/carer and child to hospital and remain for as long as reasonably required. Their role may include providing reassurance, supporting or monitoring the child, helping the parent/carer to communicate relevant information, and providing an accurate account of the incident or the child's presentation while at nursery.
- The child's emergency and medical information, including any relevant care plan or medication, should accompany them where appropriate.
- Staff must not transport a child to hospital in their own vehicle as an alternative to emergency transport or transport by the parent/carer.

*If a child has an accident that may require hospital treatment but not an ambulance and you choose to transport children within staff vehicles Citation advise you to consider the following in your policy:

- Requesting permission from parents
- Ratio requirements of the setting being maintained
- The age and height of the child, in regard to will they need a car seat? Further guidance can be found at www.childcarseats.org.uk/types-of-sea//
- There are some exceptions for needing a child seat depending again on their age. Further guidance can be found at www.childcarseats.org.uk/the-law/cars-taxis-private-hire-vehicles-vans-and-goods-vehicles/#under-three
- With the fitting of the car seat, we also need to ask has the individual had training in carrying in carrying this out.
- Is this transport covered under business insurance, so a call to your insurance company will be needed, or do they have business insurance on their vehicle?
- Ensure child is effectively safeguarded, e.g a designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.
- Ensure that those transporting the child do not smoke/vape in the vehicle
- Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort.

- Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded
- Plan emergency procedures, e.g. what happens if the child's health begins to deteriorate during the journey.

First aid
The first aid boxes are located in: **Within the Nursery Rooms;** kept out of reach of children
These are accessible at all times with appropriate content for use with children.
The appointed person responsible for first aid checks the contents of the boxes half termly and replaces items that have been used or are out of date.
First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

The appointed person(s) responsible for first aid is the individual Nursery Manager
At Leapfrog we strive for all our staff to be trained in paediatric first aid and this training is updated every three years.
All first aid trained staff are listed in every room. When children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one member of staff who is trained in first aid. A travel first aid kit is taken on all outings, along with any medication that needs to be administered in an emergency, including inhalers, auto injector pens, seizure medication etc.

Food Safety and play
Children are supervised during mealtimes, and food is adequately cut up lengthways to reduce the risk of choking, including the following;
- Grapes
- Cocktail sausages
- Olives
- Blueberries

Food that could cause a choking hazard, are not consumed in the nursery including the following;
- Marshmallows
- Popcorn

The use of food as a play material is discouraged. However, as we understand that learning experiences are provided through exploring different malleable materials the following may be used:
- Playdough
- Cornflour
- Dried pasta, rice and pulses.

These are risk assessed and presented differently to the way it would be presented for eating e.g. in trays. Food that presents a risk will not be used, including the following;
- Raw jelly cubes
- Chickpeas
- Raw kidney beans

Food items may also be incorporated into the role play area to enrich the learning experiences for children, e.g. fruits and vegetables. Children will be fully supervised during these activities.

Personal protective equipment (PPE)
The nursery provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staff are consulted when choosing PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

Dealing with blood
We may not be aware that any child attending the nursery has a condition that may be transmitted via blood. Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

Needle punctures and sharps injury
We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste. If a needle is found the local authority must be contacted to deal with its disposal.
We treat our responsibilities and obligations in respect of health and safety as a priority and provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.
Any medication that may be administered via a needle that is used in the nursery i.e. adrenaline shots such as EpiPens and Jext auto injectors will be handed to parents or ER services to dispose of appropriately.
This policy is updated at least annually in consultation with staff and parents and/or after a serious accident or incident.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 Sept 24 August 26	M.Topal	Sept 27

Admissions Policy

Leapfrog Nursery School is committed to providing a welcoming, inclusive and fair admissions process for all children and families.
We operate five nursery settings, all registered on the Ofsted Early Years Register, providing care and education for children from approximately 8 months to 5 years of age.
Our settings are:

- Leapfrog Grange Park
- Leapfrog Church Hill
- Leapfrog Compton Road
- Leapfrog St Mary's
- Leapfrog St Toms

Each nursery operates its own opening hours and annual calendar, with places offered according to availability and the individual arrangements of the setting.
We welcome children and families from all backgrounds and do not discriminate on the grounds of disability, race, religion or belief, sex, family circumstances or any other protected characteristic.
We are committed to making reasonable adjustments and working in partnership with families to support children's individual needs.

Admissions and Availability
The number and ages of children admitted to each nursery will comply with the space, staffing and welfare requirements of the Early Years Foundation Stage (EYFS).
When offering places, we consider:

- Available places within the appropriate age group and nursery setting.
- Staffing arrangements and statutory staff-to-child ratios.
- Children's individual needs and any reasonable adjustments required.
- Existing attendance patterns and continuity of care.
- The sessions and hours requested by parents.
- The operational arrangements of the individual nursery.

We aim to accommodate families' preferred attendance patterns wherever possible, while maintaining consistent routines and a stable environment for children.
A minimum attendance requirement of two days per week normally applies. Places are booked for agreed days and sessions, and day swaps are not permitted.

Admissions Priority
Where demand exceeds available places, the following criteria will normally be considered in order of priority:

1. Looked-after children and previously looked-after children.
2. Children who already have a sibling attending Leapfrog.

3. Children requiring a full-time place.
4. Children with special educational needs and/or disabilities (SEND), including those referred or supported by the local authority.
5. Vulnerable children, including those subject to a Child Protection Plan, Child in Need Plan or receiving other local authority support.
6. Children on our waiting list.
7. Children living within the local area.

These priorities will be considered alongside the availability of appropriate sessions, staffing and each child's individual circumstances.
A full-time place may take priority over a part-time request where this supports occupancy and continuity, although this is not an automatic entitlement.
Where a child has SEND or additional needs, we will work with parents and relevant professionals to identify appropriate support and reasonable adjustments. Admission decisions will not be based on disability alone.

Waiting Lists and Allocation of Places
Where a suitable place is not immediately available, families may request to join our waiting list.
Places will be offered according to availability, admissions priorities and the sessions requested.
An offer of a place is subject to completion of the required registration information, acceptance of our Terms and Conditions and confirmation of the agreed attendance arrangements.

Registration and Parent Information
Before a child starts nursery, parents must complete the required registration information and permissions through our Famly system.
This includes:

- Child's full name, date of birth and home address.
- Parent and carer contact details and parental responsibility information.
- Emergency contacts and authorised collection arrangements.
- Medical conditions, allergies, dietary requirements and individual care needs.
- GP and health visitor details, where requested.
- Relevant health and immunisation information.
- Agreed attendance sessions and fee arrangements.
- Required parental permissions and consents.

Parents are responsible for ensuring that information remains accurate and up to date.
Acceptance of the nursery place is subject to agreement with Leapfrog's Parent Contract and Terms and Conditions.

Government-Funded Early Education Places
All five Leapfrog settings are registered to offer eligible government-funded early education places.
Funded places are subject to eligibility, availability, local authority requirements and the attendance arrangements offered by each setting.
We aim to provide flexible options wherever possible, but reserve the right to offer specific funded sessions or attendance patterns according to staffing, occupancy and operational requirements.

Parents will be informed of the funded hours available, any applicable charges and the relevant Terms and Conditions before accepting a place.
Funding eligibility codes and required declarations must be provided and reconfirmed within the relevant deadlines. Parents are responsible for ensuring that their eligibility remains valid.
Full information about funded hours, fees, consumables and any additional charges is provided in our Fees and Funding information and Parent Terms and Conditions.

Early Learning for Two-Year-Olds (EL2)

Leapfrog offers a limited number of Early Learning for Two-Year-Olds (EL2) places for eligible families at selected nursery settings.
We recognise that families have different childcare needs, so our nurseries offer a range of EL2 attendance patterns and session times. These arrangements are designed to provide families with greater choice and flexibility, while reflecting the availability and operational arrangements of each setting.
Where a family's preferred nursery cannot accommodate their requirements, we will explore availability at our other Leapfrog settings and direct them towards an alternative that may better suit their needs.
All EL2 places are subject to eligibility, availability and the specific attendance arrangements offered by each nursery.

Settling In and Starting Nursery
We recognise that starting nursery is an important transition for children and families.
Before admission, we provide opportunities for parents to share information about their child's routines, interests, development and individual needs.
Children are supported through a settling-in process that is responsive to their emotional wellbeing, confidence and readiness.
A key person will be allocated to support the child and develop a positive relationship with the family.
Further information is provided in our Settling-In and Key Person policies.

Monitoring and Review
The management team is responsible for ensuring that admissions are managed fairly, consistently and in accordance with the EYFS, equality legislation and local authority funding requirements.
This policy will be reviewed annually or sooner where legislation, funding arrangements or nursery procedures change.
Related policies: Equality, Diversity and Inclusion; SEND and Inclusion; Settling-In; Key Person; Fees and Funding; Parent Terms and Conditions; Safeguarding and Child Protection.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 Sept 24 October 26	M.Topal	Sept 27

Leapfrog is committed to providing a safe, comfortable and healthy environment for children, staff, parents and visitors. We recognise that babies and young children are particularly vulnerable to temperature changes, dehydration, overheating and cold-related illness.
This policy sets out how we monitor and manage indoor and outdoor temperatures, ventilation, hot and cold weather, severe weather and associated conditions that may affect the safe operation of the nursery.
The aims of this policy are to:

- maintain a safe and suitable environment across the nursery;
- reduce risks associated with heat, cold, poor ventilation and extreme weather;
- support children's comfort, wellbeing, hydration, sleep and rest;
- ensure staff understand how to respond to changing weather conditions; and
- protect children who may be more vulnerable, including babies and children with SEND, medical needs, allergies, respiratory conditions or limited communication.

Legal Guidance Framework
This policy takes account of:

- Early Years Foundation Stage (EYFS) statutory framework;
- Health and Safety at Work etc. Act 1974;
- Workplace (Health, Safety and Welfare) Regulations 1992;
- HSE workplace temperature and thermal comfort guidance;
- UKHSA guidance for looking after children in early years settings during hot weather; and
- relevant local authority, Government and emergency planning guidance.

Indoor workplaces should be maintained at a reasonable temperature. HSE guidance recommends a minimum working temperature of **16°C** for most indoor workplaces. Particular consideration will be given to babies and children who sleep at nursery. A room temperature of approximately **16–20°C** is recommended for sleeping babies. Sleep arrangements will be managed in accordance with current safer sleep guidance and our Safer Sleep Policy.

Temperature Monitoring
Room temperatures will be monitored throughout the day, particularly during very hot or very cold weather. Staff will use thermometers where available and remain alert to children's physical comfort, behaviour and wellbeing.
Managers will take action where rooms become too hot, too cold, poorly ventilated or otherwise unsuitable for children. This may include moving children to another room, adapting activities or routines, using appropriate temperature-control equipment, contacting maintenance or informing senior leaders.

Indoor Temperature Control
Where rooms become too warm, staff may:

- increase safe ventilation, including opening windows early where appropriate to allow stored heat to escape;
- close or adjust windows where the temperature outside is higher than indoors to reduce heat entering the building, while ensuring adequate ventilation and air quality are maintained;
- close blinds or curtains to reduce heat from direct sunlight;
- turn off unnecessary electrical equipment;
- move children to cooler areas;
- reduce high-energy physical activity;
- offer additional drinks; and
- monitor children closely for signs of overheating.

Where rooms become too cold, staff may:

- ensure the heating system is operating effectively;
- move children away from draughts;
- encourage appropriate clothing and layers;
- move children to warmer areas;
- avoid prolonged periods of inactivity in colder areas; and
- report heating failures promptly.

Where necessary, portable fans, portable air-conditioning units or portable heaters may be used to help maintain a comfortable environment.
Any portable electrical equipment must be suitable for its intended use, and its positioning and operation must be risk assessed. Consideration will include electrical and fire safety, plugs and sockets, trailing wires and trip hazards, proximity to water, stability, hot surfaces, access by children, safe airflow and the positioning of equipment away from children's reach and play areas.
Equipment will be maintained and electrically tested where required and must not compromise safe supervision, access or evacuation routes.

Ventilation
Good ventilation is important for comfort, air quality and infection control. Staff will ventilate rooms safely using windows, doors, vents or mechanical ventilation where appropriate.
Doors and windows will only be opened where this does not create a safeguarding, security or accident risk.
Fans may be used to increase air movement where appropriate but should not be relied upon as a substitute for adequate ventilation. During very hot weather, current UKHSA guidance regarding the safe use of fans will be followed.

Hot weather procedure
During hot weather, the nursery will follow current UKHSA guidance for early years settings. Children under five are particularly vulnerable to heat-related illness, including dehydration, sunburn, heat exhaustion and heatstroke.
Fresh drinking water will be readily available to children throughout the day, both indoors and outdoors. Staff will actively encourage and support children to drink more frequently during warm weather, particularly during and following outdoor play.

Staff will:

- encourage children to drink water regularly and offer additional drinks throughout the day;
- avoid vigorous physical activity during the hottest parts of the day;
- use shaded outdoor areas;
- avoid prolonged outdoor play in direct sunlight;
- apply sun cream in line with the nursery's sun safety arrangements;
- encourage hats and light, loose clothing;
- closely monitor babies, younger children and children who may be particularly vulnerable to heat; and
- adapt routines, outdoor play, physical activity and sleep arrangements as required.

Children will not be expected to participate in strenuous physical activity during very hot weather. Outdoor play may be shortened, moved to shaded areas or paused where the manager considers conditions unsuitable.
Staff will make day-to-day decisions about the length of time children spend outside according to weather conditions and the strength of the sun. Children will not be allowed to play in direct sunlight between 11.00am and 3.00pm on hot days**.** Shaded areas will be available so children can continue to access outdoor play safely and move away from the sun when required.
Portable fans or air-conditioning units may be introduced where appropriate following risk assessment and in accordance with current guidance.
For further information, please refer to our Sun Care Policy.

Signs of heat related illness
Staff will remain alert to signs of heat stress, heat exhaustion or heatstroke, including:

- unusual tiredness or weakness;
- dizziness;
- headache;
- excessive thirst;
- hot, flushed or dry skin;
- nausea or vomiting;
- confusion or unusual behaviour;
- fast breathing or rapid heartbeat; and
- reduced wet nappies or other signs of dehydration.

If a child shows signs of becoming unwell due to heat, staff will move them to a cooler area, offer fluids where appropriate, remove excess clothing, inform the manager and contact their parent/carer. Medical advice or emergency assistance will be sought where required.

Cold weather procedure
During cold weather, staff will ensure children remain warm, comfortable and appropriately dressed. Outdoor play will continue where conditions are safe, as fresh air and physical movement are important for children's wellbeing; however, sessions may be shortened, adapted or cancelled according to conditions.
Staff will:

- check children have appropriate coats, hats, gloves and footwear;

- avoid outdoor play where surfaces are icy, slippery or otherwise unsafe;
- ensure babies, younger children and less mobile children do not become cold;
- monitor children for signs of discomfort;
- provide access to warm indoor spaces following outdoor play; and
- report heating or hot water failures immediately.

Where there is a heating failure or rooms become unusually cold, managers will assess whether affected areas can continue to be used safely. Children may be moved to warmer areas and routines adapted while the problem is resolved.
Portable heaters may be used where appropriate following a risk assessment. They must be positioned securely and away from children, combustible materials, walkways and play areas. Particular consideration will be given to hot surfaces, trailing cables, plugs and sockets, stability, fire risk and children's ability to access the equipment.

Severe or extreme weather, essential services and closure decisions
During periods of severe or extreme weather, or where associated conditions affect the safe operation of the nursery, managers and the senior leadership team will continually assess whether we are able to provide a safe, comfortable and appropriate environment for children and staff.
This may include:

- extreme heat or cold;
- snow, ice, storms or dense fog;
- flooding;
- heating or hot water failure;
- loss of water or electricity;
- significant transport disruption; or
- other circumstances affecting the premises, staffing or essential services.

Decisions will take account of conditions within the individual setting, the age and individual needs of children attending, statutory staffing requirements, safe access to and from the premises, building conditions, heating, water, electricity and ventilation, and our ability to provide appropriate food, care and supervision.

Managers will consider relevant advice or warnings issued by the **Met Office, UKHSA, DfE, local authority, health protection services, emergency services or Government**.
We will always take reasonable steps to remain open and minimise disruption to families. Measures may include moving children to unaffected areas, restricting the use of particular rooms, adapting routines and activities, using suitable portable heating or cooling equipment, contacting maintenance and making reasonable staffing arrangements.

Where severe weather results in staff shortages, all reasonable steps will be taken to maintain statutory staffing requirements, including contacting available staff and, where appropriate, agency staff, and adapting the organisation of groups where this can be done safely.

Where statutory requirements cannot be maintained, or management considers that children's health, safety or welfare may be compromised, opening arrangements will be reviewed and appropriate action taken. Significant incidents, decisions and actions taken will be recorded, and relevant authorities will be notified where required.

Where reasonable measures have been exhausted and management determines that we are unable to maintain a safe and suitable nursery environment, we may need to:

- restrict the use of particular rooms or areas;
- open later or close earlier;
- ask parents/carers to collect children;
- partially close a setting; or
- in exceptional circumstances, close the setting for part or all of the day.

Any decision to alter opening arrangements will be made by the manager and senior leadership team where necessary to protect the health, safety and wellbeing of children and staff.

Parents/carers will be given as much notice as reasonably possible where opening arrangements are affected. Where conditions deteriorate during the nursery day, parents/carers will be contacted promptly to arrange collection where required.
We recognise the disruption that unexpected changes can cause families. Where circumstances and capacity allow, we will endeavour to offer an alternative session for attendance affected by a closure or reduction in opening hours. Alternative sessions are subject to staffing, availability and the capacity of the individual setting and therefore cannot always be guaranteed.

Where disruption results from severe or extreme weather, failure of essential services or other circumstances outside of the nursery's reasonable control, and an alternative session cannot reasonably be accommodated, our normal fee arrangements will continue to apply.
In the event of flooding or another significant incident affecting the premises, the nursery will follow its relevant emergency procedures to ensure the immediate safety of children and staff and plan for continuity of care.

Sleep or rest during hot and cold weather
Staff will ensure that children who are sleeping or resting are not positioned in areas that are excessively hot or cold, draughty or in direct sunlight.
For babies, a room temperature of approximately **16–20°C** is recommended for sleep. Room temperature will be monitored, and staff will consider the child's clothing and bedding alongside the room conditions.
Babies and young children will be checked regularly in accordance with our Safer Sleep Policy. Children will not sleep indoors in outdoor clothing, and care will be taken to ensure that they are not over-wrapped during warm weather.
During periods of extreme heat or cold, managers will assess whether appropriate sleeping conditions can be maintained. This may include moving sleep spaces or using safely positioned and risk-assessed heating or cooling equipment.
Where we are unable to provide a safe and comfortable environment for a child to sleep, their parent/carer may be contacted and asked to collect them early.

Children and staff with additional vulnerabilities
Some children may be more affected by heat, cold or poor air quality. This may include babies and children with SEND, medical needs, respiratory or heart conditions, sensory needs, reduced mobility, allergies, medication needs or communication difficulties.

Individual risk assessments, care plans and health plans will be followed. Staff will closely monitor these children and make appropriate adjustments according to their individual needs.
Where a child has a particular medical or clinical vulnerability to extreme temperatures, appropriate medical advice will be sought where necessary and incorporated into their individual arrangements.
Consideration will also be given to members of staff who may be particularly vulnerable to extreme temperatures. Individual workplace risk assessments and reasonable adjustments will be considered where appropriate.

Outdoor play
Outdoor play is an important part of our curriculum and children's physical development. Children will continue to access outdoor learning wherever it is safe and appropriate to do so. We promote a balanced approach by enabling children to enjoy outdoor learning safely while following UK Health Security Agency guidance[2].
Outdoor access will be subject to ongoing risk assessment throughout the day as weather conditions change. Staff will consider:

- temperature and weather conditions;
- UV levels and humidity during warm weather;
- shade and shelter;
- surface safety;
- ice, standing water, mud or trip hazards;
- availability of drinking water;
- children's clothing and footwear;
- individual vulnerabilities; and
- staff supervision and ratios.

Outdoor play may be adapted, shortened or cancelled where weather conditions make it unsafe.
We will not take children outdoors where the manager or staff responsible for assessing the conditions consider that the weather or outdoor environment makes it unsafe to do so.

Staff responsibilities
All staff are responsible for:

- monitoring children's comfort and wellbeing;
- reporting concerns regarding temperature or ventilation;
- supporting hydration and appropriate clothing;
- adapting activities during hot or cold weather;
- undertaking ongoing assessments of changing weather conditions;
- using heating and cooling equipment safely and in accordance with risk assessments;
- following individual risk assessments, care plans and manager instructions; and
- recording and reporting any weather or temperature-related illness or incident.

[2] https://www.gov.uk/guidance/looking-after-children-and-those-in-early-years-settings-before-and-during-hot-weather-teachers-and-other-educational-professionals

Managers are responsible for monitoring conditions, ensuring appropriate action is taken when conditions become unsuitable and reviewing risk assessments where heating or cooling equipment is introduced.

Communication with parents

Parents/carers will be informed of significant changes to nursery routines resulting from weather conditions and may be asked to provide suitable clothing, sun hats, named water bottles, coats or weather-appropriate footwear.

Parents/carers will be contacted promptly if their child becomes unwell or if weather conditions affect the nursery's opening arrangements.

Where severe or extreme weather is forecast and there is a possibility that opening arrangements may be affected, we will endeavour to provide parents/carers with as much advance notice as reasonably possible. Any subsequent changes, including delayed opening, early closure or full closure, will be communicated through the nursery's usual parent communication channels.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 Sept 24 October 26	M.Topal	Sept 26

At Leapfrog we are committed to taking all necessary steps to keep children safe and well. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for them. This policy is in line with the Health and Safety at Work Act 1974 and The Misuse of Drugs Act 1971. This should be read in conjunction with the Safeguarding and Child Protection Policy, Staff disciplinary Policy and Suitability of Staff Policy.

Alcohol

Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all of their employees.

Anyone who arrives at the nursery clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the nursery will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal. Staff can still be under the influence of alcohol the day after the night before and staff should be aware of this, ensuring this is not the case when starting work.

If they are a parent/carer the nursery manager/designated safeguarding officer will judge if the parent/carer is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure. If anyone arrives at the nursery in a car under the influence of alcohol the police will be contacted.

Staff, students, parents, carers, visitors, contractors etc. are asked not to bring alcohol on to the nursery premises. In the circumstances that alcohol is gifted to staff by parents as part of Christmas or end of year thank you gifts, they should not be stored on nursery premises beyond the day that they are received.

Substance misuse

Anyone who arrives at the nursery under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately.

If they are a member of staff, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow.

If they are a parent/carer the nursery manager/designated safeguarding lead will judge if they are suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure.

The nursery manager will contact the police if anyone (including staff, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs. If they are a member of staff serious disciplinary procedures will be followed.

If a member of staff is taking medication that may affect their ability to care for children, they must seek medical advice and inform the nursery manager as soon as possible to

arrange for a risk assessment to take place. This will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after the children properly.
Any medication on the premises is stored securely, and out of reach of children, at all times.

If there are concerns around a member of staff who may have a drug or alcohol problem, but there is no evidence
If the nursery suspects there may be an issue with drugs or alcohol (either from observations, including poor performance, changes in behaviour and/or sickness; and/or staff feedback but there is no evidence that it is happening during working hours or that they are arriving at work under the influence of drugs or alcohol - a meeting will be held with the member of staff and manager to investigate the health concerns.
Support and referral to appropriate services may be offered to the staff member, if this is considered appropriate.
Confidentiality will be maintained at all times.
The staff member will be reminded of the disciplinary procedures that will apply if they attend work under the influence of drugs or alcohol.

Safeguarding/child protection
If a parent or carer is clearly over the alcohol limit, or under the influence of illegal drugs and it is believed the child is at risk, we will follow our safeguarding/child protection procedures, contact the local authority children's social care team and the police.
Staff will do their utmost to prevent a child from travelling in a vehicle driven by them and if necessary, the police will be called. Where an illegal act is suspected to have taken place, the police will be called.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 Sept 24 August 26	M.Topal	Sept 27

All Inclusive Care and Education Policy

At Leapfrog, we offer **all-inclusive care and education**—this means everything your child needs for their day at nursery is provided by us, from nappies and meals to suncream and exciting extras like yoga and trips. It's all designed to give children the best possible experience while making things simple for parents.

The government funding does not cover consumables or the additional services that we offer. Parents agree to pay for the nursery place or opt out of contributing and provide all required items themselves, whilst receiving weekly invoices for additional services.

What's Included in the All-Inclusive Nursery Place:

- **Meals and snacks** – Breakfast, tea, and healthy snacks throughout the day.
- **Drinks** – Water and milk available all day.
- **Nappies, wipes, nappy sacks** – Provided in suitable sizes.
- **Nappy cream** – Sudocrem or nursery-approved alternative.
- **Formula** – For babies under 12 months.
- **Suncream** – Applied according to our Sun Protection Policy.
- **Daily consumables** – Everything needed for nursery care routines.
- **Extras** – Weekly yoga, local trips, and family events throughout the year.

All children are automatically enrolled in the all-inclusive nursery place when they join. Full fee details are discussed and agreed during registration.

Refusing Voluntary Contributions

We know some families may prefer to bring in their own items. If you'd like to opt out of the all-inclusive nursery place, you'll need to follow our *instructions below* which means supplying everything your child needs, every day.

If opting out, families are responsible for:

- All meals, snacks, and drinks.
- Nappies, wipes, nappy cream, suncream, and formula.
- You also agree to ad hoc weekly invoices for trips, yoga sessions and additional services. (You can request for a change of session/day if you wish to avoid this).

To opt out, please:

1. Submit a written request **at least one month in advance**
2. Supply all required items **on time and in full**, in line with nursery guidelines.
3. Ensure all items meet **our safety and quality standards**.
4. Meals must be in line with our packed lunch policy.

Please note: If items are missing or don't meet our standards, your child may not be able to attend until everything is in place.

To rejoin the voluntary contributions:

1. Submit a written request via email.
2. Continue providing your own items until agreed start date of payment plan.

A Quick Summary

	All-Inclusive Place	**Opt-Out**
Meals & Snacks	Included	Supplied by parent
Nappies & Cream	Included	Supplied by parent
Suncream	Included	Supplied by parent
Formula	Included	Supplied by parent (if needed)
Trips & Yoga	Included	Invoiced weekly

Why Most Families Choose All-Inclusive

- ✅ **Consistent quality** – All children receive the same opportunity and experiences along with their peers.
- ✅ **Peace of mind** – Just drop off and go!
- ✅ **Hassle-free** – We take care of everything.
- ✅ **Great value** – One fixed cost, no surprises.

Keeping the nursery sustainable, enabling us to keep our high standard of care, staffing and resources.

We want to ensure every child feels comfortable, cared for, and included in all that Leapfrog has to offer. Our all-inclusive service helps us do just that.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
May 2025 September 26	**s Vincent N Ellwood**	8.9.2025 September 27

Leapfrog Nursery School

Allergies and Allergic Reactions Policy

At Leapfrog we are aware that children may have or develop an allergy resulting in an allergic reaction.

We aim to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction. We ensure that:

- Children's food is prepared and provided in line with their individual needs, developmental stage and any agreed care or allergy plans
- Staff understand and consistently apply arrangements for managing allergies, food intolerances and dietary requirements.

Our procedures

Staff are trained in appropriate treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods

- All staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis
- Before a child is admitted to the setting we obtain information about special dietary requirements, preferences, food allergies and intolerances that the child has
- We have ongoing discussions with parents and, where appropriate, health professionals to develop allergy plans for managing any known allergies and intolerances. We ask parents to inform staff of any allergies or intolerances discovered after registration
- We share all information with all staff involved in the preparing and handling of food, including at mealtimes and snack times and keep an allergy poster in all meal preparation, serving and eating areas
- At each mealtime and snack time we ensure staff are clear who is responsible for checking that the food being provided meets all the requirements for each child
- Where a child has a known allergy, the nursery manager will carry out a full Risk Assessment Procedure, (Health Care Plan) with the parent prior to the child starting

the nursery and/or following notification of a known allergy and this assessment is shared with all staff. This will involve displaying photos of the children along with their known allergies in the kitchen/nursery rooms, where applicable

- All snack and lunch preparation is completed by a member of staff who holds an up-to-date Food Safety certificate
- Food for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts
- Children's meals who have allergies should be prepared first and cooked separately to their allergen foods to prevent cross contamination

- The manager, nursery staff and parents work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or informing all parent/carers that allergen foods may be prohibited
- Should the nursery or parents wish to make changes to the child's meal arrangements this must first be risk assessed and health care plan updated
- Food should be plated individually for children with allergies and suitably covered, this should be delivered on trays that are separate to plated allergen foods
- Children are supervised during all mealtimes by one key person for the duration of the meal – this key person should be familiar with the child's health care plan, dietary requirements and appropriate first aid treatment in the event of any food sharing or risk of ingestion with allergen foods
- regular refresher training on child's health care plan and management should be occurring each half term or earlier if there is an update to the plan
- risk assessments should be updated if there are changes to the child's care plan or dietary needs and this should be shared with staff ahead of child's next nursery session
- during mealtimes children with increased high-risk allergens we may make the decision to sit the child on an individual table, the child's key worker will be sat with them, and we will endeavor to make the child feel included and part of the group – we will however put safety first in this instance
- Seating is monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies with the children and the potential risks and remain with them throughout the duration of the mealtime
- During rolling food/snack times, it is recommended that children with allergies should be invited to the table to ensure a staff member is supervising them during the session
- Children may require using labelled cups and plates brought from home to prevent risk of a mix up

- All food being prepared for children with allergies should be labelled, with ingredients, covered and handed directly to staff members who are serving the meals to the children
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a paediatric first aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the incident/accident file
- Parent/Carers give their permission for the nursery to use allergy medicine such as Piriton upon registering their child with the nursery in the cases of an allergic reaction; please see our medicines policy
- If an allergic reaction requires specialist treatment, e.g. an EpiPen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child.
- Leapfrog will strive to have the whole staff team trained in Paediatric First Aid, which covers Anaphylaxis and administering an auto injector pen; both Epipen and Jext Injectors

Food Information Regulations 2014

We incorporate additional procedures in line with the Food Information Regulations 2014 (FIR) including displaying our weekly menus on the parent display boards, identifying any of the 14 allergens that are used as ingredients in any of our dishes. If there is a new food item which has not been introduced to the children before we will ensure parents are informed of this on our notice boards. For a child who has allergies, we will contact the parent first, and if in doubt, we will avoid this item.

In the event of a serious allergic reaction including if we have administered an adrenaline shot and a child needs medical attention the nursery manager/staff member will:

- Call for an ambulance immediately if the allergic reaction is severe. Staff will not attempt to transport the sick child in their own vehicle
- Ensure someone contacts the parent/carer(s) whilst waiting for the ambulance, and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, healthcare plans and relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the senior leadership team once ER services and Parent/Carers have been informed
- Staff will endeavour to remain calm at all times and continue to comfort and reassure the child experiencing an allergic reaction. Children who witness the incident may also be affected by it and may need reassurance, their parent/carers

should also be informed. Staff may also require additional support following the incident

- All incidents of allergic reaction should be recorded appropriately on Famly as an incident and be acknowledged by the parent/carers
- In the event of staff becoming aware of a child displaying an allergic reaction staff will reference the child's individual health care plan, administer antihistamine, contact parents and continue observing the child – if the child's symptoms progress onto moderate symptoms they should prepare the child's adrenaline autoinjector, contact ER services
- If a child has a severe allergic reaction that results in hospital care the nursery staff should complete the serious incidents log and inform the DSL, Registered Person and LADO within 48 hours and Ofsted within 14 days of the incident

This policy is updated at least annually in consultation with staff and parents and/or after a serious incident.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 Sept 24 Jan 25 August 26	M.Topal	Sept 27

Animal and Pets Health and Safety Policy

At Leapfrog, we recognise the value that animals and pets can bring to children's learning, development and emotional wellbeing. Caring for and interacting with animals can help children learn to be gentle, respectful and responsible for others and provide valuable first-hand learning experiences.
The health, safety and wellbeing of children, staff and animals will always be considered when animals are kept at, visit or are encountered during nursery activities.

Nursery Pets
We currently have two guinea pigs based at our Grange Park nursery. Please also refer to the setting's individual risk assessment.
We currently have fish at our Grange Park and St Mary's nurseries. Please also refer to the individual nursery risk assessments.
Our safety procedures include:

- information is displayed to identify animals kept at the nursery so that families and visitors are aware, including for allergy purposes;
- written parental permission is obtained before children are involved in caring for or handling nursery animals;
- a documented risk assessment is completed and reviewed as required, taking account of the animal, the environment and the individual needs of children and staff, including allergies, medical needs, SEND, fears or phobias;
- animals are housed securely and appropriately according to their individual welfare needs, with access to quiet areas and space away from children when required;
- a responsible member of staff oversees the care and welfare of nursery animals;
- only staff are responsible for cleaning animal housing, where applicable, using appropriate protective equipment such as gloves and aprons;
- animals will receive appropriate veterinary care, preventative treatments and vaccinations where applicable to the species;
- animals showing signs of illness will be appropriately separated from children and veterinary advice sought where required;
- animals and their food, equipment and bedding are kept away from food preparation, storage and eating areas;
- animal food and associated equipment are stored safely and appropriately;
- children and staff wash their hands thoroughly with soap and water following contact with animals, their housing or equipment and before eating or drinking;
- children are supported not to put their hands in their mouths while handling animals; and
- comforters, dummies and other personal items are kept away from animals to reduce the risk of cross-contamination.

Children's interactions with animals will be appropriately supervised and children will be supported to handle and interact with them gently and safely.

Visiting animals and pets
From time to time, we may arrange for a suitable animal to visit the nursery where this provides a meaningful learning opportunity linked to children's interests, a topic, theme or wider curriculum experience.
Before a planned visit:

- a documented risk assessment will be completed;
- appropriate information will be obtained about the animal, its health, temperament and suitability for contact with young children;
- parents/carers will be informed where appropriate and information gathered regarding individual children's needs;
- consideration will be given to allergies, medical needs, SEND, fears or phobias and the individual needs of children and staff;
- reasonable measures will be put in place to enable children to participate safely and comfortably; and
- children will never be required to touch, handle or approach an animal.

Animals will remain appropriately controlled and supervised throughout the visit. Children will be supported to interact safely and respectfully.
Animals will not be permitted near food, dishes, worktops or food preparation and eating areas. Children and staff will wash their hands thoroughly with soap and water following contact with animals.
Comforters and dummies will be kept away from animals to reduce the risk of cross-contamination.

Dogs on premises
The nursery does not keep a dog on the premises.
Parents/carers and visitors who bring a dog when dropping off, collecting or waiting for a child are responsible for keeping the dog under close control. Dogs must not have unsupervised access to children or enter children's play areas without prior agreement from the nursery.
In accordance with the EYFS statutory framework, banned dog breeds must not be present on nursery premises while registered childcare is being provided.
A suitable dog may visit the nursery as part of a planned learning experience where the nursery considers this appropriate. Such visits will be managed in accordance with the Visiting Animals and Pets arrangements above, including prior risk assessment and consideration of the individual needs of children and staff.

Visits to farms
A site visit will be made by a senior member of staff before an outing to a farm is arranged. We will check that the farm is appropriately managed, that public areas are maintained and that suitable first aid arrangements are available.
Before and during a farm visit we will:

- check that suitable handwashing facilities are available, with running water, soap and appropriate hand-drying facilities;
- ensure an appropriate number of adults are available to supervise children, taking account of their age, development and individual needs;
- ensure food and drink are consumed well away from areas where animals are kept;
- explain to children, in an age-appropriate way, why they must not eat, drink or put their hands in their mouths while interacting with animals;

- ensure suitable precautions are followed around restricted areas, including areas containing manure or slurry;
- encourage children to leave comforters, soft toys and dummies at nursery, in transport or safely stored away during animal contact;
- ensure children do not place their faces against animals and are supported to interact with and feed animals safely;
- ensure children, staff and volunteers thoroughly wash and dry their hands with soap and water after contact with animals and particularly before eating or drinking;
- supervise young children's handwashing;
- ensure children do not eat food that has fallen onto the ground;
- ensure any farm produce intended for consumption is appropriately washed with potable water;
- ensure children do not consume unpasteurised milk, cheese or other unpasteurised produce;
- ensure children do not touch manure or slurry and immediately wash their hands thoroughly if accidental contact occurs;
- ensure all children, staff and volunteers wash their hands thoroughly before leaving the farm; and
- ensure footwear and clothing are, as far as reasonably possible, free from faecal contamination before leaving.

Staff will continue to monitor children throughout the visit and follow the nursery's usual procedures for outings, risk assessment, supervision and first aid.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 Sept 24 Jan 25 August 26	M.Topal	Sept 27

Leapfrog Nursery School

Anti-Bribery Policy

Legislation
The Bribery Act 2010 creates an offence which can be committed by an organisation which fails to prevent persons associated with them from committing bribery on its behalf but only if that person performs services for you in business. It is unlikely that the organisation will be liable for the actions of someone who simply supplies goods to you. There is full defence if it can be shown that there are adequate procedures and risk assessments in place to prevent bribery.
At Leapfrog we have adopted this policy to ensure that we have adequate procedures in place that are proportionate to the bribery risks we face.
It is our policy to conduct all of our business in an honest and ethical manner. We take a zero-tolerance approach to bribery and corruption and are committed to acting professionally, fairly and with integrity in all our dealings wherever we operate. We are also committed to implementing and enforcing effective systems to counter bribery.

What is a bribe?
A bribe is a financial or other advantage offered or given:
- to anyone to persuade them to or reward them for performing their duties improperly or;
-to any public official with the intention of influencing the official in the performance of his/her duties.

Gifts and hospitality
A 'gift' is defined as any item, cash, goods, or any service which is offered for personal benefit at a cost, or no cost, that is less than its commercial value.

You should consider the following if a gift is offered:
- Whether it is appropriate to accept it:
- Decline gifts unless to do so would cause serious embarrassment; and
- Discuss the position with the manager or owner if the gift clearly has a value in excess of £25

Parents may wish to thank nursery staff for looking after their children with Christmas, End of year gifts or gifts when the child moves on from a particular room, changes key worker or leaves the nursery. This is perfectly understandable. Each staff member is reasonable for deciding if this gift is appropriate to accept and if it should be shared with the wider team. If in any doubt staff should discuss this with the nursery manager.
Any gifts (not relating to the above examples) received will be recorded in the central gift register under the nursery anti-bribery and corruption procedures.

The nursery will not accept gifts from service providers. This may be deemed as a bribe to maintain a contract. The nursery will remain transparent and open at all times.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 July 2025 August 26	M.Topal	Sept 27

Leapfrog Nursery School

Arrivals and Departures Policy

At Leapfrog we give a warm welcome and goodbye to every child and family on their arrival and departure, as well as ensuring the safety of children, parent/carers, visitors, employees, volunteers and students. All arrivals and departures are logged onto our digital register via Famly. This will be logged in a timely manner to depict accurate timings.
Parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety. The staff member receiving the child immediately records his/her arrival in the daily attendance register. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed, and parents complete their part of the document via Famly before medication is given.

If the child is to be collected by someone who is not the parent at the end of the session, parents/carers will need to inform the nursery staff and provide the name and contact number of the person collecting and provide them with a password which staff will ask for, this is to identify the designated person. Parents are informed about these arrangements and reminded about them regularly. Other than the parent/s or legal guardian of the child, we do not allow anyone under the age of 18 to collect. If anyone under the age of 18 arrives to collect child, the parent/carer will be contacted.

The child's key person or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent in addition to what may already be shared via electronic systems, e.g. meals, sleep time, activities, interests, progress and friendships. The parent should be told about any accidents or incidents, and the appropriate records must be signed by the parent on Famly before departure. Where applicable, all medicines should be recovered from the medicine box/fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.

The nursery will not release a child to anyone other than the known parent unless a prior agreement has been made at the time of arrival. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated person of the agreed procedure (Password system) and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the late collection policy).
On departure, the staff member releasing the child must mark the child register via Famly immediately to show that the child has left the premises.

Parents/carers will be informed and reminded not to allow any other person onto the premises when dropping off or collecting, this is to ensure the safety at all times.
In the unlikely event that someone gains unauthorised access to the premises and if it feels safe to do so, a member of staff will ask the person what the purpose of their visit is. If needed our lockdown procedure will be initiated by staff and the police will be called. (Refer to lockdown procedure). In any cases where someone has gained unauthorised access to the premises, we will revisit our arrivals and departures procedures and risk assessment.

Adults arriving under the influence of alcohol or drugs
Please refer to the alcohol and substance misuse policy.

Arrivals and departures of visitors
For arrivals and departures of visitors the nursery requires appropriate records to be completed on entry and exit e.g. in the visitors' book. Please refer to supervision of visitors' policy for further information.

Staff, Students and Volunteers
Staff, students and volunteers are responsible for ensuring they sign themselves in and out of the building, including on breaks and lunchtimes.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 Sept 24 August 26	M.Topal	Sept 27

Leapfrog Nursery School

Attendance Policy

At Leapfrog we believe good attendance plays a fundamental role in supporting children's educational achievement, well-being and in keeping children safer. Establishing regular routines for young children supports the settling-in process and enhances their sense of security and belonging. When a child has a part-time place, regular attendance is especially important.

This policy outlines the procedures to promote and monitor attendance and those that will be followed if a child is absent from the setting. We wish to create a culture where good attendance and punctuality is valued by all and so will work with parents to work together to remove barriers to attendance. We recognise that sometimes families may need extra support with attendance, therefore effective communication is essential between parents and the key person, who may be able to offer advice and support or referrals to other agencies who may be able to help, such as the health visiting team, portage or early help.

To promote good attendance, we will:

- Share our attendance expectations with parents prior to admission, including conveying clearly to parents that regular attendance and punctuality
    - Is expected
    - Is in the child's best interest, and
    - That unexplained absence will be investigated
- Keep records of attendance to enable monitoring and evaluation so that emerging patterns are addressed
- Foster a positive attitude to good attendance by quickly responding to children's absence while also recognising and celebrating, 'good' and 'improving' attendance
- Target attendance where there has been an issue and aim to set in place strategies and techniques to support improvement.

Whilst attendance at nursery is not statutory, authorised absence will be granted in the following circumstances, where parents inform the nursey on the first day of absence or prior to the first day of absence:

- Illness of the child
- Illness of siblings or parents
- Bereavement
- Health services appointments
- Holidays, including extended visits to family overseas
- Religious observance
- Emergency or exceptional circumstances.

Monitoring attendance

Records of children's attendance are accurately kept and regularly monitored to ensure that we can identify any potential problems and look for patterns. All managers and staff are alert to signs that children and learners who are missing might be at risk of abuse or neglect, and appropriate action is taken when children stop attending. While we are aware that attendance is not statutory, we recognise that non-attendance could be an

indicator of other concerns. All managers and staff are particularly aware of the need to monitor groups such as those who are considered to be vulnerable learners.

Procedures to record, monitor and follow up non-attendance

Registration will be completed at the start of each session, staff register children's attendance using the Famly app, this is completed as soon as the child is greeted into the nursery to ensure accuracy of arrival times.

Non-attendance:

- If a child is absent and we are informed of their reason for absence this will be recorded on the Famly app and recorded on our attendance log
- If a child is absent without an explanation a telephone call (to priority and secondary numbers, e.g. home and work) will be made to the main carer to establish the reason for the absence
- If no contact is made, then we will follow this process:
    - Contact any second main carer (to priority and secondary numbers, e.g. home and work)
    - Contact the first emergency contact number
    - Contact the second emergency contact number.
- If contact cannot be made by telephone call, a home visit may be carried out, and a contact postcard will be posted through your door if there is no response
- If there continues to be no contact and there is cause for concern, the health visiting service and/or the Children and Family service will be contacted to ascertain if family support may be needed
- In more urgent cases, the police may be contacted to carry out a welfare check.

Leaving the nursery

If you decide to withdraw your child from the nursery, please see our Parent Contract and Terms and Conditions for notice periods. This will ensure that we remove your child from our systems and therefore will not expect them to attend.

If your child is transitioning to another early year's provider or school, please provide us with the details of the new setting so that we can transfer essential information, such as their unique pupil number or funding eligibility code.

This policy was adopted on	Signed on behalf of the nursery	Date for review
July 25 August 26	M.Topal	Sept 27

Caring for Babies and Toddlers

At Leapfrog we care for babies and toddlers under the age of two as well as pre-school children.
This policy should be read in conjunction with the Nappy changing, Respectful intimate care, Safer sleep, Nutrition and mealtime and Use of dummies in nursery policies.
We ensure their health, safety and well-being through the following:

- Implementing the EYFS requirements at all times and caring for babies and toddlers in a separate base room or securely partitioned area within our halls with a ratio of 1:3
- Allocating each baby/toddler with a key person and working in partnership with their parent/carers to meet their individual needs and routines
- Having well qualified staff who understand the needs of babies and toddlers, ensuring that at least half of the staff team caring for children under the age of two have undertaken specific training for working with babies.
- Ensuring babies and toddlers have opportunities to see and play with older children whilst at nursery
- Toddlers transitioning to the older age groups/rooms when assessed as appropriate for their age/stage (see separate Transition Policy)
- Staff supervising all babies and toddlers and organising the environment to support both non-mobile babies and more mobile babies and toddlers.
- Babies'/toddlers' privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting

Environment

- The environment, equipment and resources are risk assessed and checked daily before the children access the rooms/area. This includes checking the stability of cots and areas around, low/highchairs and ensuring restraints on these, pushchairs and prams are intact and working
- Outdoor shoes are removed or covered when entering the baby and toddler area(s). Staff remind parents and visitors to adhere to this procedure. Flooring is cleaned regularly
- Sterilisers are washed out and cleaned daily
- Large pieces of furniture are fixed to the walls to stop them falling on top of babies and young children
- Play and learning is planned in line with children's individual interests and the EYFS learning and development requirements.

Resources

- Care is taken to ensure that babies and toddlers do not have access to resources/activities containing small pieces, which may be swallowed or otherwise injure the child
- Babies and toddlers are closely supervised during all activities
- Resources and equipment that babies and young children have placed in their mouth are cleaned/sterilised after use

- All resources are frequently cleaned
- Soft furnishings are frequently cleaned
- The use of baby walkers, bumbos and jumparoos (will not be used). If used for extended periods of time on a regular basis, these can contribute to delayed physical development. We follow NHS guidelines which recommends that if these resources are to be used then it should be for no more than 20 minutes at a time.

Intimate Care

- Babies and toddlers' privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting
- Babies and toddlers have their nappies changed according to their individual needs and requirements by their key person, wherever possible. Checks are logged on Famly with the time and staff initials and information is shared with parents
- When developmentally appropriate, we work closely with parents/carers to sensitively support toilet training in a way that suits the individual needs of the child
- Potties are washed and disinfected after every use. Changing mats are wiped with anti-bacterial cleanser before and after every nappy change
- Staff ensure all the equipment is ready before babies and toddlers are placed on the changing mat
- No child is ever left unattended during nappy changing time
- Intimate care times are seen as opportunities for one-to-one interactions
- Staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted. Students only change nappies with the support and close supervision of a qualified member of staff (see separate Students Policy)
- Cameras and mobile phones are not permitted in toilet and nappy changing areas
- Famly logs will occur in the main nursery room once the change for each individual child has been completed
- Nappy sacks and creams are not left in reach of babies and children
- We always systems in place to ensure there is an adequate supply of clean bedding, towels and spare clothes

See separate Nappy changing policy.

Sleep

- We follow NHS and Lullaby Trust guidance to reduce the risk of sudden infant death syndrome (SIDS)
- Each baby/toddler has labelled nursery bedding which is washed at least weekly and/or when necessary, this takes into account any allergies and irritation to soap powders and any individual needs for example if a child prefers to sleep in a sleeping bag or pushchair, we will ask parents/carers to bring one from home
- All cot mattresses/sleep mats meet necessary safety standards
- Safe sleep guidance is followed at all times, babies are always laid to sleep on their back, with their feet touching the foot of the cot. Children under two years are not given pillows, cot bumpers or any soft furnishings in order to prevent risk of suffocation
- We also share safe sleep advice with parents/carers.
- We ensure that sheets or thin blankets come no higher than the baby's shoulders, to prevent them wriggling under the covers. We make sure the covers are securely tucked in so they cannot slip over the baby's head
- Only sheets and blankets that are of good condition are used, any loose threads are removed.
- Cots are checked before use to ensure no items are within reach i.e. hanging over or beside the cot (e.g. fly nets, cables, cord blinds)

- Babies sleeping outside have cat/fly nets over their prams and we ensure we only use prams that lie flat for sleeping so babies/toddlers are supported
- Sleeping babies/children are supervised at all times and checks are completed every 10 minutes. This may increase to five minutes for younger babies and/or new babies. Checks are documented with the time and staff initials on the sleep check form and times are shared with parent/carers via Famly.
- In sleep rooms where there are doors, all staff are to ensure children's safety at all times by ensuring doors that are accessible from outside persons are securely closed in line with our fob system, other doors leading into internal rooms must not be fully closed and kept ajar, in line with our safeguarding policies

Bottles

- Feeding times are seen as an opportunity for bonding between practitioner and child and where possible babies are fed by their key person
- Food/milk for babies is prepared in a separate within the kitchen which is specifically designated for this preparation. Handwashing is completed before preparation is undertaken
- Bottles of formula milk are only made up as and when the child needs them. Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water that is reheated. They are then cooled to body temperature, which means they should feel warm or cool, but not hot. Bottles are tested with a sterilised thermometer to ensure they are an appropriate temperature for the child to drink safely
- If staff are making up formula, only original packaging will be accepted, parents/carers premeasured containers will not be used. Bottles are only made following the instructions on the formula, if during the making process there are discrepancies, a new bottle will be made
- All new staff will be shown the procedure, and only when competent and confident will they make them on their own. Students are fully supervised.
- Nursery bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they are not washed in the dishwasher). They are replaced as and when required.
- Unwanted/left over contents of bottles are disposed of after two hours
- Babies are never left propped up or laid in a cot with bottles as it is both dangerous and inappropriate
- An area will be made available for mothers who wish to breastfeed their babies or express milk
- Labelled mothers' breast milk is stored in the fridge.
- Microwaves are not used to heat milk due to hot spots; bottles will be placed into a cup of boiling water to heat through

Mealtimes

- All babies and young children are seated safely in low/highchairs used for feeding. The chairs are fitted with restraints, and these are used at all times. Restraints are removed and washed weekly or as needed
- Children are never left unattended when eating or when in low/highchairs. Babies and toddlers will be seated in appropriate highchairs based on their age, size and core strength

- Staff supervising mealtimes will have ongoing discussions with parents about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with.
- Assumptions will not be made based on age
- Food will be prepared in a suitable way for each child's individual developmental needs, working with parents to help children move on to the next stage at a pace right for the child
  See separate Nutrition and mealtimes policy for further details.
- Mealtimes are seen as social occasions and promote interactions. Staff always sit with babies and young children; interacting, promoting communication and social skills
- All children are closely supervised whilst eating and if any choking incidents occur paediatric first aid will be administered
- Babies and young children are encouraged to feed themselves with support, as required
- We work together with parents regarding weaning and offer support, as required, following the NHS Best Start in Life Weaning guidance[3]

Comforter and dummies

- We have a separate 'Use of Dummies in Nursery' Policy to promote communication and language development
- If dummies are used, they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor (see separate dummy policy)
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
- Dummies are disposed of if they become damaged
- Comforters including teddies and blankets are kept safe and provided at sleep times, or if the child becomes unsettled.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 Sept 24 August 26	M.Topal	Sept 27

[3] https://www.nhs.uk/best-start-in-life/baby/weaning/

Cyber Security Policy

Digital systems and technology are an important part of the safe and effective operation of Leapfrog.
Leapfrog holds and processes personal and sensitive information relating to children, families and staff and uses electronic systems for communication, children's records, attendance, funding, invoicing, nursery management and other operational purposes.
Cyber security is therefore an important part of safeguarding, data protection and business continuity.
Cyber-security risks may include:

- unauthorised access to information or accounts;
- loss or theft of information or devices;
- phishing, scams, malware and other cyber attacks;
- accidental disclosure of information;
- disruption to nursery systems;
- fraud or financial loss; and
- operational or reputational harm.

Cyber security is everyone's responsibility. Staff are not expected to be cyber-security experts but are expected to follow nursery procedures, use approved systems and devices appropriately, remain alert and report concerns or mistakes promptly.
This policy should be read alongside our:

- Data Protection, Confidentiality and Information Sharing Policy;
- Mobile Phones, Electronic Devices, Photography and Screen Use Policy;
- Safeguarding Children and Child Protection Policy;
- Staff Code of Conduct;
- Critical Incident and Emergency Response procedures;
- Social Networking and Acceptable Use of IT procedures; and
- associated staff good-practice guidance.

Staff Responsibilities and Cyber Awareness
All staff have a responsibility to use nursery technology and information safely.
Staff should remain particularly alert to:

- unexpected emails, messages or attachments;
- suspicious links or QR codes;
- requests to reset or disclose passwords;
- requests for security or verification codes;
- unexpected login or account-linking requests;
- requests to change payment or bank details;
- unusual requests for confidential information;
- impersonation of colleagues, parents, suppliers or professionals; and
- messages creating unusual urgency or pressure.

Staff should remember:
STOP → DON'T CLICK OR RESPOND → CHECK → REPORT

If something appears unusual, staff should not click, open, pay, disclose information or approve a request until it has been independently checked.
Where necessary, the person or organisation should be contacted using contact details already known to be genuine rather than information provided within the suspicious communication.
Staff must report cyber-security mistakes or concerns promptly.
Staff should never hide a mistake because they are worried about getting into trouble. Early reporting gives Leapfrog the best opportunity to protect information and minimise harm.

Passwords and Account Security
Staff must:

- use strong passwords;
- avoid predictable passwords based on names, dates or easily identifiable information;
- use different passwords for work and personal accounts;
- keep passwords, PINs and security codes confidential;
- never share verification or multi-factor authentication codes;
- use multi-factor authentication or two-step verification where available and appropriate;
- change passwords where they may have been compromised;
- only approve login or authentication requests they recognise; and
- report unexpected login, password-reset or authentication notifications.

Approved password managers may be used where appropriate.
Individual user accounts should be used wherever systems provide this facility. Staff must not use another person's account or allow another person to use theirs.
Management will review system access when roles change and remove access when staff leave or no longer require it.

Wi-Fi and Network Security
Nursery Wi-Fi and networks must be appropriately secured.
Secure nursery Wi-Fi details must not be unnecessarily shared with parents, visitors or other unauthorised people.
Nursery-owned devices should only connect to approved and appropriately secure networks.
Unknown or unsecured public Wi-Fi should not be used to access sensitive nursery information unless appropriate security arrangements have been authorised.
Where Leapfrog operates from shared-use premises, a separate secure nursery network or Wi-Fi arrangement should be used where reasonably practicable. Where this is not possible, management should consider the security arrangements with the premises provider and address relevant risks within site-specific risk assessments.
Guest, visitor or wider building access should be separated from nursery systems where reasonably practicable.

Nursery-Owned Devices and Equipment
Nursery-owned laptops, tablets, phones and other digital equipment must be used responsibly and in accordance with nursery procedures.
Staff must:

- lock devices when left unattended;
- use required passwords, PINs or biometric security;
- keep devices physically secure;
- not disable security controls;
- not install unauthorised software or applications;
- not connect unknown USB drives or external devices; and
- report lost, stolen, misplaced, damaged or potentially compromised equipment promptly.

The day-to-day use of nursery devices, photography and recording equipment is governed by our Mobile Phones, Electronic Devices, Photography and Screen Use Policy.

Personal Devices and Approved Staff Use
Leapfrog permits limited use of personal devices for approved nursery purposes.

All Staff
All staff may use their personal mobile phone to access approved Leapfrog WhatsApp groups and communications.
WhatsApp is an approved staff communication platform but is not the nursery's formal record system. Staff must use it professionally, share only the information necessary for the purpose and ensure that information requiring formal retention is recorded within the appropriate nursery system.
Staff must never use a personal device to photograph, film or record nursery children.
Detailed expectations for WhatsApp communication are contained within the Staff Code of Conduct.

Managers and SLT
Authorised Managers and members of SLT may also use personal phones, laptops or other approved personal devices for legitimate management and operational purposes.
This may include:

- accessing approved nursery systems;
- accessing management email;
- communication between managers and SLT;
- undertaking authorised management work;
- dealing with operational matters across nursery sites; and
- accessing information necessary to fulfil their management responsibilities.

Managers and SLT using personal devices in this way must comply with the **Manager Bring Your Own Device (BYOD) Agreement**.
The principle for management BYOD is: ACCESS – DON'T STORE
Wherever reasonably possible, personal devices should be used to access information through approved nursery systems rather than to download or permanently store nursery information.
Children's records, photographs, videos, staff information and confidential documents should remain within approved nursery systems.
Managers must not routinely:

- save children's photographs or videos to personal photo libraries;
- download children's records or confidential documents for storage on personal devices;
- send nursery information to personal email accounts;
- transfer nursery information to personal cloud storage;
- use personal USB drives for nursery information; or
- upload nursery information or children's images to personal or unapproved applications or AI systems.

Personal devices authorised for wider management use must be appropriately secured, kept up to date and protected against access by other people.

Students and Apprentices – Training Evidence
Where a student or apprentice is required to gather photographic evidence for an approved qualification or training programme, photographs of children must not be taken using the student's or apprentice's personal device. Photographs must be taken using an authorised nursery device, only involving children for whom the appropriate parental permission is in place and with the child's identity protected so that their face is not visible. A Manager/Supervisor must check

and approve the image before it leaves the nursery device and may then email the approved photograph to the student/apprentice solely for upload to their approved training platform. Once successfully uploaded, the student/apprentice must delete the photograph and email from their device/account and must not save, forward, share or upload it anywhere else.

No video or audio recording of children is permitted for training evidence. Staff, students and apprentices must follow the separate **Student, Apprentice & Training Evidence Agreement** and report any accidental disclosure or data breach immediately.

Medical Information and Emergency Medication

Information necessary to keep a child safe must always be communicated effectively to the staff responsible for that child.

Staff must not allow concerns about digital communication to prevent essential information about a child's:

- allergy;
- medical condition;
- medication requirements;
- healthcare plan; or
- emergency or life-saving medication, from being appropriately communicated.

Only the information necessary for the purpose should be shared through staff messaging.

Detailed medical information and medication instructions must be maintained within the child's appropriate healthcare plan, medication record, risk assessment or approved nursery system.

Staff must ensure that relevant colleagues understand a child's medical needs and know the location and agreed procedure for emergency or life-saving medication where relevant to their role.

The nursery's Allergies and Anaphylaxis, Medication and Healthcare Plan procedures take precedence in relation to the management and administration of medication.

Software, Updates and Device Security

Nursery-owned devices and personal devices authorised for wider management BYOD use should:

- use supported operating systems and software;
- have relevant security updates installed promptly;
- use automatic updates where appropriate;
- have appropriate built-in malware and firewall protection enabled where applicable; and
- only use software and applications appropriate to the work being undertaken.

Staff must not deliberately bypass security controls.

If a device behaves unusually, becomes locked, displays a malware warning or is suspected of being compromised, staff should stop using it for nursery work where appropriate and report the concern.

Staff are not expected to diagnose malware or investigate technical cyber-security incidents themselves.

Access to Systems and Information

Access to nursery systems and information will be based upon role and professional need.

Management will:

- determine appropriate levels of access;
- restrict access for temporary staff, students or others where appropriate;
- amend access when roles change; and
- remove access promptly when staff leave or no longer require it.

Staff must not access information beyond what is reasonably required for their role.

Secure Storage and Sharing of Information
Children's records, photographs, videos, staff information and confidential communications must be stored and shared through approved systems and methods appropriate to the information concerned.
Staff must not routinely use:

- personal email;
- personal cloud storage;
- unauthorised messaging platforms;
- personal USB devices;
- unapproved applications; or
- unapproved AI tools

to store or transfer nursery information.

Secure Email – Egress
Leapfrog uses **Egress as its approved secure emailing platform for sharing confidential or sensitive information about children with authorised external recipients**, including professionals and other agencies where appropriate.
Where information about a child includes safeguarding, medical, SEND, developmental, family or other sensitive personal information, staff should use Egress or another specifically approved secure method rather than ordinary email.
Before sending confidential information, staff must:

- check that the recipient is correct;
- ensure the information is necessary and appropriate to share;
- check that the correct document or attachment has been selected;
- use the approved secure method where required; and
- report immediately if information is sent to the wrong recipient or shared incorrectly.

The approved use of WhatsApp for staff communication does not make WhatsApp an approved permanent storage system or the routine method for sharing detailed confidential records.
Detailed requirements for information sharing are contained within our Data Protection, Confidentiality and Information Sharing Policy.

Email, Messages and Phishing
Staff should remain cautious about emails, WhatsApp messages, texts and other communications involving:

- unexpected attachments or links;
- QR codes;
- requests for passwords or verification codes;
- payment or banking information;
- changes to bank details;
- confidential information;
- unexpected login requests;
- impersonation of colleagues, parents or organisations; and
- unusual urgency.

If unsure, staff should independently verify the request before responding.
Suspicious activity should be reported to management.

Financial and Payment Security

Unexpected requests involving payments, invoices or changes to bank details must be independently verified using known genuine contact information.
Particular caution must be exercised where:

- bank details have changed;
- a payment is described as urgent;
- usual payment procedures are being bypassed;
- an unexpected person requests financial information; or
- the communication appears to come from a senior colleague, supplier or organisation but is unusual.

Suspected fraud or payment errors must be reported immediately to SLT.
Where money or banking information may be at risk, the relevant bank or financial provider should be contacted promptly.

Approved Communication Systems
Staff must only use communication systems, accounts and channels approved by management for nursery business.
Approved systems include:

- nursery management and record systems;
- approved nursery email accounts;
- Egress for the secure transmission of confidential or sensitive information by email;
- WhatsApp for approved staff communication within the boundaries set out in this policy and the Staff Code of Conduct; and
- other systems specifically approved by management.

Staff must not independently create nursery communication groups, accounts, shared folders, cloud-storage arrangements or other digital systems without appropriate authorisation.
Approved platforms must be used professionally and in accordance with safeguarding, confidentiality and data-protection requirements.

Nursery Website, Instagram and Other Public Online Content
Leapfrog uses its website and approved social-media accounts, including Instagram, to communicate, celebrate children's experiences and help prospective families understand nursery life.
Information and photographs placed publicly online may be copied, downloaded, screenshotted, shared, altered or manipulated, including through AI technology.
Leapfrog will therefore balance the benefits of sharing children's experiences with children's privacy, dignity and safety.

Social Media Responsibility
Leapfrog may appoint an authorised **Social Media Representative** to take the lead on preparing and publishing content to the nursery's official social-media accounts.
The Social Media Representative may publish routine content without seeking individual Manager approval for every post, provided that:

- they have been authorised by management to undertake the role;
- appropriate parental permissions have been checked;
- the content complies with this policy and Leapfrog's photography and social-media guidance;
- no confidential safeguarding, medical, SEND or family information is disclosed;
- the content is appropriate, professional and consistent with Leapfrog's values; and
- there is no reason to believe publication could create an individual safeguarding, privacy or reputational concern.

Where there is any uncertainty, unusual or potentially sensitive content, uncertainty about permission, or concern about whether a photograph or piece of information should be made public, the Social Media Representative must seek advice or approval from the Nursery Manager or SLT before publishing.
Management retains overall oversight of the nursery's official social-media activity and may review, amend or remove content where necessary.

Account Security
Access to official social-media and website accounts must be restricted to authorised individuals.
Management will ensure that:

- account access is appropriately controlled;
- passwords are protected;
- multi-factor authentication is used where available;
- recovery arrangements remain under nursery control;
- access is periodically reviewed; and
- access is removed promptly when a person's role changes or they leave Leapfrog.

The Social Media Representative and any other authorised publisher must only use approved nursery accounts and approved methods for accessing and publishing content.
External website, social-media or marketing providers must only receive confidential information where this is necessary, appropriate and authorised.

Children's Images and Information
Identifiable photographs or information about children may only be published where the appropriate permission is in place and the content is considered suitable for public use.
Permission for an internal learning record, display or other nursery purpose must not automatically be treated as permission for website, social-media or promotional publication.
The person preparing or publishing content is responsible for checking the appropriate permission before posting.
Public content must not disclose confidential medical, SEND, safeguarding or family information.
Staff should avoid:

- unnecessary use of children's names;
- unnecessary location or personal information;
- tagging children's or families' personal accounts;
- transferring images to personal devices or accounts; and
- uploading children's photographs or personal information to generative AI or other unapproved applications.

Where an individual safeguarding risk makes publication inappropriate, safeguarding considerations take precedence over general photographic permission.
Detailed expectations are contained within our **Good Practice Guidance – Taking Photographs for Instagram and Our Website**.

Messages and Comments
Official social-media accounts must not be used for confidential discussions about individual children or families.
Where a parent raises a personal or confidential matter through social media, they should be directed to an appropriate nursery communication route.
Inappropriate, abusive or concerning messages should be referred to management.
Safeguarding concerns must be referred to the DSL.

Alexa, Smart Speakers and New Technology

Leapfrog uses approved Alexa smart speakers as adult-controlled audio tools for purposes including music, movement, creative experiences and appropriate music during sleep or rest. Alexa is internet-connected and voice-enabled and must therefore be used appropriately. Management will ensure, where relevant, that:

- devices use an approved secure connection;
- accounts remain under nursery control;
- passwords and account access are protected;
- appropriate privacy and security settings are used;
- purchasing and unnecessary communication functions are restricted where possible; and
- devices and software remain appropriately updated.

Alexa must not intentionally be used to process or record confidential information or to monitor or supervise children or staff.
Children must not independently access internet functions, make purchases, send messages or access inappropriate content through Alexa.
Detailed day-to-day expectations are contained within **Using Alexa Safely at Leapfrog – Staff Good Practice Guide**.

New and Emerging Technology
New internet-connected, smart, AI-enabled or wearable technology must be management-authorised before being connected to nursery systems or used to process nursery information. The availability of a feature or application does not mean that it has automatically been approved for nursery use.
Management should consider:

- the purpose and benefit;
- safeguarding implications;
- privacy and data protection;
- what information is collected or stored;
- account and device security; and
- whether a Data Protection Impact Assessment or other risk assessment is required.

Backups and Business Continuity
Leapfrog will identify essential digital systems and information and ensure appropriate arrangements are in place for backup and recovery.
Backup arrangements should be appropriately protected and management should understand how essential information can be recovered.
Where systems become unavailable, management will ensure appropriate contingency arrangements for:

- safeguarding information;
- emergency, allergy and medical information;
- attendance and registers;
- emergency contact information;
- communication with families; and
- safe nursery operation.

Significant disruption may be managed under the Critical Incident and Emergency Response procedures.

Reporting Cyber-Security and Personal-Data Incidents
All actual or suspected cyber-security incidents or personal-data breaches must be reported immediately to the Nursery Manager or SLT.

Staff should report concerns even where they are unsure whether a breach has occurred.
Staff are **not expected to investigate an incident or decide whether external reporting is required.**
Examples include:

- information sent to the wrong person;
- unauthorised access to an account or information;
- a lost or stolen device with access to nursery information;
- a compromised password or account;
- malware, ransomware or unusual device activity;
- suspected fraud;
- loss, alteration or corruption of information;
- confidential information sent through ordinary email when a secure method should have been used;
- information or images published without appropriate permission;
- a compromised website or social-media account;
- a child's image being copied, altered, manipulated or used inappropriately;
- nursery information being unintentionally stored or backed up to a personal account;
- significant privacy or security concerns involving Alexa or another smart device; or
- any other loss, unauthorised disclosure or compromise of nursery information.

Responding to an Incident

1. Report

Staff must immediately inform the Nursery Manager or SLT.
Management should record when Leapfrog became aware of the incident because statutory reporting timescales may apply.

2. Contain

Depending upon the circumstances, immediate action may include:

- asking an unintended recipient to securely delete information;
- recovering information or equipment;
- disconnecting a potentially compromised device from a network;
- temporarily stopping use of an affected system;
- changing a compromised password;
- signing unknown users or devices out of an account;
- securing or disabling a compromised account;
- removing or restricting incorrectly published online content;
- contacting a platform, account or service provider; or
- contacting the bank immediately where financial information or money may be at risk.

Where a serious cyber attack is suspected, staff should avoid deleting potential evidence or making significant changes to affected devices unless necessary to protect information or instructed by an appropriate specialist.

3. Record and Assess

Management should record:

- what happened;
- when it happened;
- when Leapfrog became aware;
- what information, accounts, systems or devices were involved;
- who may be affected;
- what action has been taken;
- whether unauthorised access may still be possible;

- possible consequences; and
- any safeguarding implications.

Particular consideration should be given to information relating to:

- children;
- safeguarding;
- health and medical needs;
- SEND;
- family circumstances;
- contact details;
- financial information; and
- photographs or videos.

Safeguarding concerns must be referred to the DSL.
All personal-data breaches should be appropriately recorded, including where management determines that external reporting is not required.

4. Decide Whether External Help Is Needed
Leapfrog does not operate an internal IT department or retain a contracted IT support provider. Straightforward incidents may be managed internally where management is confident that this can be done safely.
Where an incident cannot safely or reasonably be resolved internally, SLT may seek appropriate assistance from:

- the relevant software, system or account provider;
- the website or social-media platform;
- the bank or financial provider;
- the Information Commissioner's Office;
- the National Cyber Security Centre;
- Leapfrog's insurer;
- the police or appropriate fraud/cybercrime reporting service; or
- an appropriately qualified independent IT or cyber-security specialist where technical investigation or recovery is required.

Leapfrog does not expect Nursery Managers to diagnose malware, investigate hacking, recover compromised systems or undertake specialist technical work themselves.

5. Decide Whether the ICO Must Be Notified
Not every personal-data breach needs to be reported to the Information Commissioner's Office. Management will assess the likely risk to the rights and freedoms of the people affected.
Where a breach is likely to result in a risk to people's rights and freedoms, Leapfrog will notify the ICO without undue delay and, where feasible, within the applicable statutory reporting period.
A required notification should not be unnecessarily delayed while waiting for every aspect of an investigation to be completed. Further information can be provided where necessary.
Where management determines that a breach does not require notification, the decision and reasoning should be recorded.
Where uncertain, management should use ICO breach guidance or seek appropriate advice.

6. Consider the People Affected
Where a breach is likely to result in a high risk to the people affected, Leapfrog will consider whether those individuals must be informed without undue delay.
Communication should explain, as appropriate:

- what has happened;

- the possible consequences;
- action Leapfrog has taken; and
- any action the individual may need to take.

Communication involving children, families or safeguarding information should be handled sensitively.

7. Maintain Safe Nursery Operations
Where a system or device cannot safely be used, management will put appropriate alternative arrangements in place.
Significant disruption may be managed under the Critical Incident and Emergency Response procedures.

8. Review and Learn
Following an incident or significant near miss, management should consider:

- why it happened;
- whether passwords, permissions or security settings need changing;
- whether other systems or accounts may be affected;
- whether policies or risk assessments require amendment;
- whether staff require further information or training; and
- whether additional security measures are appropriate.

Leapfrog will seek to learn from incidents and near misses rather than simply record them.

Staff Leaving or Changing Role
When a staff member leaves Leapfrog or changes role, management will ensure that access to nursery systems, accounts and relevant staff communication groups is removed or amended appropriately.
Where an authorised Manager or member of SLT has used a personal device for wider BYOD purposes, they must:

- remove nursery accounts from their personal devices when access is no longer authorised;
- remove any nursery information legitimately and temporarily stored on the device;
- remove nursery information from personal downloads or cloud storage where applicable; and
- cooperate with reasonable steps necessary to protect nursery accounts and information.

Where an authorised Social Media Representative or other staff member has access to official nursery website or social-media accounts, that access must also be removed promptly when no longer required.
Shared passwords should be changed where necessary.
Staff members' continuing duty of confidentiality remains after their employment or placement with Leapfrog ends.

Staff Training and Awareness
Cyber-security awareness will form part of staff induction and ongoing professional practice.
Staff will receive appropriate information and reminders when systems, risks or nursery procedures change.
Relevant staff guidance may include:

- appropriate use of staff communication platforms;
- using secure email and Egress appropriately;
- recognising suspicious messages and phishing;
- taking photographs for Instagram and the nursery website;

- using Alexa safely;
- protecting passwords and accounts; and
- recognising and reporting cyber-security or data-protection concerns.

Managers authorised for wider personal-device use must read and sign the **Manager Bring Your Own Device (BYOD) Agreement**.
Staff undertaking the Social Media Representative role must understand and follow the relevant photography, consent, social-media and cyber-security requirements.
Staff should ask their Manager if they are unsure whether a device, application, system or method of sharing information is approved.
It is better to report a concern that proves to be a false alarm than to ignore something that could place nursery information at risk.

Related Policies and Guidance
This policy should be read alongside:

- Safeguarding Children and Child Protection Policy;
- Data Protection, Confidentiality and Information Sharing Policy;
- Mobile Phones, Electronic Devices, Photography and Screen Use Policy;
- Staff Code of Conduct;
- Critical Incident and Emergency Response procedures;
- Social Networking and Acceptable Use of IT procedures;
- Whistleblowing Policy;
- Health and Safety Policy;
- Privacy Notice;
- recruitment and leaver procedures;
- relevant site and IT risk assessments;
- Manager Bring Your Own Device (BYOD) Agreement;
- Student, Apprentice & Training Evidence Agreement
- Good Practice Guidance – Taking Photographs for Instagram and Our Website; and
- Using Alexa Safely at Leapfrog – Staff Good Practice Guide.

Useful External Support
Where appropriate, management may seek information or assistance from:

- Information Commissioner's Office – data protection, personal-data breach assessment and reporting;
- National Cyber Security Centre – cyber-security guidance, suspicious communications and cyber incidents;
- the relevant bank or financial provider where financial information or money may be at risk;
- the police or appropriate fraud/cybercrime reporting service; and
- an appropriately qualified independent IT or cyber-security specialist where technical assistance is required.

The Leapfrog Cyber-Security Rule

STOP → CHECK → PROTECT → REPORT
STOP
If something looks unusual, do not automatically click, respond, approve or share.
CHECK
Check the recipient, request, link, payment change or information before acting.

PROTECT
Protect children's information, nursery accounts, passwords and devices.
REPORT
Report mistakes, suspicious activity and possible breaches promptly.
Staff are not expected to be cyber-security experts. They are expected to follow nursery procedures, use approved systems and devices appropriately, remain alert and report concerns promptly.

This policy was adopted on:	Signed by:	Date for review:
August 26	M.Topal	Sept 27

Leapfrog Nursery School

Babysitting and Private Childcare Arrangements Policy

At Leapfrog, we do not provide or arrange a babysitting service outside our normal operating hours. However, we recognise that parents/carers may occasionally ask a member of nursery staff to babysit or care for their child privately.
This policy sets out expectations for staff and parents/carers where such an arrangement is made and ensures that appropriate professional boundaries and safeguarding responsibilities are maintained.
Please also refer to our Safeguarding/Child Protection Policy, Staff Code of Conduct, Confidentiality Policy and Data Protection Policy.

Private arrangements
Any babysitting or childcare arrangement made between a parent/carer and a member of staff is a private agreement between those individuals. Leapfrog does not arrange, recommend or endorse individual staff members for private childcare and is not a party to the agreement.
The nursery's insurance does not cover staff undertaking private babysitting arrangements.
Parents/carers are responsible for satisfying themselves that the person they engage is suitable to care for their child.
Staff must:

- inform their nursery manager before beginning a regular babysitting or private childcare arrangement with a child who currently attends Leapfrog;
- inform the manager when a regular arrangement ends;
- ensure private arrangements do not interfere with their contracted working hours, attendance, punctuality, performance, fitness for work or responsibilities at nursery; and
- maintain appropriate professional boundaries with the child and family at all times.

Staff must not actively solicit or promote private babysitting services to nursery families during their working hours or through nursery communication systems.
Staff must not use Famly, nursery records, parent contact information or any other information obtained through their employment for the purpose of obtaining or arranging private work.
Where a regular arrangement is established, the staff member and parent/carer will be asked to sign a copy of this policy confirming that they understand the private nature of the arrangement. A copy will be retained by the nursery.

Recruitment and suitability
Leapfrog operates recruitment and suitability procedures for staff employed to work within the nursery. These include appropriate interviews, references, employment history and enhanced DBS checks, together with ongoing supervision and assessment.
These checks and procedures relate to the individual's employment with Leapfrog and should not be regarded as the nursery recommending or approving that person to undertake private childcare.
Parents/carers should make their own enquiries and satisfy themselves as to the suitability of the individual for the private arrangement they are entering into.

Safeguarding and professional boundaries
Although babysitting takes place outside the staff member's employment with Leapfrog, staff remain expected to maintain appropriate professional standards and boundaries in their relationships with nursery children and families.
Staff must remain mindful that a private relationship with a family must not:

- affect the professional relationship between the nursery, staff member, child or family;
- result in preferential treatment or different expectations within nursery;
- compromise confidentiality;
- provide inappropriate access to nursery information or records; or
- create a conflict of interest within the staff member's nursery role.

Any disagreement relating to payment, hours or other aspects of a private arrangement must remain separate from the nursery and must not be allowed to affect the child's experience or professional relationships within the setting.

Safeguarding concerns
Leapfrog's safeguarding responsibilities continue where information arising from a private arrangement may indicate that a child is at risk of harm.
If a member of staff becomes concerned about the welfare or safety of a child while babysitting or providing private childcare, they must report the concern to the nursery's Designated Safeguarding Lead (DSL) in accordance with our Safeguarding/Child Protection Policy. Where there is an immediate risk to a child, appropriate emergency or safeguarding services should be contacted without delay.
Similarly, any safeguarding concern, allegation or information arising from a private arrangement that may have implications for a staff member's suitability to work with children must be reported to the nursery and will be considered in accordance with our Safeguarding/Child Protection Policy, Staff Code of Conduct and relevant safeguarding procedures.
Conduct outside working hours may therefore be considered by the nursery where it raises a safeguarding, suitability or professional conduct concern relevant to the staff member's employment.

Confidentiality, photographs and social media
Staff remain bound by their contractual confidentiality and data protection responsibilities. They must not discuss or disclose confidential information concerning the nursery, its staff, children or families during private babysitting arrangements.
Staff must maintain appropriate professional boundaries when using personal phones, messaging services and social media with nursery families.
Photographs, videos or information obtained while babysitting privately must not be shared through nursery systems or used for nursery purposes. Equally, photographs, records or information obtained through the staff member's nursery role must not be used for private purposes.

Transport and collection
Where a parent/carer wishes a member of staff to collect their child from nursery in order to begin a private babysitting arrangement, the normal nursery collection and authorisation procedures must be followed.
Once the child has been formally handed over in accordance with those arrangements, the member of staff is acting in their private capacity and not as an employee of Leapfrog.
Where a member of staff transports a child as part of a private arrangement, it is their responsibility to ensure that they comply with all relevant legal requirements, including appropriate insurance, a valid MOT where required, a roadworthy vehicle and legally appropriate child restraints or car seats.
This transport is not arranged, authorised or insured by Leapfrog as part of the staff member's employment.

Other adults
The parent/carer is entering into an arrangement with the individual staff member and should be aware that other adults associated with that member of staff may not have undergone Leapfrog's recruitment or DBS checking procedures.
A staff member must not transfer or delegate responsibility for caring for the child to another person as part of an arrangement made specifically with them without the parent's/carer's prior knowledge and agreement.

Nursery responsibility
Leapfrog is not responsible for the terms, payment or operation of private babysitting arrangements and does not provide insurance cover for staff undertaking such arrangements. Any health and safety matter, accident, disagreement or other issue arising solely from the private childcare arrangement remains a matter between the parent/carer and staff member, unless it raises a safeguarding, suitability or professional conduct concern relevant to the nursery's responsibilities as an employer and early years provider**.**
Where a private arrangement begins to affect a staff member's attendance, punctuality, performance, fitness for work or ability to fulfil their contracted responsibilities, this will be addressed through the nursery's usual management and employment procedures.

I agree to the terms and conditions of this Policy.

	Name:	**Signature:**
Parent/Carer		
Staff Member (Babysitting)		
Manager:		

Date: _____

This policy was adopted on:	Signed by:	Date for review:
April 2022 Sept 24 August 26	M.Topal	Sept 27

Leapfrog Nursery School

Bereavement Policy

Legislation

- The Parental Bereavement Leave and Pay Act 2018

At Leapfrog we recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves
- The key person and/or the manager will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements, so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time. Please also see our Trauma informed practice policy.

Time off work for bereavement

Grief is a natural response people have when they experience a death (a bereavement). It can affect someone in several ways and can impact on their ability to do their work. Everyone experiences grief differently. Leapfrog will;

- be sensitive to what each employee might need at the time
- consider the employee's physical and emotional wellbeing, including once they've returned to work
- recognise that grief is not a linear process and affects everyone differently – there is no right or wrong way to grieve and it can affect people at different times following a death

All employees have a right to time off is a dependant dies. A dependant could be:

- their husband, wife, civil partner or partner
- their child
- their parent
- a person who lives in their household (not tenants, lodgers or employees)
- a person who relies on them, such as an elderly neighbour

Leapfrog will follow government guidance in line with acas; www.acas.org.uk/time-off-for-bereavement#. There is no legal right for time off for dependants to be paid.

Death of a Child

If an employee experiences the death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, or has an abortion after 24 weeks (in very limited circumstances an abortion can take place after 24 weeks if the mother's life is at risk or the child would be born with a severe disability), the employee will be entitled to two weeks paid leave, subject to meeting the eligibility criteria having been employed for at least 26 weeks.

Additionally, an employee may take parental bereavement leave in the event of the death of an adopted child while on adoption leave or the death of a child while on shared parental leave. The amount of leave depends on the circumstances and the employer will seek legal advice regarding the employee's individual circumstances at the time of the bereavement.

Support will be given, including making reasonable adjustments on the return to work and further ongoing support, as required.

We also recognise that there may also be rare occasions when the nursery team as a whole is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling.

The Samaritans: www.samaritans.org 116 123
Priory: www.priorygroup.com 0808 138 8680
Child Bereavement UK: www.childbereavementuk.org 0800 02 888 40
Cruse Bereavement Care: https://www.cruse.org.uk 0808 808 1677
British Association of Counselling: www.bacp.co.uk 01455 883300
SANDS: https://www.sands.org.uk/ 0808 164 3332

Time of for a funeral

All employees have a right to time off for a funeral of a dependant. There is no legal right that this time off be paid. There is no legal right to time off for a funeral if the person who died is not a dependant. Any leave requested for a funeral of a non-dependant will be unpaid.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 Sept 24 August 26	M.Topal	Sept 27

Biting

At Leapfrog we follow a positive behaviour policy at all times. We understand that children may use certain behaviours, such as biting to communicate their feelings and needs. Biting is a common type of behaviour that some children use to help them make sense of the world around them, and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a Special Educational Need and/or Disability.

Our procedures

The nursery uses the following strategies to help prevent biting:

- Individual, one-to- one and small group times so that each child is receiving positive attention
- Quiet/cosy areas for children who are feeling overwhelmed to go to,
- Stories, puppets, discussion about emotions and feelings including Activities and stories that help support children to recognise feelings and empathise with characters and events. Additional resources for children who have oral stimulation needs, such as, biting rings. Vigilant staff that know the children well and are able to identify where children need more stimulation or quiet times. Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

Every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

In the event of a child being bitten we use the following procedures.

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad.
- Ask the child what they can do to make the 'child that has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an incident form to share with the parents at the end of the child's session.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration

- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, for example, in some cases where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 Sept 24 August 26	M.Topal	Sept 27

Code of Conduct for all Staff, Students and Volunteers

At Leapfrog, we value the professionalism and individuality of our staff, students and volunteers. Everyone working within the nursery is expected to uphold high standards of conduct and provide a positive example to children, families, colleagues, professionals and visitors.
The safety, welfare, development and best interests of children must remain at the centre of our practice and decision-making at all times.

This Code should be read alongside each individual's job description and all relevant Leapfrog policies and procedures. It highlights key expectations but does not replace the more detailed requirements within individual policies.
All staff have a personal responsibility to understand and follow the policies and procedures relevant to their role, keep their safeguarding and professional knowledge up to date, attend required training and seek clarification where they are unsure.
Compliance with this Code, individual job descriptions and all relevant nursery policies and procedures is a requirement of working at Leapfrog .

Professional Expectations
All staff are expected to:

- put children first and act in their best interests;
- behave professionally, honestly and responsibly and be a positive role model;
- be reliable, punctual and ready to fulfil their responsibilities;
- work collaboratively, openly and respectfully;
- undertake their duties competently and in a timely manner;
- maintain appropriate professional boundaries;
- take a positive, solution-focused and strengths-based approach;
- follow trauma-informed and inclusive practice;
- respect individual differences and promote equality;
- recognise and respond appropriately to children's individual and emerging needs;
- maintain high standards of safeguarding, health, safety and hygiene;
- maintain confidentiality and handle information appropriately;
- keep their professional knowledge and practice up to date; and
- raise concerns, mistakes or unsafe practice promptly through the appropriate channels and contribute constructively towards their resolution.

Staff are expected to be reflective practitioners. Where something has gone wrong, staff should be open and honest, seek appropriate support and contribute positively towards putting matters right and improving future practice.

Safeguarding Responsibilities
Safeguarding is everyone's responsibility.
All staff must understand and implement the nursery's Safeguarding Children and Child Protection Policy and maintain up-to-date safeguarding knowledge and training.
Staff must remain vigilant to signs of abuse, harm, neglect or changes in a child's wellbeing; listen to and take children's communication and behaviour seriously; and respond, record and report concerns promptly and accurately.
Staff must also report concerns about the behaviour or conduct of another adult and must never investigate a safeguarding concern themselves or delay reporting while seeking further evidence.

Where staff are uncertain whether something should be reported, they should speak to the DSL rather than remain silent. Confidentiality must never be used as a reason not to report a safeguarding concern.
This section should be read and implemented in conjunction with our Safeguarding Children and Child Protection Policy and associated safeguarding procedures.

Concerns about the Conduct of Another Adult
Staff must remain alert to behaviour by colleagues, students, volunteers, managers, agency workers, visitors or other adults that may be inappropriate or inconsistent with this Code.
This may include favouritism; inappropriate or disproportionate attention; unnecessarily seeking opportunities to be alone with a child; inappropriate physical contact, language or behaviour; blurred professional boundaries with children or families; inappropriate private contact or transport arrangements; inappropriate use of electronic devices, photography or recording; repeated breaches of policy; or any behaviour that causes concern about professional boundaries or children's safety.
A concern does not have to meet the threshold of an allegation before it is reported. Low-level and other concerns must be raised promptly through the nursery's safeguarding procedures.
Staff are not responsible for deciding whether harm has occurred or whether the LADO threshold has been met. Management and the DSL will determine the appropriate response. Where a concern relates to the usual person to whom it would be reported, the alternative reporting arrangements within our safeguarding and whistleblowing procedures must be followed.

Relationships with Children
Staff must treat every child with warmth, respect, dignity and fairness.
Staff should listen and respond to children's feelings, views and communication; promote independence, confidence, resilience and self-esteem; provide positive guidance; support emotional regulation; recognise individual communication styles and needs; and have regard to each child's age, development, culture, background, SEND and individual circumstances.
Staff should support children to develop positive relationships, understand appropriate boundaries and learn how to keep themselves safe.
Staff must not humiliate, intimidate, threaten, deliberately frighten, shame, ridicule or use degrading or harmful practices when responding to children.

Professional Love, Physical Contact and Intimate Care
Young children need nurturing relationships and may require physical comfort, reassurance and support with personal care.
At Leapfrog, we recognise the importance of **professional love** – providing genuine care, warmth, affection and emotional security in a professionally appropriate way, responsive to each child's age, stage of development, individual needs and preferences.
Warm and nurturing care should help children feel safe, secure and valued while supporting confidence, resilience and increasing independence. Staff should be responsive to children's needs without creating unnecessary dependence on a particular adult.
Physical contact must always be appropriate to the child's age, needs and circumstances and be for the child's care, comfort, safety or development, rather than to meet the emotional needs of the adult.
Staff should remain sensitive to children's verbal and non-verbal cues, including where SEND or communication differences affect how a child expresses their needs. Children's dignity and privacy must be respected during personal and intimate care while maintaining appropriate safeguarding arrangements.
Interactions should remain open and professionally accountable. Staff must never encourage children to keep secrets about their interactions with adults.

Supporting Children with SEND and Individual Needs
All staff have a responsibility to support the inclusion, development and wellbeing of children with SEND and other individual or emerging needs. This is a shared responsibility and part of everyday high-quality early years practice.

Staff should know the needs of the children they work with, follow agreed support strategies and plans, make appropriate adjustments and raise concerns promptly where they identify developmental gaps, regression, emerging needs or a lack of expected progress.
Staff should work positively with parents/carers, the SENCO, managers and relevant outside professionals in the best interests of the child.
Staff must not independently make diagnoses, promise particular provision or make decisions outside the responsibilities of their role.
This section should be read and implemented in conjunction with our SEND Policy and associated individual support plans, healthcare plans, risk assessments and procedures.

Allergies, Medical and Individual Healthcare Needs
All staff have a responsibility to understand and follow the agreed arrangements for children with allergies, medical conditions and individual healthcare needs relevant to their role.
Staff must familiarise themselves with children's healthcare plans, allergy information, medication requirements and individual risk assessments, and follow these consistently. Staff must seek clarification from a manager where they are unsure of a child's needs or the procedures they are required to follow.
Staff must ensure that relevant information about a child's medical needs, medication and the location and use of emergency or life-saving medication is communicated to and understood by the staff responsible for that child. Staff must never assume that another member of staff already knows this information.

Particular care must be taken by any staff involved in the preparation, handling, serving or supervision of food and drink. Staff must check and follow children's dietary and allergy information and the nursery's food safety and allergen procedures and must not make assumptions or substitute food without appropriate checks.
Changes, concerns, reactions or information received from parents/carers regarding a child's allergy, medical or healthcare needs must be reported promptly to the appropriate manager, recorded or updated in accordance with nursery procedures and shared with the relevant staff team.
This section should be read and implemented in conjunction with our Allergies and Anaphylaxis, Medication, Food Safety and relevant Healthcare Plan and Risk Assessment procedures.

Relationships and Professional Boundaries with Parents and Carers
Staff should be warm, approachable and respectful and work positively in partnership with parents/carers while maintaining appropriate professional boundaries.
Staff should communicate professionally, listen to families, respect confidentiality and work collaboratively in the best interests of children.
Where a parent's/carer's request, expectation, communication or behaviour falls outside nursery policy or the staff member's role, appears unreasonable, makes a member of staff uncomfortable or begins to blur professional boundaries, the matter should be referred to a manager rather than accommodated or managed independently.
Staff must not make promises, commitments or individual arrangements on behalf of the nursery without appropriate authority. Existing friendships, family relationships or other connections that could create a conflict of interest or blur professional boundaries should be declared to management.
Private babysitting or childcare arrangements must be declared and managed in accordance with the nursery's Babysitting and Private Childcare Arrangements Policy.
This section should be read in conjunction with our Parents as Partners, Parent Code of Conduct, Complaints and Babysitting/Private Childcare Policies.

Relationships with Colleagues, Equality and Respect
Every member of staff has the right to be treated with dignity, fairness and respect.
Staff must not discriminate against, undermine, exclude, ridicule or treat another person less favourably because of their role, experience, age, language or communication needs,

qualifications, training needs, competence or any protected characteristic under the Equality Act 2010.
Staff should value different skills, experience, backgrounds and perspectives; communicate positively; support colleagues who are developing their knowledge, confidence or communication; and give and receive constructive feedback respectfully.
Staff should make reasonable efforts to support colleagues for whom English is an additional language. Differences in experience, training, role or communication must never justify dismissive, patronising or disrespectful behaviour.
Bullying, harassment, victimisation, discrimination, intimidation, exclusion or deliberate undermining will not be accepted.

Confidentiality, Digital Devices, WhatsApp and Social Media
Staff must maintain confidentiality and only access, use or share information about children, families, colleagues or the nursery for legitimate professional purposes.
Personal phones, smart watches and other personal photography or recording devices must be stored and used in accordance with nursery procedures.
Staff must never photograph, film or record nursery children using a personal device.

WhatsApp
Leapfrog uses WhatsApp as an approved method of communication across the staff team. Staff may therefore use WhatsApp on their personal mobile phones for appropriate nursery communication in accordance with our Cyber Security and communication procedures.
WhatsApp should primarily be used for general staff communication, updates, reminders and operational information.
Staff must:

- communicate professionally and share only information reasonably necessary for the purpose;
- check that information is being sent to the correct person or group;
- avoid detailed discussions of safeguarding, SEND, medical, family or other sensitive information where the appropriate nursery record, approved system or direct professional conversation should be used;
- not routinely share children's photographs, videos, confidential documents or records through WhatsApp;
- not save nursery photographs or videos to their personal photo library or personal cloud storage;
- ensure, wherever reasonably possible, that WhatsApp does not automatically save nursery images or videos to their personal photo library;
- keep their phone appropriately secured and take reasonable steps to prevent other people from viewing nursery messages;
- not add unauthorised people to Leapfrog WhatsApp groups; and
- promptly report information sent to the wrong person, lost or compromised devices, unauthorised group access or any other situation where nursery information may have been accessed or shared incorrectly.

Where information communicated or received through WhatsApp needs to form part of a child's safeguarding, medical, accident, SEND or other formal nursery record, staff must ensure that it is recorded within the appropriate nursery system or record.
WhatsApp is a communication tool – it should not become the permanent record for important information.
Staff using WhatsApp for Leapfrog communication must follow the account and device security requirements within our Cyber Security Policy.

Digital Systems and Social Media

Nursery devices, digital systems, online services and AI tools must only be used for appropriate professional purposes in accordance with safeguarding, confidentiality, cyber-security and data-protection requirements.
Staff must not post confidential information, photographs or inappropriate comments relating to nursery children, families, colleagues or the nursery on personal social media.
Information, photographs or documents relating to children, families, staff or Leapfrog must not be uploaded to personal or unapproved AI tools, cloud storage, applications or other online services.
Staff must follow our Confidentiality and Information Sharing, Cyber Security, Mobile Phone and Electronic Device, Social Networking and Acceptable Use of IT Policies and associated good-practice guidance.

Professional Communication and Workplace Concerns
Staff are expected to communicate responsibly about Leapfrog, its children, families, colleagues and management and must not knowingly make or share false, malicious, confidential or inappropriate information that could damage individuals or bring the nursery into disrepute.
Concerns about practice, colleagues, management decisions or working arrangements should be raised constructively through the appropriate management, grievance, safeguarding or whistleblowing route so they can be considered and, where necessary, resolved.
Staff should avoid a culture in which concerns, frustrations, rumours or confidential matters are repeatedly discussed between colleagues without being raised with someone able to address them. Staff should support one another, but workplace concerns must not become gossip or ongoing negative discussion that undermines individuals, team relationships or the nursery without contributing towards a resolution.
Nothing within this Code prevents or discourages staff from raising a genuine safeguarding concern, grievance, whistleblowing concern or protected disclosure through the appropriate route.
Work-related WhatsApp and other messaging groups must be used professionally. Unless there is an emergency or prior arrangement, messages should normally be sent between 7.00am and 6.00pm and not at weekends.
Only information necessary for the purpose should be shared through staff messaging groups. Detailed or sensitive information about children, families or staff should be recorded and communicated through the appropriate nursery system or professional route.

Staff Suitability, Health, Medication, Alcohol and Other Substances
All staff have an ongoing responsibility to remain suitable and sufficiently well to work safely with children and must inform management of any change in circumstances that may reasonably affect their suitability or ability to carry out their role safely.
This includes relevant police involvement, safeguarding concerns, disqualification circumstances or other relevant suitability matters, as well as illness, injury, medication or another circumstance which may affect their ability to undertake their duties safely.
Staff taking medication must seek appropriate medical advice where it could impair their ability to care for children safely and inform management where this may affect their role. Medication must be stored securely.
Staff must not work while under the influence of alcohol, illegal drugs, medication or another substance that impairs their judgement, reactions or ability to care for children safely.
Where appropriate, Leapfrog will consider individual risk assessments, reasonable adjustments and support in accordance with relevant procedures.
Matters relating specifically to staff wellbeing and the support available to staff are contained within our Staff Wellbeing Policy.
Full requirements are contained within our Safer Recruitment, Staff Suitability, Staff Wellbeing and Medication policies and procedures.

Health, Safety, Cleanliness and Risk Assessment
All staff share responsibility for maintaining a safe, clean, hygienic and well-maintained nursery environment, both indoors and outdoors.

Cleanliness is an ongoing responsibility throughout the nursery day and is not limited to scheduled cleaning. Staff should respond appropriately to spills, contamination, dirty resources or other hygiene concerns as they arise and ensure areas and resources remain suitable for children's use. Risk assessment is also an ongoing part of everyday practice and is not limited to formal or opening checks. Staff should continually assess the indoor and outdoor environment throughout the nursery day, taking appropriate action as circumstances change.
Staff must:

- follow nursery health and safety procedures and agreed risk assessments;
- maintain appropriate standards of cleanliness and hygiene indoors and outdoors;
- ensure resources and equipment remain clean, safe and fit for purpose;
- remain alert to hazards and changing risks throughout the day;
- take reasonable immediate action to remove or reduce risks where safe to do so;
- report hazards, defects, damage or concerns promptly;
- ensure resources, walkways, exits and play areas remain appropriately organised and safe;
- clear food, food waste and food-based play materials appropriately to prevent contamination and reduce the risk of attracting pests; and
- follow specific procedures relevant to their role, including food safety, allergies, infection control, safer sleep, intimate care, outings and emergency procedures.

Where staff identify that an existing risk assessment or procedure no longer adequately reflects the environment, activity or needs of a child, this should be raised promptly with management and reviewed.
This section should be read and implemented in conjunction with our Health and Safety Policy, Infection Prevention and Control Policy, Risk Assessment Policy and relevant individual risk assessments and procedures.

Personal Hygiene and Infection Prevention
Staff are expected to maintain high standards of personal hygiene and model positive hygiene practices to children.
Staff must wash their hands thoroughly at appropriate times, including:

- before preparing, handling or serving food;
- after using the toilet;
- after changing nappies or supporting children with toileting;
- after contact with bodily fluids, including wiping noses;
- after contact with animals;
- following activities where hands may have become contaminated; and
- whenever required by our infection prevention or food safety procedures.

Used tissues and other contaminated materials must be disposed of hygienically and hands washed afterwards.
Staff should actively support children to develop appropriate hygiene practices, including handwashing, respiratory hygiene and understanding why these routines are important.
Detailed requirements are contained within our Infection Prevention and Control and Food Safety policies.

Shared Staff Areas
All staff share responsibility for keeping staff rooms and other shared staff facilities clean, hygienic and tidy.
Personal food must be appropriately stored and labelled. Staff should clean equipment, surfaces and utensils following use and leave shared areas ready for colleagues.
Staff facilities should be treated with the same respect and care expected throughout the nursery environment.

Staff Dress and Presentation
Staff should maintain a clean, neat and professional appearance appropriate for working safely and actively with young children.
Staff are expected to wear the provided Leapfrog top with a Leapfrog hoodie or fleece where appropriate and their nursery identification/lanyard as required.
Clothing must be safe, comfortable, practical and appropriately modest. Leggings or jeans should be good quality and worn with a top of suitable length. Joggers/tracksuit bottoms, ripped or excessively worn clothing and clothing displaying inappropriate or prominent logos should not be worn.
Practical footwear suitable for safe movement and working with children must be worn; trainers or plimsolls are advised. Open-backed footwear should be avoided where it presents a safety risk. Indoor shoes/slippers should be worn where required in baby rooms.
Fingernails should be clean and of a practical length, jewellery should be safe and appropriate, and hoop or dangling earrings should not be worn while working with children. Long hair should be tied back where required for safety or hygiene.
Reasonable adjustments and religious or cultural dress requirements will be respected, subject to safeguarding, hygiene and health and safety considerations.

Staff Breaks
Leapfrog recognises the importance of appropriate rest breaks during the working day. Managers are responsible for organising staff breaks while ensuring required staff:child ratios and safe staff deployment are maintained.
Adult staff working for more than six hours are entitled to an uninterrupted rest break of at least 20 minutes. Staff under 18 working for more than 4.5 hours are entitled to a minimum 30-minute rest break.
Leapfrog's usual working arrangements provide:

- staff working approximately 8am–1pm with a 10-minute break where operationally possible;
- staff working a full nursery day, such as 9am–3pm, with a 30-minute lunch break; and
- staff working an extended day, such as 8am–4pm or 9am–5pm, with their 30-minute break and, where operationally possible, an additional 10-minute break.

Breaks should not be taken away from the employee's normal working area where reasonably possible.
Staff should take their allocated breaks and return promptly at the agreed time to ensure safe staffing arrangements are maintained.
Any concerns regarding breaks, workload or working arrangements should be raised with the Nursery Manager. Matters relating to staff wellbeing should be considered alongside our Staff Wellbeing Policy.

Attendance, Absence and Leave
Staff are expected to be reliable, punctual and ready to undertake their duties at the beginning of their contracted working time.
If unable to attend work, staff must personally telephone their Nursery Manager from **7.00am and no later than 7.30am** on the first and each subsequent day of absence, unless otherwise agreed. The agreed absence-group procedure should then be followed. A text, WhatsApp message or email alone is not sufficient.
Where the Nursery Manager cannot be contacted, the General Management team must be contacted by telephone.
Routine appointments should, where reasonably possible, be arranged outside working hours or at times that minimise disruption to nursery sessions and staffing.
Holiday, exceptional leave and other absence must be requested and taken in accordance with contractual arrangements and nursery procedures.
Full requirements are contained within our Absence Management and Leave Policies.

Raising Concerns and Whistleblowing
Staff have a professional responsibility to speak up where they believe a child may be at risk, another adult's behaviour is concerning, nursery procedures are not being followed, unsafe practice is occurring or wrongdoing is being concealed or has not been appropriately addressed. Concerns should be raised promptly through the appropriate management, safeguarding or whistleblowing route. Where a concern relates to the person it would normally be reported to, staff must use the alternative reporting route set out within the relevant policy.
No member of staff should be discouraged or disadvantaged for raising a genuine concern in good faith.
Staff must familiarise themselves with and follow our Safeguarding and Whistleblowing Policies.

Monitoring and Breaches of the Code
Professional conduct and ongoing suitability are supported and monitored through supervision, appraisal, observation, training, management oversight and safeguarding procedures.
Concerns will be considered fairly and proportionately and may result in guidance, support, additional training, supervision, management action or formal procedures.
Where conduct raises a safeguarding or suitability concern, safeguarding procedures will take precedence, including consultation or referral to the LADO where the relevant threshold is met.
Serious or repeated breaches of this Code, a staff member's job description or nursery policies and procedures may result in disciplinary action, up to and including dismissal.
Relevant concerns and management actions will be appropriately recorded and handled confidentially.

Staff Declaration
I confirm that I have read and understood the Leapfrog Staff Code of Conduct.
I understand that I am responsible for following this Code, my job description and all relevant nursery policies and procedures, and for seeking clarification from management where I am unsure about any requirement.
I understand my individual responsibility to safeguard children, support their individual needs and development, maintain professional boundaries, protect confidential information, use work-related digital communication appropriately, contribute to a safe and respectful working environment and report concerns promptly in accordance with nursery procedures.

Staff member: _____
Signature: _____
Date: _____

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 Sept 24 August 26	M.Topal	Sept 27

Leapfrog Nursery School

Code of Conduct for Parents and Carers

Purpose

At Leapfrog, we believe that children benefit most when families and nursery work together in a positive, open and respectful partnership.

We value parents/carers as the people who know their children best and recognise the important contribution families make to their child's care, learning, development and wellbeing. In return, our staff bring their professional knowledge and experience and are committed to listening to families and acting in the best interests of every child.

This Code sets out the shared expectations that help us maintain positive relationships between children, families and staff and a safe, respectful and welcoming nursery environment.

This Code should be read in conjunction with our Parents as Partners Policy and other relevant nursery policies and procedures. By accepting a place at Leapfrog, parents/carers agree to work in partnership with the nursery and adhere to this Code and the policies and procedures relevant to their child.

Working in Partnership

Parents/carers are expected to work openly and positively with the nursery in the best interests of their child, share relevant information and keep us informed of changes, circumstances or professional involvement that may affect their child's health, wellbeing, development or nursery experience.

We ask families to:

- treat children, staff, other families, visitors and professionals with courtesy, dignity and respect;
- provide complete and accurate information about their child and keep contact and emergency information up to date;
- inform us promptly of significant changes or circumstances that may affect their child;
- share relevant information about their child's previous care, education, development and involvement with other professionals;
- engage with meetings and discussions where needed and work collaboratively where support, adjustments or additional arrangements are identified;
- support appropriate information sharing between the nursery, other settings, schools and professionals involved in their child's care, development or wellbeing; and
- follow nursery procedures regarding attendance, absence, collection, illness, medication and safeguarding.

Leapfrog will listen to families, respect their knowledge of their child and communicate openly about their child's care, learning, development and wellbeing.

Information Sharing and Transitions

We will work with parents/carers and, where appropriate, other settings, schools and professionals to support effective transitions and continuity of care. Relevant information will be shared

appropriately and in accordance with safeguarding, confidentiality and data protection requirements.

We ask parents/carers to support this process and keep us informed of professionals or services involved with their child.

Further information about how we work together is contained within our Parents as Partners Policy.

Children's Health, Allergies and Medical Needs

Parents/carers have an important responsibility to ensure the nursery has complete, accurate and current information regarding their child's allergies, intolerances, dietary requirements, medication, medical conditions and individual healthcare needs.

Parents/carers should inform us promptly of any changes and work with the nursery to complete and review relevant healthcare plans, allergy plans and individual risk assessments.

Any medication or equipment required for a child to attend safely, such as an inhaler or adrenaline auto-injector, must be provided in accordance with nursery procedures and kept within date.

Where required information, medication or equipment is unavailable, we may need to consider whether it is safe for the child to attend until appropriate arrangements are in place.

Supporting Children's Development and Individual Needs

We recognise parents/carers as important partners in understanding and supporting their child's development.

Where an emerging need or concern is identified regarding a child's communication, development, behaviour, health or wellbeing, we ask families to work collaboratively with nursery staff. This may include sharing information, attending meetings, supporting agreed strategies and, where appropriate, working with the SENCO or outside professionals.

Our aim will always be to work together in the **best interests of the child**.

Further information is contained within our SEND and Parents as Partners Policies.

Communication, Concerns and Professional Relationships

We value open, respectful communication and want parents/carers to feel comfortable raising questions, feedback or concerns with us. Positive relationships between families and staff are built on trust, professionalism and appropriate boundaries.

Routine information about a child's day can usually be discussed with their Key Person or practitioner. Where a matter requires further discussion, investigation or a management decision, it should be directed through the appropriate communication route:

Key Person/Practitioner → Room Lead/Senior Practitioner → Nursery Manager → General Management/Leadership Team, as appropriate.

Where a concern is raised, we will listen, take it seriously and, where necessary, gather relevant information before responding. We ask parents/carers to allow the appropriate member of staff or manager reasonable opportunity to consider and respond to the matter. Where a parent/carer remains dissatisfied, our **Complaints Procedure** should be followed.

We value warm and supportive relationships between families and staff while recognising the importance of maintaining professional boundaries. Staff may need to refer requests, decisions or concerns to their manager, and we ask families to respect these professional roles and agreed channels of communication.

Where a family has an existing personal relationship or private childcare arrangement with a member of staff, this should remain separate from nursery matters and normal nursery communication and decision-making arrangements should continue to be followed.

Any private babysitting or childcare arrangement between a parent/carer and member of staff is independent of Leapfrog and should be managed in accordance with our Babysitting and Private Childcare Arrangements Policy.

Appropriate professional boundaries and normal nursery communication procedures continue to apply.

This section should be read in conjunction with our Parents as Partners, Complaints and Babysitting and Private Childcare Arrangements Policies.

Positive and Respectful Relationships

We recognise that questions, concerns and differences of opinion can occasionally arise. We are committed to listening to families and, wherever possible, resolving matters through open, respectful and constructive communication.

We ask that communication with staff remains respectful, even where a parent/carer is worried, upset or dissatisfied. Abusive, aggressive, threatening, intimidating, discriminatory or personally derogatory behaviour towards staff, children or other families will not be accepted.

Where communication becomes difficult or unproductive, we will aim to agree an appropriate way forward. This may include involving management, arranging a meeting or agreeing a clearer route for future communication so that a positive working relationship can be maintained.

In serious or persistent circumstances, where behaviour affects the safety or wellbeing of children or staff, or the nursery is unable to maintain a constructive working relationship with a family, further action may be taken in accordance with our policies and terms and conditions.

Our aim will always be to resolve difficulties wherever reasonably possible, with the child's welfare at the centre of our decisions.

Respect Between Parents/Carers

We ask parents/carers to treat other families with dignity and respect while on nursery premises, at nursery events and when communicating about nursery-related matters.

Disagreements between adults should not be brought into the nursery environment in a way that affects children, staff or other families. The privacy and confidentiality of other children and families must also be respected.

Where parents are separated or family relationships are difficult, all parties are expected to communicate respectfully with nursery staff and follow agreed arrangements. Staff cannot mediate disputes between adults or be used to pass inappropriate messages between family members.

The **child's welfare and nursery experience must remain the priority**.

Social Media, Messaging and Confidentiality

Parents/carers should use social media and messaging platforms responsibly and respect the privacy of nursery children, families and staff.

Photographs or recordings containing other nursery children should not be shared without appropriate permission, and confidential information relating to another child, family or staff member must not be shared.

Abusive, threatening, defamatory, knowingly false, confidential or inflammatory content relating to the nursery, staff, children or families should not be posted or shared through social media, messaging groups or public forums.

We encourage genuine concerns or disagreements to be raised directly through the nursery's communication and complaints procedures so that we have the opportunity to understand and address them appropriately.

Nothing within this Code prevents a parent/carer from raising a genuine safeguarding concern, making a complaint or contacting an appropriate external body where they believe this is necessary.

Safeguarding and Security

Parents/carers share responsibility for helping us maintain a safe and secure nursery environment.

We ask families to:

- follow nursery arrival, collection and security procedures;
- ensure we know who is authorised to collect their child and inform us of any changes;
- not allow unknown persons to enter secure nursery areas;
- supervise siblings or other children accompanying them while on nursery premises;
- follow reasonable instructions from staff relating to safety and security; and
- promptly raise any safeguarding or safety concern with a member of staff or manager.

Parents/carers should not photograph, film or record children within nursery areas unless specifically authorised by the nursery.

Parents/carers bringing dogs onto nursery premises must keep them appropriately controlled and follow instructions from nursery staff. In accordance with EYFS requirements, banned dog breeds must not be present on nursery premises while registered childcare is being provided.

Please refer to our Animals and Pets Policy for further information.

Maintaining a Safe and Respectful Nursery

We want Leapfrog to remain a safe, welcoming and respectful environment for every child, family and member of staff.

To support this, parents/carers and other adults associated with a child must not:

- use physical punishment, threatening or inappropriate behaviour towards any child on nursery premises;
- behave aggressively, abusively or intimidatingly towards staff, children or other families;
- bully, harass or discriminate against another person;
- smoke, vape or use illegal substances on nursery premises;
- attend the nursery where their behaviour indicates that they may be significantly impaired by alcohol or drugs;
- deliberately damage nursery property; or
- behave in a way that creates a safeguarding, health and safety or security risk.

Where there is an immediate concern for the safety of children, staff or others, the nursery will take appropriate action to protect those present and may contact relevant external services where necessary.

Supporting Safe and Consistent Nursery Arrangements

Our policies, procedures and management decisions are in place to support the safe, consistent and appropriate care of all children. We ask parents/carers to respect and support these arrangements, while always feeling able to raise questions or discuss their child's individual needs with us.

We work hard to provide families with consistent and reliable nursery arrangements. Occasionally, circumstances outside our reasonable control may require temporary changes to normal arrangements to ensure we can continue to provide a safe and appropriate environment for children and staff.

Where this happens, we will always endeavour to minimise disruption and give families as much notice as circumstances reasonably allow. We appreciate parents'/carers' understanding and cooperation with any temporary arrangements management considers necessary.

Where an individual adjustment may be required because of a child's health, SEND, disability or other individual need, we encourage families to discuss this with the Nursery Manager/SENCO so that appropriate arrangements can be considered together.

This section should be read in conjunction with relevant nursery policies and procedures.

Parent/Carer Agreement

I confirm that I have read and understood the **Leapfrog Parents/Carers Code of Conduct**.

I understand that this Code should be read in conjunction with the nursery's Parents as Partners Policy and other relevant policies and procedures, and agree to work positively and respectfully in partnership with Leapfrog.

I understand the importance of sharing relevant and accurate information about my child, supporting appropriate information sharing and transitions, maintaining respectful and professional relationships with staff, following agreed communication routes and supporting reasonable nursery arrangements and decisions made in the interests of children's safety, wellbeing and effective care.

Child's name: _____

Parent/Carer name: _____

Signature: _____

Date: _____

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 Sept 24 August 26	M.Topal	Sept 27

Code of Conduct for Visitors and Contractors

Leapfrog is committed to safeguarding and promoting the welfare of all children. This Code of Conduct sets out expectations for all visitors and contractors to ensure a safe and professional environment.

1. Safeguarding & Child Protection

- The welfare of children is paramount.
- All visitors must:
    - Sign in and out of the visitors book
    - If applicable wear your staff badges / lanyards / uniform at all times.
- Visitors are not permitted unsupervised access to children at any times in conjunction with our safeguarding policy
- Report to the Designated Safeguarding Lead (DSL) Nursery Managers and Senior Leadership Team any concerns you may have about staff conduct or children's wellbeing

2. Behaviour & Conduct

- Treat children, staff, and families with courtesy, respect, and professionalism.
- Refrain from inappropriate language, gestures, or behaviour.
- Visit the nursery if you have consumed alcohol, medication or other substances that have affected your judgement or responses
- Follow all staff instructions and remain only in authorised areas.
- Confidential information must not be shared outside of the nursery.

3. Mobile Phones, Devices & Photography

- Personal mobile phones may not be used in line with nursery policies and if necessary for the intended purpose only when supervised by a staff member
- Photography, video, or audio recording is strictly prohibited unless authorised in writing by the Nursery Manager.
- There may be times where the use of personal electronic devices are authorised by the Leapfrog management team when it is directly connected to the purpose of your visit and enhances the experience, e.g. external yoga sessions with music and speaker usage, or to support a learning activity. Any use of the devices must comply with current legislation and nursery policies at all times. The use of devices for photography, video or audio recording is strictly prohibited unless prior authorisation has been granted by the Leapfrog senior leadership team and appropriate safeguarding measures are in place

4. Health & Safety

- Follow health and safety procedures, including fire evacuation protocols.

- Contractors must ensure tools, materials, and equipment are safely stored and never left unattended.
- Contractors will usually be asked to arrange to have access to the premises outside of Nursery hours, however if this is not possible, staff will zone off safe areas in the environment where children are kept separate from any work being completed
- Smoking, vaping, alcohol, or illegal substances are prohibited on site.

5. Legislative & Policy Compliance
This Code of Conduct aligns with:

- Children Act 1989 & 2004
- EYFS Statutory Framework
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- UK GDPR and Data Protection Act 2018
- Nursery safeguarding, confidentiality, and health & safety policies

Acknowledgement
All visitors and contractors are required to confirm that they have read and understood this Code of Conduct. Breaches may result in removal from the premises and further action where appropriate.

Leapfrog Nursery School

Complaints and Compliments Policy

Our Approach
At Leapfrog, we strive to provide high-quality care and education and to work in positive partnership with children and families.
We welcome compliments, suggestions and feedback and share positive feedback with staff. We also recognise that concerns may occasionally arise. We encourage parents/carers to raise these with us promptly so that we have the opportunity to listen, understand what has happened and, wherever possible, resolve matters openly and constructively.
All concerns and complaints will be treated seriously, sensitively and professionally. Our priority will remain the welfare of children and maintaining positive and cooperative relationships with families.
This procedure should be read in conjunction with our Parents/Carers Code of Conduct and Parents as Partners Policy.
Where a concern relates to safeguarding, child protection or an allegation concerning an adult working with children, the nursery's Safeguarding and Child Protection Policy will take precedence and the matter will be managed through the appropriate safeguarding procedures.

Raising a Concern
We encourage parents/carers to raise everyday questions or concerns as soon as possible with the most appropriate member of staff.
Where possible, the following communication route should be followed:
Key Person/Practitioner → Room Lead/Senior Practitioner → Nursery Manager → General Management/Leadership Team
The appropriate starting point will depend on the nature and seriousness of the concern.
Staff responsible for supervising children may not always be able to have lengthy discussions during nursery sessions. Where appropriate, a suitable time will be arranged so that concerns can be discussed properly and confidentially.

Stage 1 – Informal Resolution
In the first instance, parents/carers should discuss their concern with their child's Key Person, practitioner, Room Lead or Senior Practitioner, where appropriate.
Many concerns can be resolved quickly through discussion, clarification or an agreed action.
Where the matter cannot be resolved at this level, requires a management decision or is of a more significant nature, it should be referred to the Nursery Manager.
The Nursery Manager will listen to the concern, gather relevant information where required and aim to agree an appropriate way forward with the parent/carer.

Stage 2 – Formal Written Complaint
Where a concern has not been resolved informally, or a parent/carer wishes to make a formal complaint, the complaint should be submitted in writing or by email to the Nursery Manager or General Management team.
Formal complaints will be acknowledged and investigated appropriately.
The investigation may include:

- speaking with relevant staff;
- reviewing records, observations or communication;
- considering relevant policies, procedures or risk assessments;
- reviewing information relating to the child's care; and
- seeking further information from the parent/carer where required.

Parents/carers are asked to allow the nursery reasonable opportunity to complete this process and to continue communication through the agreed management route while the complaint is being investigated.
Where a written complaint relates to the nursery's fulfilment of the EYFS requirements, the nursery will investigate the complaint and notify the complainant of the outcome within 28 days of receiving it, in accordance with the EYFS statutory framework.
The response will explain the outcome of the investigation and any actions taken or planned where appropriate.
A written record will be maintained of the complaint, investigation, outcome and actions taken.

Complaints About Managers or Senior Leaders
Where a complaint concerns the Nursery Manager, it should be directed to the General Manager/Senior Leadership Team**.**
Where a complaint concerns a member of the General Management or Senior Leadership Team, it will be referred to the Nursery Headteacher, Business Manager or Registered Person who has not been directly involved in the matter.
This ensures that complaints are considered as independently and fairly as reasonably possible within the organisation.

Stage 3 – Review
If the parent/carer remains dissatisfied following the formal response, they may request that the matter is reviewed by a member of the Senior Leadership Team who has not, where reasonably possible, led the original investigation.
The review will consider:

- whether the complaint was investigated appropriately;
- whether relevant information was considered;
- whether nursery policies and procedures were followed; and
- whether the outcome and actions taken were reasonable.

A meeting may be arranged where this would help to resolve the matter. Where a meeting takes place, an appropriate written record will be made and shared with those involved.
The outcome of the review will represent the conclusion of the nursery's internal complaints procedure.

Safeguarding Concerns and Allegations
Where a complaint raises a concern that a child may be at risk of harm, or contains an allegation about a member of staff or another adult working with children, it will not be investigated solely under this complaints procedure.
The matter will be referred immediately to the Designated Safeguarding Lead and managed in accordance with our Safeguarding and Child Protection Policy, including referral to the Local Authority Designated Officer (LADO), children's social care, police or other agencies where appropriate.
Parents/carers will be informed about the process as far as safeguarding, confidentiality and statutory requirements allow.

Contacting Ofsted
Parents/carers may contact Ofsted if they believe the nursery is not meeting the requirements of the EYFS. We encourage families, where appropriate, to raise concerns with the nursery first so that we have an opportunity to understand and address them. However, parents/carers may contact Ofsted at any stage where they consider this appropriate, particularly where there are concerns about children's safety or regulatory requirements.
Ofsted regulates and inspects registered childcare and considers information about whether providers are meeting their registration and EYFS requirements. Ofsted does not normally resolve private contractual or fee disputes between parents and providers.
Ofsted contact details:
Email: **enquiries@ofsted.gov.uk**
Telephone: **0300 123 4666**
Further information is available through GOV.UK: Information for parents about Ofsted's role in regulating and inspecting childcare**.**

Recording and Confidentiality
The nursery will maintain a written record of formal complaints, including:

- the nature of the complaint;
- when it was received;
- relevant investigation undertaken;
- actions taken;
- the outcome; and
- the response provided to the complainant.

Complaint records will be handled confidentially and accessed only by those who need the information for legitimate professional, safeguarding, management or regulatory purposes.
Parents/carers will receive information about the outcome of their own complaint but will not be given access to confidential information relating to other children, families or staff.
Records of complaints will be made available to Ofsted on request.
Where a complaint identifies improvements that can be made to nursery practice, these will be considered by management and used to support ongoing reflection and improvement.

Communication During a Complaint
We aim to maintain a positive and respectful relationship with families throughout the complaints process.
Parents/carers are asked to raise concerns through the agreed communication route and allow the relevant member of management reasonable opportunity to investigate and respond.
Where communication becomes difficult, the nursery may agree a clearer communication arrangement with the family, such as communication through a named manager or in writing, to ensure the complaint can be managed fairly and constructively.
This does not prevent a parent/carer from raising a genuine safeguarding concern, contacting Ofsted or using another appropriate external route.

Compliments and Suggestions
We welcome compliments, suggestions and positive feedback from parents/carers and visitors.
Compliments will be shared with relevant staff and may be recorded as part of our ongoing evaluation of nursery practice.
Suggestions for improvement will be considered by management and, where appropriate, used to inform future practice.

Ofsted Inspections
Where the nursery becomes aware that it is due to be inspected by Ofsted, parents/carers will be informed in accordance with EYFS requirements.
Following an Ofsted inspection, the nursery will provide parents/carers of children attending regularly with access to the published inspection report/report card in accordance with current requirements.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 Sept 24 August 26	M.Topal	Sept 27

Leapfrog Nursery School

Conflict Resolution with Parents and Managing Challenging Behaviour Policy

Our Approach

At Leapfrog, we value positive, respectful relationships with parents/carers and believe that open communication helps us work effectively together in the best interests of children.

We recognise that concerns, disagreements and difficult conversations can occasionally arise. Parents/carers should always feel able to raise concerns, and staff are expected to listen and respond professionally and sensitively.

Where a concern relates to the care or education provided by the nursery, parents/carers should follow our Complaints Procedure. This policy explains how we will support communication and manage situations where interactions become challenging, inappropriate or affect the wellbeing or safety of others.

Our aim will always be to de-escalate difficulties, maintain respectful communication and restore a positive working relationship wherever reasonably possible, while ensuring that our staff are appropriately supported and protected from unacceptable behaviour.

This policy should be read alongside our Parents/Carers Code of Conduct, Parents as Partners Policy, Complaints Procedure and Safeguarding and Child Protection Policy.

Respectful Communication

We understand that parents/carers may sometimes feel worried, frustrated, upset or dissatisfied. Staff should remain calm, professional and respectful and seek to understand the concern being raised.

In return, we expect communication with staff to remain respectful. Our staff have the right to work in an environment where they feel safe, respected and supported. The nursery will take reasonable and proportionate action to protect staff from abusive, aggressive, threatening, intimidating, discriminatory, harassing or personally derogatory behaviour.

Staff are not expected to remain in or continue an interaction where they feel unsafe, threatened or subjected to unacceptable behaviour. They may end the conversation, remove themselves from the situation and seek support from a manager.

Where appropriate, management will then take responsibility for the communication and determine the most suitable way for the matter to continue.

Telephone Calls and Written Communication

Where a telephone call becomes aggressive or abusive, staff should remain calm and make it clear that they are willing to discuss the concern but cannot continue while communication remains inappropriate.

If this continues, the member of staff may end the call and inform their manager. A brief factual record should be made where appropriate.

Where emails, messages or other written communication become inappropriate, excessive or abusive, management will consider the most appropriate way to continue communication. This may include asking that future contact:

- is directed to a named member of management;
- takes place in writing;
- is limited to matters relating to the child or complaint; or
- follows an agreed communication arrangement.

These measures are intended to support clear and constructive communication, protect staff wellbeing and enable concerns to be appropriately addressed.

Social Media and Messaging

Concerns about the nursery should, wherever possible, be raised directly with us through the appropriate communication or complaints procedure so that we have an opportunity to understand and respond.

Where social media or messaging contains abusive, threatening, knowingly false, confidential or inappropriate content relating to children, families, staff or the nursery, management will respond in accordance with our Parents/Carers Code of Conduct and relevant policies**.**

Nothing within this policy prevents a parent/carer from expressing a genuine concern, making a complaint, raising a safeguarding concern or contacting an appropriate external body.

Challenging or Aggressive Behaviour on Nursery Premises

Where a person becomes distressed, confrontational or aggressive on nursery premises, staff should prioritise the safety and emotional wellbeing of children, staff and others present.

Where safe and appropriate, staff will:

- remain calm and professional;
- seek to move the discussion away from children and other families;
- involve a manager or second member of staff;
- clearly explain where behaviour or communication has become unacceptable;
- seek to de-escalate the situation and identify an appropriate way forward; and
- end the conversation or ask the person to leave the premises where this is necessary to maintain a safe and calm environment.

Staff should not place themselves at unnecessary risk when attempting to manage challenging or aggressive behaviour.

Where behaviour presents an immediate or significant risk to children, staff or others, the nursery may contact the **police or other appropriate services**.

Any significant incident will be recorded, including the circumstances, actions taken and any appropriate follow-up.

Following an Incident

Management has a responsibility to support and protect staff following incidents of unacceptable behaviour.

Staff affected will be given an opportunity to discuss what happened, receive appropriate support and reassurance and contribute to decisions about any arrangements needed to support their safety and wellbeing.

Management will consider the nature and seriousness of the incident, whether there have been previous concerns and whether any immediate or ongoing measures are required.

Wherever reasonably possible, we will also seek to restore a safe and constructive relationship with the family. This may include:

- discussing the incident and agreeing expectations for future communication;
- identifying a named management contact;
- requiring future communication to be in writing where appropriate;
- arranging meetings with management present;
- making appropriate arrangements around drop-off and collection; or
- placing proportionate restrictions on contact or access to the nursery where necessary.

Where appropriate, families may also be signposted to relevant support or services.

The nursery's desire to maintain a positive relationship with a family will not take priority over the safety, dignity or wellbeing of children or staff.

Serious or Persistent Behaviour

Where behaviour is serious or repeated, or previous attempts to establish respectful communication have not been successful, management may introduce clearer arrangements to protect children, staff and the effective operation of the nursery.

This may include restricting communication to a named member of management, requiring communication to be in writing, placing appropriate restrictions on an individual's access to nursery premises or taking other reasonable and proportionate action.

In exceptional circumstances, where behaviour creates a significant risk to others or the relationship has broken down to the extent that the nursery can no longer safely and effectively provide the child's place, the nursery may consider termination of the place in accordance with its terms and conditions and relevant policies.

Such action will be carefully considered by senior management, taking account of the circumstances, proportionality and the welfare and individual needs of the child.

Where behaviour involves threats, violence, harassment, safeguarding concerns or suspected criminal behaviour, the nursery may seek advice from or refer the matter to the police or other appropriate external agencies.

Safeguarding

Where behaviour or information disclosed during a conflict raises a safeguarding concern about a child or an adult working with children, our Safeguarding and Child Protection Policy will take precedence.

Staff must report safeguarding concerns promptly to the Designated Safeguarding Lead and must not allow the existence of a disagreement or complaint to influence or delay their safeguarding responsibilities.

Where an allegation or concern relates to a member of staff or another adult working with children, this will be managed through the appropriate safeguarding procedures, including consultation or referral to the Local Authority Designated Officer (LADO) where appropriate.

Recording Incidents and Confidentiality

Significant incidents involving aggressive, abusive, threatening or otherwise inappropriate behaviour will be recorded factually and appropriately.

Records may include:

- the date, time and location;
- those involved or present;
- the nature of the incident;
- relevant actions taken;
- any impact on children or staff;
- management follow-up; and
- any communication or arrangements subsequently agreed.

Records will be handled confidentially and information will only be shared with those who have a legitimate reason to receive it, including external agencies where necessary for safeguarding, safety or legal purposes.

Visitors and Other Adults

The same expectations regarding respectful behaviour apply to visitors, contractors, extended family members and members of the public interacting with the nursery, whether in person, by telephone, electronically or through other communication channels.

The nursery will take reasonable and proportionate action where the behaviour of any person affects the safety, dignity or wellbeing of children or staff, or the safe and appropriate operation of the nursery.

Working Towards Resolution

Our priority is to maintain positive relationships with families and to resolve disagreements through open, respectful and constructive communication wherever reasonably possible. Parents/carers have the right to raise concerns, disagree with decisions and make complaints. Equally, staff have the right to be treated with dignity and respect and to feel safe within their workplace.

We will listen to concerns, follow our complaints and safeguarding procedures where appropriate and seek a constructive way forward. In return, we ask families to respect professional boundaries, agreed communication routes and any reasonable arrangements management puts in place to support safe and effective communication.

Working in partnership does not require staff to accept abusive, threatening or inappropriate behaviour, and management will act where necessary to protect the wellbeing and safety of children and staff.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 Sept 24 August 26	M.Topal	Sept 27

Leapfrog Nursery School

Critical Incident Policy

At Leapfrog, the safety, safeguarding and wellbeing of children and staff are our priority.
A critical incident is any unexpected event that significantly affects, or has the potential to affect, the safe and appropriate operation of the nursery. It may occur on nursery premises, within shared-use premises, outside normal operating hours, during a nursery outing or event, or within the local community.
Critical incidents are unpredictable and the appropriate response will depend on the circumstances at the time. This policy provides the overarching framework for managing such incidents and should be read alongside relevant nursery policies, procedures, site-specific risk assessments and individual plans.
Our priorities during any critical incident are to:

- safeguard children and staff;
- account for all children and adults;
- respond to immediate risks;
- maintain safe supervision and care;
- consider individual needs and vulnerabilities;
- follow advice from emergency services or other relevant authorities;
- communicate appropriately with families; and
- support recovery and review following the incident.

Management, Professional Judgement and Staff Responsibilities
The Nursery Manager or most senior member of staff present will take responsibility for coordinating the immediate response, supported by the Senior Leadership Team where available. Critical incidents may require professional judgement and dynamic risk assessment. Decisions will take account of:

- the nature, location and severity of the incident;
- the children and staff present;
- staffing, ratios and safe supervision;
- individual needs and vulnerabilities;
- activities taking place at the time, including sleep, mealtimes and personal care;
- the safety and suitability of the premises;
- the likely duration and impact of the incident; and
- advice from emergency services, premises management, the Local Authority, UKHSA/Health Protection Team or other relevant agencies.

Depending on the circumstances, management may decide to continue operating with additional controls, restrict access to part of the premises, evacuate, shelter/invacuate, lockdown, relocate children or provision to another suitable Leapfrog site where possible, adjust normal nursery arrangements or temporarily close..
The overriding consideration will be whether Leapfrog can continue to provide safe, appropriately staffed and suitably secure care for the children present.
All staff share responsibility for safeguarding children during an emergency. Staff are expected to follow instructions, communicate clearly, remain alert to changing risks and use their professional judgement to take reasonable immediate action where necessary to protect a child.

Vulnerable and Individual Children's Needs

During any critical incident, particular consideration will be given to children who may require additional support because of their age, stage of development or individual circumstances. This may include:

- babies and children under two;
- children with SEND, disabilities, mobility or communication needs;
- children with allergies, medical conditions or individual healthcare plans;
- children with an EHCP or involvement from other professionals;
- children known to social care or with identified safeguarding needs; and
- any child considered particularly vulnerable because of their circumstances or the nature of the incident.

Emergency responses cannot always rely upon predetermined staff deployment. Managers and leads will use professional judgement to deploy or redeploy staff according to the circumstances at the time, taking account of children and staff present, ratios, individual needs and what is happening within the nursery, including sleeping, mealtimes and personal care.

For babies and younger children, particular consideration will be given to safe evacuation, appropriate adult support, feeding, hydration, temperature, safer sleep, medication and essential care needs, alongside reassurance and emotional security.

Individual risk assessments, healthcare plans and emergency arrangements will be followed where relevant.

Staff should never assume that another person has taken responsibility for a child without clear communication and confirmation.

Please refer to our SEND, Safeguarding and Child Protection, Safer Sleep, Medication, Allergies and Anaphylaxis, First Aid and relevant Individual Risk Assessment/Healthcare Plan procedures.

Staff Needs and Vulnerabilities

The safety and wellbeing of staff will also be considered when planning for and responding to an emergency.

Staff may have individual circumstances that affect how they can safely respond or be deployed, including medical or mobility needs, pregnancy, medication requirements, communication needs or other known circumstances.

Staff have a responsibility to make management aware, in confidence, of information that may reasonably need to be considered for their safety or emergency deployment.

Managers will use professional judgement when deploying staff, balancing known staff needs with the immediate safeguarding and supervision needs of children. Where a staff member becomes unable to safely carry out an allocated responsibility, this should be communicated immediately so that duties can be reassigned.

Shared-Use Premises

Where Leapfrog operates from shared-use premises, we will work cooperatively with the premises owner/manager and other users regarding security, access, maintenance, utilities, safeguarding and emergency arrangements.

The premises owner/manager should inform Leapfrog as soon as reasonably possible of any incident, damage, security concern, emergency-service attendance, utility failure or other matter that may affect nursery operation.

Where management becomes aware of an incident outside nursery operating hours that may affect the following session, an appropriate premises and operational assessment will be undertaken before children are admitted where necessary.

Regardless of whether the wider premises remains open, Leapfrog management retains responsibility for deciding whether nursery provision can operate safely and appropriately.

Site-specific risk assessments and emergency arrangements will reflect the individual premises and shared-use arrangements.

Evacuation, Shelter/Invacuation and Lockdown
The nature of an emergency will determine the safest response. Management may decide to:

- **evacuate** – leave the building or affected area;
- **shelter/invacuate** – move children and staff to a safer location within the premises;
- **lockdown** – secure children and staff within the premises against an identified or potential threat; or
- **relocate** – move provision to another safe location where appropriate and reasonably achievable.

Staff will follow the relevant site-specific emergency procedure and instructions from the person coordinating the incident or emergency services.
Registers/headcounts will be used to account for children and staff. Essential medication, emergency information and equipment should accompany children where safe and reasonably practicable.
Please refer to our Fire/Emergency Evacuation, Lockdown and site-specific emergency procedures**.**

Premises, Utilities and Environmental Conditions
A critical incident may include fire, flood, structural damage, loss of water, electricity, heating, cooling, ventilation or communications, unsafe temperatures, contamination or another event affecting the safety or security of the premises.
Management will assess whether:

- affected areas can safely be used;
- essential services are available;
- appropriate temperature, ventilation and hygiene can be maintained;
- babies, sleeping children and those with additional vulnerabilities can be safely supported;
- safe staffing and supervision can be maintained; and
- the disruption is likely to require changes to normal operation.

Temporary control measures may be introduced where they can be used safely. Where safe conditions cannot be maintained, nursery arrangements may need to be temporarily adjusted.
Please refer to our Fire Safety, Adverse Weather/Climate Control, Safer Sleep, Health and Safety and site-specific risk assessments**.**

Burglary, Security Incident or Criminal Activity
Where burglary, vandalism or another security incident is identified, staff will prioritise the safety of children and should not enter or remain in an area where there may be an immediate risk.
The police and premises management will be contacted as appropriate. Children will not be admitted to affected areas until management is satisfied that they are safe and secure, taking account of professional advice where relevant.
Where the incident affects safe nursery operation, management will determine whether temporary changes to normal arrangements are required.

Security Threats and Incidents in the Local Area
Where there is a potential threat within or close to the nursery, including suspicious activity, a dangerous person, significant police activity, suspicious package or another security concern, staff should inform management immediately and follow emergency instructions.
Management will determine whether evacuation, shelter/invacuation or lockdown is the safest response and will follow instructions from the police or other emergency services.
Staff should not investigate suspicious items or situations where doing so could place themselves or others at risk.

Official emergency alerts and instructions from emergency services, the Local Authority or other relevant authorities will be acted upon as appropriate.

Missing, Abducted or Threatened Abduction of a Child

Where a child is missing, or there is an attempt, threat or concern that a child may be unlawfully removed or abducted, staff must immediately alert the Nursery Manager/DSL, maintain the safety and supervision of other children and prioritise the child's immediate safety.

The police and other relevant agencies will be contacted without delay where appropriate. A child must not be released while an immediate safeguarding concern regarding their safety is being assessed.

Please refer to our Missing Child, Collection of Children and Safeguarding and Child Protection procedures for the full response.

Drone or Unauthorised Aerial Activity

Where a drone or other unauthorised aerial device causes concern for the safety, security or privacy of children, staff should alert management and move children indoors or away from the affected area where appropriate.

Staff should not attempt to interfere with the device or confront its operator. Management will assess whether further security measures or police involvement are required.

Please refer to our Safeguarding and Child Protection, Lockdown and site-specific security procedures.

Medical Emergency

Where a child or adult requires urgent medical attention, staff will follow the nursery's First Aid and Emergency Medical procedures and contact emergency services where required.

Children will be appropriately supervised and supported while awaiting medical assistance.

Where emergency services advise that alternative transport to hospital should be considered because of ambulance delays, management will make an informed decision about appropriate support, including whether a staff member should accompany the child and parent/carer.

Consideration will be given to the child and parent's/carer's individual needs, including communication/EAL needs, distress and their ability to safely manage the situation.

All significant accidents and injuries must be appropriately recorded and reported to management so that any Ofsted, RIDDOR or other statutory notification requirements can be considered.

Please refer to our First Aid, Medication, Allergies and Anaphylaxis and Individual Healthcare Plan procedures.

Critical Incident During an Outing

If a critical incident occurs during a nursery-organised outing, the most senior member of staff present will coordinate the immediate response and prioritise the safety and welfare of all children.

Staff will, as appropriate:

- move children away from immediate danger and identify a safe place to remain or shelter;
- account for all children and staff and maintain safe supervision;
- contact emergency services and follow their instructions;
- provide first aid within their training and competence;
- contact the Nursery Manager/Senior Leadership Team as soon as reasonably possible;
- continue to support essential medication, healthcare and individual needs; and
- ensure any accident, injury or significant near miss is appropriately recorded and reported to management.

Where one child requires emergency medical attention, professional judgement will be used to determine whether a member of staff should accompany them while ensuring the remaining children continue to be safely supervised.

Management will support the staff leading the outing and coordinate communication with families wherever possible.
Children will not automatically be returned to nursery following an incident. The safest arrangements will be determined according to the circumstances and advice received.
Please refer to our Outings, First Aid, Missing Child and relevant outing risk assessment procedures.

Public Health Incident

Where there is a significant infectious disease outbreak or other public health incident, management will follow current UKHSA/public health guidance and seek advice from the relevant Health Protection Team where appropriate.
Temporary changes to attendance, grouping, cleaning, staffing or normal operation may be introduced where advised or considered necessary to protect children and staff.
Please refer to our Infection Prevention and Control and Health and Safety procedures.

Loss of Communication, Systems or Cyber Incident

Where telephone, internet, electronic systems or usual communication methods become unavailable, management will implement reasonable contingency arrangements to maintain essential communication and access to information required for children's safe care.
Critical information, including registers, emergency contacts, children's medical needs and essential safeguarding information, should remain accessible through appropriate contingency arrangements.
A cyber-security or personal-data incident may become a critical incident where it significantly affects, or has the potential to affect, the safe and appropriate operation of the nursery. This may include:

- significant loss of access to Famly, email, communications or other essential nursery systems;
- a cyberattack, compromised account or malicious activity affecting nursery systems or information;
- significant unauthorised access, disclosure, loss or compromise of children's, families' or staff information;
- loss of access to information required to safely care for children, including registers, emergency contacts, medical or safeguarding information; or
- an incident requiring systems or accounts to be temporarily restricted or disabled.

Management will prioritise children's immediate safety and continuity of care, including maintaining access to essential medical, safeguarding and emergency information.
Staff must report suspected cyber-security or personal-data incidents promptly and must not attempt to investigate or resolve significant incidents independently.
Management will assess the incident, protect or restrict affected systems where appropriate, establish temporary arrangements and seek specialist or external advice where required.
The Cyber Security Policy and Data Protection, Confidentiality and Information Sharing Policy contain the detailed procedures for responding to cyber-security incidents and personal-data breaches.

Staffing Disruption

Where an emergency or unforeseen event affects staffing, management will assess whether statutory requirements, children's individual needs and safe supervision can continue to be maintained.
Available staff may be redeployed according to need. Where safe and appropriate staffing cannot be maintained, temporary adjustments to admissions, sessions or normal operating arrangements may be necessary.

Communication with Families

During a critical incident, management will endeavour to provide families with clear, accurate and timely information while prioritising the immediate safety and care of children.
Where circumstances require temporary changes to normal nursery arrangements, we will endeavour to minimise disruption and give families as much notice as reasonably possible.
Parents/carers may be asked to delay arrival, collect their child, use an alternative arrangement or follow other reasonable instructions where management considers this necessary for safe operation.
Communication will be coordinated by management wherever possible so that staff directly caring for children can remain focused on their safety and wellbeing.
Please refer to our Parents/Carers Code of Conduct, Parents as Partners and relevant emergency/operational policies.

Relocation or Temporary Closure

Where a nursery premises, or part of the premises, cannot safely be used, we will, where reasonably possible, consider whether children can be temporarily accommodated at another suitable Leapfrog site to support continuity of care and minimise disruption to families.

Any alternative arrangements will be subject to available capacity, appropriate staffing and ratios, suitability of the premises, children's ages and individual needs, and the nature and expected duration of the incident.

Parents/carers will be informed of any alternative arrangements as soon as reasonably possible.
Where alternative provision cannot be safely or reasonably accommodated, temporary changes to sessions, reduced operating arrangements or closure may be necessary.

Nursery Events and Visitors
Emergency arrangements also apply during nursery-organised events, Stay and Play sessions, open days, transition sessions and other activities where additional children or adults may be present.
Consideration will be given to visitors who may be unfamiliar with the premises or emergency procedures, while maintaining the safety and supervision of nursery children.

Following a Critical Incident
Following a significant incident, management will consider the practical and emotional impact on children, families and staff.
Where appropriate, we will:

- provide reassurance and additional support;
- liaise with parents/carers or professionals regarding vulnerable children;
- provide staff with appropriate debrief, reassurance and wellbeing support;
- record relevant information and actions;
- review the effectiveness of the response;
- update risk assessments, procedures or staff guidance where learning is identified; and
- consider whether further training or emergency practice is required.
- review affected accounts, systems, access arrangements and information-security controls where the incident involved a cyber-security or personal-data concern

The purpose of review will be to support recovery, identify learning and continually strengthen our emergency arrangements.

Recording, RIDDOR and Statutory Notifications

All significant critical incidents will be appropriately recorded, including the circumstances, relevant decisions, actions taken and any follow-up required.
Staff must promptly report accidents, injuries, dangerous occurrences and significant near misses internally so that management can determine whether external reporting or notification is required.

RIDDOR
Management will consider whether an incident is reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR).
Not every accident, hospital attendance or critical incident is reportable. RIDDOR may apply to certain work-related:

- deaths or specified injuries;
- employee injuries resulting in more than seven consecutive days' incapacity;
- injuries to children or other non-workers arising out of or in connection with the nursery's work activity where the person is taken directly from the scene to hospital for treatment of an injury;
- diagnosed occupational diseases; and
- specified dangerous occurrences.

Management will assess incidents against current HSE guidance and make a report where legally required.
HSE RIDDOR guidance

Other Statutory Notifications

Management will also consider whether an incident requires notification to Ofsted, the Information Commissioner's Office (ICO), the Local Authority, safeguarding partners/LADO, UKHSA/Health Protection Team, insurers, emergency services or another relevant body, and will make required notifications within applicable timescales.

Where the incident involves a cyber-security or personal-data concern, management will follow the Cyber Security Policy and Data Protection, Confidentiality and Information Sharing Policy to assess whether external notification is required.

Where an incident raises a safeguarding concern or allegation, our Safeguarding and Child Protection Policy will take precedence and the Designated Safeguarding Lead will ensure appropriate action is taken.

Related Policies and Procedures
This policy provides the overarching framework for responding when normal nursery arrangements are significantly disrupted. Staff must also follow the detailed policy, procedure, risk assessment or individual plan relevant to the circumstances, including where applicable:

- Safeguarding and Child Protection
- Fire Safety and Emergency Evacuation
- Lockdown
- Health and Safety
- Adverse Weather/Climate Control
- Safer Sleep
- First Aid and Emergency Medical Procedures
- Medication
- Allergies and Anaphylaxis
- Cyber security
- Data Protection, Confidentiality and Information Sharing

- Mobile Phone and Electronic Device
- SEND
- Infection Prevention and Control
- Missing Child
- Collection of Children
- Outings
- Staff Code of Conduct
- Parents/Carers Code of Conduct
- Parents as Partners
- Individual Healthcare Plans and Risk Assessments
- Site-specific risk assessments and emergency procedures

No policy can anticipate every possible critical incident. Staff should use these procedures alongside professional judgement, dynamic risk assessment and instructions from management, emergency services or statutory agencies, always placing the safeguarding, safety and wellbeing of children at the centre of their response.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 August 2026	M.Topal	September 2027

Leapfrog Nursery School

Data Protection, Confidentiality and Information Sharing Policy

At Leapfrog, we recognise that we hold personal, sensitive and confidential information about children, families, staff and others associated with the nursery.
We are committed to protecting this information and ensuring that it is collected, used, stored, shared, retained and disposed of lawfully, appropriately and securely.
Information is used where necessary to support children's care, learning and development, safeguarding, SEND and medical needs, attendance, funding and invoicing, staffing, emergency arrangements and the safe and effective operation of the nursery.
Information will only be accessed or shared where there is a legitimate and appropriate reason to do so.
This policy should be read alongside our Privacy Notice and relevant nursery policies and procedures.

Legal Framework
We comply with applicable data protection, safeguarding and early years legislation and statutory guidance, including:

- the **UK General Data Protection Regulation (UK GDPR)**;
- the **Data Protection Act 2018**;
- the **Data (Use and Access) Act 2025** and applicable amendments to UK data protection legislation;
- the **Early Years Foundation Stage statutory framework for group and school-based providers, effective from 1 September 2026**;
- the **Childcare Act 2006** and relevant regulations;
- **Working Together to Safeguard Children 2026**; and
- applicable statutory safeguarding information-sharing requirements and current DfE and ICO guidance.

The September 2026 EYFS requires providers to maintain records, policies and procedures necessary for the safe and efficient management of the setting and to manage confidential information appropriately.
Leapfrog is registered with the Information Commissioner's Office (ICO).
Information Commissioner's Office

Data Protection Principles
Personal information will be:

- processed lawfully, fairly and transparently;
- collected for specified and legitimate purposes;
- adequate, relevant and limited to what is necessary;
- accurate and kept up to date where necessary;
- retained only for as long as required; and
- appropriately protected against unauthorised or unlawful use, loss, destruction or damage.

We will be accountable for how personal information is managed and take reasonable steps to demonstrate compliance with our responsibilities.

Information We Hold and Use
The nursery may hold information about children and families including:

- contact, registration and emergency information;
- attendance records;
- funding, fee and financial information;
- learning and development records;
- observations, photographs and videos;
- health, allergy and medical information;
- SEND and additional needs information;
- safeguarding and child protection records;
- accident and incident information;
- information provided by parents/carers and other professionals; and
- other information reasonably required to safely and effectively care for a child.

We also hold appropriate information about staff, applicants, students, volunteers and others associated with the nursery.
We will only collect and process information where there is an appropriate purpose and lawful basis for doing so.

Secure Storage and Access
Records will be stored securely whether held **electronically or in paper form**.
Appropriate security measures will be used according to the nature of the information and may include:

- secure nursery management systems and electronic storage;
- passwords and appropriate access controls;
- secure email and communication systems;
- locked cabinets and secure office areas;
- appropriate security on nursery devices; and
- limiting access according to staff roles and legitimate need.

Staff must protect passwords and access details and must not allow unauthorised people to access nursery systems, devices or records.
Where nursery premises are shared with other organisations or users, particular care will be taken to ensure records, screens, conversations and confidential information cannot be accessed, viewed or overheard by unauthorised persons**.**

Personal Devices and BYOD
Leapfrog permits limited use of personal devices for approved nursery purposes.
All staff may use personal mobile phones for approved Leapfrog WhatsApp communication within the boundaries set out in the Staff Code of Conduct, Cyber Security Policy and Mobile Phone and Electronic Device Policy.
Authorised Managers and members of SLT may use approved personal devices for wider legitimate management and operational purposes in accordance with the **Manager Bring Your Own Device (BYOD) Agreement**.
Where personal devices are authorised, the principle is **ACCESS – DON'T STORE**. Wherever reasonably possible, personal information should be accessed through approved nursery systems rather than downloaded or permanently stored on a personal device.
Any information legitimately and temporarily held on a personal device must be appropriately protected, transferred to the relevant approved system where required, and removed when it is no longer needed.

Confidentiality and Staff Responsibilities

All staff, students and volunteers will be made aware of their responsibilities for confidentiality and data protection through induction and ongoing practice.
Confidentiality applies to verbal, written, photographic and electronic information.
Information relating to children, families, colleagues or the nursery must not be discussed or shared with friends, family members or anyone who does not have a legitimate professional need to know.
Staff must take reasonable care to ensure that conversations cannot be overheard and that documents, screens, messages and other information are not visible or accessible to unauthorised people.
Information may be discussed between staff where there is a legitimate professional reason, for example to safeguard a child, meet their individual needs, plan appropriate provision or safely manage nursery operations.
Confidential employment, disciplinary, safeguarding or personal information about colleagues must not be discussed unless there is a legitimate professional reason.
Breaches of confidentiality may result in disciplinary action and, in serious circumstances, dismissal or referral to appropriate authorities.
Please refer to our Staff Code of Conduct, Social Media, Mobile Phone/Device and Safeguarding and Child Protection Policies.

Information Sharing

Effective and timely information sharing is an important part of supporting children's safety, welfare, development and continuity of care.
Information may be shared with appropriate professionals, organisations or agencies where there is a lawful and legitimate reason, including where necessary to:

- safeguard or promote a child's welfare;
- identify or respond to emerging concerns;
- support SEND, health, medical or developmental needs;
- support transitions and continuity of care;
- fulfil statutory, regulatory or funding responsibilities; or
- support the safe and effective operation of the nursery.

Information sharing will be appropriate to the circumstances and should be necessary, proportionate, relevant, accurate, timely and secure.
Consent will be sought where consent is the appropriate lawful basis or is otherwise required. However, consent is not the only lawful basis for processing or sharing personal information.
Parents/carers will be provided with appropriate information about how their and their child's information may be used and shared through our Privacy Notice and other relevant information.

Safeguarding and Information Sharing

Data protection and confidentiality must not prevent or unnecessarily delay appropriate information sharing where this is necessary to safeguard or promote the welfare of a child.
Leapfrog will comply with the applicable safeguarding information-sharing duty from September 2026, Working Together to Safeguard Children and current statutory guidance. The new duty is intended to support more consistent and effective sharing of information for safeguarding purposes.
Information may be shared without consent where there is an appropriate lawful basis and where seeking consent is not required, is inappropriate, cannot reasonably be obtained, or could increase the risk to a child or another person.
The child's safety, welfare and best interests will remain central to decision-making.
Staff must not delay necessary safeguarding action because they are uncertain about confidentiality or data protection. Where unsure, they should seek advice promptly from the Designated Safeguarding Lead (DSL) or Nursery Manager.
Safeguarding records will be securely stored and access restricted to those with a legitimate need to know.

Please refer to our **Safeguarding and Child Protection Policy**.

Information Sharing and Transitions

Where a child moves between rooms, Leapfrog sites, early years providers, schools or other services, relevant information may be shared to support their safety, welfare, learning, development and continuity of care, in accordance with applicable legal requirements.
Where a child has SEND, medical, safeguarding or other additional needs, we will work appropriately with parents/carers and relevant professionals to ensure important information is transferred securely and in a timely manner.
Only information relevant and appropriate to the purpose will be shared.

Electronic Sharing and Secure Email

Personal and confidential information must be shared using an appropriate approved nursery system or secure communication method.
Egress is Leapfrog's approved secure email platform for sharing confidential or sensitive information about children with authorised external recipients**,** including professionals and agencies where appropriate.
Safeguarding, SEND, medical, developmental, family or other sensitive information should be sent using Egress or another specifically approved secure method where secure email is required, rather than ordinary email.
Staff must check the recipient, information and attachments carefully before sending confidential information.
WhatsApp is an approved staff communication platform but is not the nursery's formal record system. Information requiring formal retention must be recorded within the appropriate nursery record or approved system.
Further requirements are contained within the Cyber Security, Acceptable Use of IT and Staff Code of Conduct policies**.**

Children's and Individuals' Information Rights

Data protection rights relating to a child's personal information belong to the **child**, although these rights may often be exercised on their behalf by a person with parental responsibility depending on the child's age, understanding and circumstances. ICO guidance specifically recognises that children's personal information requires particular protection.
Parents/carers may request access to personal information relating to their child. Requests will be considered in accordance with applicable data protection legislation, taking account of:

- the child's rights and best interests;
- parental responsibility;
- safeguarding considerations;
- information relating to other individuals; and
- applicable legal exemptions.

Individuals also have rights in relation to their personal information, which may include rights of access, rectification, erasure, restriction or objection depending upon the circumstances.
These rights are **not absolute** and may be subject to statutory retention requirements, safeguarding considerations and other legal exemptions.
Requests relating to personal information should be referred to management and dealt with within applicable statutory timescales.

Photographs, Videos and Digital Information

Photographs, videos and recordings of children are personal information where a child can be identified and must be handled appropriately and securely.
Photographs and videos may only be taken, stored, used or shared through nursery-approved devices, systems or specifically authorised arrangements and for a legitimate nursery purpose.

As a general rule, staff must not use personal devices to photograph, film or record nursery children.
As a specific exception, authorised Managers and members of SLT may use an approved personal mobile phone to take photographs or videos for authorised nursery purposes, including Famly, Leapfrog's website, Instagram or other specifically approved nursery communication or publicity purposes, in accordance with the Manager BYOD Agreement and Mobile Phone and Electronic Device Policy.
Where this exception applies:

- the appropriate permissions and intended use must be considered;
- photographs and videos must be uploaded promptly to the appropriate approved Leapfrog system, account or platform;
- they must not be retained as personal copies;
- they must be deleted from the personal device when successfully uploaded and no longer required;
- where applicable, they must also be removed from Recently Deleted/Trash and personal cloud or automatic photo-backup services; and
- any accidental storage, disclosure, sharing or loss must be reported promptly.

Electronic observations, photographs, communications and other digital records are confidential information and must receive the same appropriate protection as paper records.
Children's photographs, videos or other identifiable information must not be uploaded to personal or unapproved applications, cloud services or AI systems.
Please refer to our Mobile Phone and Electronic Device, Manager BYOD, Cyber Security, Photography and Social Networking Policies and guidance.

Students and Apprentices – Training Evidence
Where a student or apprentice is required to gather photographic evidence for an approved qualification or training programme, photographs of children must not be taken using the student's or apprentice's personal device. Photographs must be taken using an authorised nursery device, only involving children for whom the appropriate parental permission is in place and with the child's identity protected so that their face is not visible. A Manager/Supervisor must check and approve the image before it leaves the nursery device and may then email the approved photograph to the student/apprentice solely for upload to their approved training platform. Once successfully uploaded, the student/apprentice must delete the photograph and email from their device/account and must not save, forward, share or upload it anywhere else.

No video or audio recording of children is permitted for training evidence. Staff, students and apprentices must follow the separate **Student, Apprentice & Training Evidence Agreement** and report any accidental disclosure or data breach immediately.

Staff, Student and Volunteer Information
Personal information relating to staff, applicants, students and volunteers will be securely stored and only accessed or shared by those with a legitimate management, HR, payroll, safeguarding, regulatory or legal need**.**
Individuals may request access to their own personal information in accordance with applicable data protection legislation.
Personnel information must not be discussed or accessed by other staff without a legitimate professional reason.

Retention and Secure Disposal

Personal information will only be retained for as long as necessary for the purpose for which it was collected and to meet any statutory, safeguarding, insurance, employment, regulatory or other legal requirements.
Different categories of records may therefore have different retention periods.
When information is no longer required, it will be securely deleted, destroyed or anonymised, as appropriate.

Personal Data Breaches

A personal data breach may include the loss, destruction, alteration, unauthorised access, accidental disclosure or inappropriate sharing of personal information.
Examples may include:

- information being sent to the wrong recipient;
- loss of a document or nursery device;
- unauthorised access to an account or system;
- another child or family's information being accidentally disclosed; or
- confidential information being left accessible or discussed inappropriately.

Any actual or suspected personal data breach must be reported **immediately to management**.
Staff should not conceal a breach or attempt to independently resolve it without informing management.
Management will:

- take appropriate steps to contain and assess the breach;
- consider the risk to affected individuals;
- record the breach and actions taken;
- take appropriate steps to prevent recurrence; and
- determine whether the ICO and/or affected individuals must be notified.

ICO guidance requires organisations to assess personal data breaches and, where the legal reporting threshold is met, notify the ICO without undue delay and where feasible within **72 hours of becoming aware of the breach**.
Where a cyber or data incident significantly affects the safe operation of the nursery, our **Critical Incident and Emergency Response Policy** will also be followed.

Data Protection by Design

When introducing new systems, technology, digital platforms or processes involving personal information, management will consider privacy, safeguarding and data protection from the outset.
Consideration will include:

- what information is being collected and why;
- the lawful basis for its use;
- who requires access;
- how information will be stored and secured;
- whether information will be shared;
- how long it will be retained; and
- risks to the rights and privacy of children and others.

Where a new system, technology or way of using personal information could present a significant risk to privacy or data security, management will complete a Data Protection Impact Assessment (DPIA), where required, to identify and reduce those risks before it is introduced.

This consideration will include new or significantly changed uses of personal devices/BYOD, artificial intelligence, cloud services, social-media or photography arrangements, internet-connected technology and other systems which process children's or other personal information.

Privacy Information

Parents/carers, staff and other relevant individuals will be provided with appropriate privacy information explaining, in clear and accessible language:

- what information we collect;
- why we collect and use it;
- the lawful basis for processing;
- who information may be shared with;
- how long it may be retained;
- individuals' data protection rights; and
- how concerns or requests relating to personal information can be raised.

Our **Privacy Notice** should be read alongside this policy.

Data Protection Concerns and Complaints

Concerns about the nursery's handling of personal information should be raised with management in the first instance so that they can be appropriately investigated and addressed. In line with changes introduced by the Data (Use and Access) Act 2025, the nursery will have arrangements for receiving and responding to data protection complaints. The Act requires organisations to facilitate complaints, acknowledge them within **30 days** and respond without undue delay.

Individuals also have the right to raise concerns with the **Information Commissioner's Office**, where appropriate.

ICO – Data protection complaints

Related Policies and Procedures

This policy should be read alongside relevant nursery policies and procedures, including:

- Privacy Notice
- Cyber Security
- Acceptable Use of IT
- Safeguarding and Child Protection
- SEND
- Parents as Partners
- Staff Code of Conduct
- Manager BYOD Agreement
- Parents/Carers Code of Conduct
- Complaints Procedure
- Critical Incident and Emergency Response
- Mobile Phone/Device and Photography
- Social Media
- Record Retention arrangements
- Medication, Allergies and Individual Healthcare Plans
- Staff Recruitment and Personnel procedures
- Transition arrangements
- relevant individual risk assessments and safeguarding records.

All staff have a responsibility to maintain confidentiality and protect personal information. Equally, confidentiality must never prevent or unnecessarily delay appropriate information sharing where this is required to safeguard or promote the welfare of a child. Where staff are uncertain, they

should seek advice from management or the DSL rather than withholding or sharing information without appropriate consideration.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 August 2026	M.Topal	September 2027

Leapfrog Nursery School

Disciplinary Procedure

At Leapfrog, we expect all employees to maintain high standards of conduct, professionalism and safeguarding practice.

We recognise that concerns about conduct should be managed fairly, consistently, promptly and proportionately, with employees given an appropriate opportunity to understand and respond to concerns before decisions are made.

The purpose of this procedure is to:

- establish clear standards and expectations;
- resolve minor concerns informally where appropriate;
- establish the facts before formal disciplinary action is taken;
- support employees to improve their conduct where appropriate;
- ensure serious concerns are addressed appropriately; and
- safeguard children, staff, families and the nursery.

This procedure should be read alongside the employee's contract and job description, Staff Code of Conduct and all relevant nursery policies and procedures.

Legal Framework

Leapfrog will have regard to the ACAS Code of Practice on Disciplinary and Grievance Procedures and relevant employment legislation when managing disciplinary matters.

The ACAS Code sets out principles of reasonable and fair handling of disciplinary matters, including investigation, informing the employee of the concerns, providing an opportunity to respond, accompaniment at formal disciplinary hearings and a right of appeal.

ACAS – Code of Practice on disciplinary and grievance procedures

This procedure is non-contractual and may be amended from time to time. It applies to all employees, although different or shortened procedures may apply during probation where appropriate and lawful.

Guiding Principles

We will:

- deal with disciplinary matters without unreasonable delay;
- establish the facts before making decisions;
- consider each case individually;
- ensure the employee understands the concern or allegation;
- give the employee an appropriate opportunity to respond;
- consider relevant evidence and mitigating circumstances;

- make decisions based on the information reasonably available;
- ensure any action taken is proportionate;
- maintain appropriate records;
- respect confidentiality as far as reasonably possible; and
- provide a right of appeal against formal disciplinary action.

Where practicable, different people will conduct the investigation, disciplinary hearing and appeal, particularly in serious or complex cases.

No decision that disciplinary action is warranted will be made before the relevant facts and the employee's response have been considered.

Informal Management

Minor concerns can often be resolved through normal management without formal disciplinary action.

This may include:

- a private discussion with the employee;
- clarification of expectations;
- supervision or additional support;
- guidance or training;
- an agreed action or improvement plan; or
- an informal management note.

The employee should be told what the concern is, what improvement is expected and, where relevant, when this will be reviewed.

Informal management is not a formal disciplinary sanction**.**

Where a concern is repeated, has not improved following appropriate support, or is sufficiently serious, the formal disciplinary procedure may be used.

Conduct, Capability and Probation

This procedure primarily addresses conduct.

Concerns primarily relating to an employee's performance, competence, attendance, health or capability will normally be addressed through the appropriate performance, capability, attendance or probation arrangements.

However, disciplinary action may be appropriate where the concern involves conduct, for example deliberate or repeated refusal to follow reasonable instructions, required procedures, safeguarding arrangements or agreed support.

The nursery will determine the appropriate procedure according to the circumstances.

Safeguarding Concerns and Allegations

Where a concern relates to the safety or welfare of a child or an allegation against a person working with children, our Safeguarding and Child Protection/Managing Allegations procedures will take precedence.

Management will consider whether the matter must be referred or reported to the Local Authority Designated Officer (LADO), Ofsted, children's social care, police or another relevant authority.

Internal disciplinary action will be appropriately coordinated with any external safeguarding or criminal investigation. It may sometimes be necessary to delay or adapt elements of an internal investigation while external agencies consider the matter.

The nursery will not delay taking necessary action to protect children while an investigation is taking place.

The outcome of an external investigation does not automatically determine whether internal disciplinary action is appropriate; employment decisions will be considered on the information available and the applicable standard for an employment process.

Where required, management will also consider whether a referral to the Disclosure and Barring Service (DBS) or other regulatory action is necessary.

Stage 1 – Investigation

Where formal action may be necessary, an appropriate manager or member of the Senior Leadership Team will investigate the concern.

The purpose of an investigation is to establish a balanced and reasonable understanding of the facts. The extent of the investigation will depend upon the nature and seriousness of the matter.

An investigation may include:

- meeting with the employee;
- interviewing relevant witnesses;
- obtaining written statements;
- reviewing nursery documentation;
- reviewing relevant electronic records, communications or system information;
- reviewing CCTV or other lawful evidence where available;
- reviewing relevant policies, procedures, risk assessments, healthcare plans or safeguarding records; and
- obtaining appropriate professional or regulatory advice.

An investigatory meeting is a fact-finding meeting and not a disciplinary hearing.

There is not normally a statutory right to be accompanied at an investigatory meeting. However, the nursery may agree to accompaniment where appropriate, including as a reasonable adjustment or because of particular circumstances.

If the investigation establishes that there is a case to answer, the employee will be invited to a formal disciplinary hearing.

Suspension and Other Precautionary Measures

Suspension will **not be automatic** and is not a disciplinary sanction.

Where the circumstances require precautionary action while a matter is investigated, management will consider the most appropriate way of protecting children, staff, evidence and the integrity of the investigation.

Depending upon the circumstances, this may include:

- temporary adjustment of duties;
- temporary redeployment;
- increased supervision;
- restricting contact with particular individuals;

- restricting access to nursery premises, systems or information; or
- suspension on full pay.

Suspension may be considered where, for example:

- there is a serious safeguarding allegation;
- continued attendance may present a risk to children, staff or others;
- evidence could reasonably be compromised;
- the investigation could be significantly hindered;
- there has been a serious breakdown in working relationships; or
- the allegation is potentially gross misconduct and suspension is considered necessary.

Suspension will normally be on **full contractual pay**, kept as brief as reasonably possible and reviewed periodically.

Suspension does not imply guilt and no disciplinary conclusion will be drawn simply because an employee has been suspended.

Stage 2 – Invitation to a Disciplinary Hearing

Where there is a case to answer, the employee will be informed in writing of:

- the allegation(s) or concern(s);
- the basis of those concerns;
- the possible consequences if the allegation is upheld;
- the date, time and location of the disciplinary hearing; and
- their right to be accompanied.

The employee will normally be provided with relevant evidence in advance of the hearing, subject to appropriate safeguarding, confidentiality and data-protection considerations.

Reasonable time will be provided for the employee to prepare.

Right to be Accompanied

The employee has the right to be accompanied at a formal disciplinary or appeal hearing by:

- a work colleague; or
- an accredited trade union representative/official.

The employee should tell the nursery who their chosen companion will be before the meeting.

Where the chosen companion cannot attend, arrangements will be considered in accordance with the employee's statutory rights and ACAS guidance.

The nursery will also consider **reasonable adjustments** to support an employee with a disability, communication need or other relevant requirement.

Disciplinary Hearing

The person conducting the hearing will explain the concerns and relevant evidence.

The employee will have a reasonable opportunity to:

- respond to each allegation;
- explain their account;

- present relevant evidence;
- identify relevant witnesses or information;
- raise mitigating circumstances; and
- ask relevant questions.

The meeting may be adjourned where further investigation or consideration is required.

No decision should normally be made until the employee's response and the relevant evidence have been properly considered.

The employee will be informed of the outcome in writing, normally within **seven working days**, where reasonably practicable.

The outcome will explain any disciplinary action, expectations for improvement, relevant timescales and the right of appeal.

Failure to Attend

Employees are expected to make reasonable efforts to attend investigation and disciplinary meetings.

Where an employee cannot attend for a genuine reason, the nursery will consider reasonable alternative arrangements.

If an employee repeatedly fails or refuses to attend without good reason, the nursery may make a decision based upon the available evidence. Before doing so, the employee will normally be given an opportunity to provide written representations.

Formal Disciplinary Outcomes

The appropriate outcome will depend upon the seriousness and circumstances of the case, the employee's explanation, relevant mitigation and any active disciplinary warnings.

Possible outcomes include:

No Formal Action

Where the concern is not substantiated or formal action is not considered appropriate.

Informal guidance, support or training may still be provided where appropriate.

First Written Warning

Normally appropriate for misconduct where there is no current formal warning, although a first written warning does not have to be used where the seriousness of the conduct justifies a higher sanction.

The warning will normally explain:

- the misconduct;
- the improvement or conduct expected;
- any relevant review period;
- how long the warning will remain active; and
- the possible consequences of further misconduct.

Final Written Warning

A final written warning may be appropriate where:

- there is further misconduct while a written warning remains active; or

- the misconduct is sufficiently serious to justify a final written warning even where there is no previous active warning.

Dismissal

Dismissal may be appropriate where:

- further misconduct occurs while a final written warning remains active;
- misconduct is sufficiently serious to justify dismissal; or
- gross misconduct is established following investigation and a disciplinary hearing.

Gross misconduct may result in summary dismissal without notice or payment in lieu of notice, subject to the outcome of a fair disciplinary process.

Formal disciplinary decisions will be authorised by an appropriate member of the Senior Leadership Team.

Duration of Warnings

Unless the outcome letter states otherwise, formal warnings will normally remain active for:

- First written warning – 6 months
- Final written warning – 12 months

The duration may be varied where justified by the circumstances.

Once expired, a warning will normally be disregarded when determining future disciplinary sanctions, although records may be retained where necessary in accordance with legal, safeguarding, regulatory and data-protection requirements.

Gross Misconduct

Gross misconduct is conduct sufficiently serious to fundamentally undermine the employment relationship and may result in dismissal without notice following appropriate investigation and a disciplinary hearing.

Examples may include, but are not limited to:

- serious safeguarding or child-protection breaches;
- physical, emotional or other abuse of a child;
- inappropriate physical punishment, restraint or treatment of a child;
- serious or inappropriate professional-boundary breaches involving a child or family;
- deliberate or serious failure to report a safeguarding concern, disclosure or allegation;
- serious failure to appropriately supervise children;
- deliberate or serious breach of statutory ratio or safety requirements;
- serious failure to follow a child's allergy, healthcare, medication, dietary or individual risk-management arrangements;
- serious breach of safer-sleep requirements;
- serious negligence which causes, or could reasonably cause, significant harm;
- theft or unauthorised possession of nursery, employee, child or family property;
- fraud, deliberate dishonesty or falsification of records;
- falsification of registers, accident/incident records, medication records, safeguarding records, qualifications, training, attendance or employment information;

- assault, violence, threatening behaviour or serious intimidation;
- serious bullying, harassment, discrimination or victimisation;
- serious breach of confidentiality or data protection;
- unauthorised photography, filming, recording, storage or sharing of children's images or information;
- serious misuse of mobile phones, smart devices, cameras, nursery technology or electronic systems;
- deliberate or serious breach of cyber-security arrangements;
- serious misuse of social media or disclosure of information which causes serious harm to the nursery, children, families or staff;
- serious breach of health and safety procedures;
- attending work under the influence of alcohol or illegal drugs, or misuse of substances which compromises safe performance;
- serious insubordination or deliberate refusal to follow a lawful and reasonable instruction;
- serious misuse or deliberate damage of nursery property;
- serious breach of trust;
- serious or deliberate breach of nursery policies or the Staff Code of Conduct;
- serious failure to disclose information relevant to an employee's suitability to work with children where there is a legal or contractual requirement to do so; and
- conduct inside or outside work which has a sufficiently serious impact upon safeguarding, suitability, trust, the employee's role or the nursery's legitimate interests.

Whether conduct amounts to gross misconduct will depend upon the individual circumstances and findings of the investigation.

This list is illustrative and is not exhaustive.

Misconduct

Examples of misconduct may include:

- minor or repeated breaches of nursery policies or procedures;
- minor breaches of the Staff Code of Conduct or employment contract;
- poor timekeeping;
- unauthorised or unacceptable absence;
- failure to follow reasonable management instructions;
- inappropriate or unprofessional behaviour;
- inappropriate language;
- failure to maintain expected standards of confidentiality;
- inappropriate use of nursery phones, email, internet or technology;
- unauthorised use of nursery property;
- failure to complete required records or procedures appropriately;
- failure to follow reasonable health and safety requirements;
- failure to maintain appropriate professional boundaries; and
- negligence in carrying out duties.

Depending upon the seriousness, circumstances, repetition and potential or actual impact, conduct that might ordinarily be considered misconduct may amount to serious or gross misconduct.

Alternatives to Dismissal

In appropriate circumstances, and where lawfully and contractually permitted, the nursery may consider an alternative to dismissal.

This may include, for example:

- redeployment;
- change of duties or responsibilities;
- demotion or change of role; or
- another appropriate contractual measure.

Any alternative will be considered according to the individual circumstances and appropriate HR/legal advice may be obtained.

Appeal

Employees have the right to appeal against formal disciplinary action.

An appeal should normally be submitted in writing within **five working days** of receiving the disciplinary outcome and should explain the grounds of appeal.

Grounds may include, for example:

- relevant new evidence;
- concerns about the procedure followed;
- disagreement with findings;
- the disciplinary sanction being considered disproportionate; or
- another material reason why the decision should be reconsidered.

Where reasonably practicable, the appeal will be heard by a member of the Senior Leadership Team who has not previously been materially involved in the decision.

The employee has the right to be accompanied by a work colleague or trade union representative/official.

Further investigation may be undertaken where necessary.

The employee will be informed of the final decision in writing as soon as reasonably practicable, normally within **five working days** of the appeal hearing.

There is no further internal right of appeal.

Confidentiality and Records

Disciplinary matters will be handled sensitively and as confidentially as reasonably possible.

Information will only be shared with those who reasonably require it for investigation, safeguarding, management, regulatory, legal or employment purposes.

Employees involved in an investigation are expected to respect the confidentiality and privacy of others and must not use disciplinary proceedings to engage in inappropriate discussion, speculation, retaliation or victimisation.

Appropriate records will be maintained in accordance with our Data Protection, Confidentiality and Information Sharing Policy and applicable record-retention requirements.

Equality, Wellbeing and Support

Leapfrog will manage disciplinary matters fairly and without unlawful discrimination.

We will consider reasonable adjustments where required and take account of relevant communication, disability or other needs when arranging meetings and providing information.

Where an employee requires additional support to understand or participate appropriately in the process, management will consider what reasonable support can be provided.

The nursery recognises that disciplinary investigations can be stressful. Employees will be treated professionally and respectfully throughout the process.

Regulatory and Safeguarding Responsibilities

A disciplinary outcome does not replace the nursery's separate **safeguarding, regulatory or legal responsibilities**.

Where applicable, management will consider whether information must be referred or reported to relevant organisations, including:

- the Local Authority Designated Officer (LADO);
- Ofsted;
- Disclosure and Barring Service (DBS);
- children's social care;
- police; or
- another relevant professional or regulatory body.

Such decisions will be made in accordance with the relevant legal requirements and nursery safeguarding procedures.

Responsibilities

Managers are responsible for ensuring disciplinary matters are dealt with fairly, consistently and without unreasonable delay, seeking appropriate HR, safeguarding or legal advice where necessary.

Employees are expected to:

- comply with their contract and job description;
- follow the **Staff Code of Conduct**;
- follow all nursery policies, procedures, risk assessments and reasonable management instructions;
- cooperate appropriately with investigations;
- maintain confidentiality;
- raise concerns through appropriate management channels; and
- maintain the standards of conduct, safeguarding and professionalism expected of someone working with children.

The welfare and safeguarding of children remains paramount throughout any disciplinary process.

Related Policies and Procedures

This procedure should be read alongside:

- Staff Code of Conduct
- Safeguarding and Child Protection
- Managing Allegations/Low-Level Concerns procedures
- Whistleblowing
- Grievance
- Capability/Performance Management
- Sickness and Attendance
- SEND
- Health and Safety
- Mobile Phones, Electronic Devices, Photography and Screen Use
- Cyber Security
- Data Protection, Confidentiality and Information Sharing
- Social Media
- Equality, Diversity and Inclusion
- relevant healthcare, safer sleep, allergy and risk-assessment procedures.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 August 26	M.Topal	September 2027

Dealing with Discriminatory Behaviour Policy

At Leapfrog, we are committed to creating an inclusive environment where children, families, staff and visitors feel safe, respected, valued and that they belong.

We value diversity and recognise that people's individual experiences, backgrounds, identities, abilities, cultures, languages and family circumstances contribute positively to our nursery community.

We do not tolerate discrimination, racism, harassment, victimisation, bullying or prejudicial behaviour. We also recognise that bias and stereotyping, whether conscious or unconscious, can affect how people are perceived, supported and treated.

Everyone within our nursery community should be treated with equity, dignity and respect. This applies within the nursery, during nursery activities and events, and to relevant communications and interactions, including social media and electronic communication.

Equity does not always mean treating everyone in exactly the same way. We recognise individual needs and make appropriate and reasonable adjustments to remove barriers so that children and adults are able to participate, contribute and feel that they belong.

This policy should be read alongside our Safeguarding and Child Protection, SEND, Staff Code of Conduct, Parents/Carers Code of Conduct, Conflict Resolution, Disciplinary, Grievance, Whistleblowing, Prevent Duty, Social Media and Data Protection policies.

Legal and statutory framework

This policy has regard to relevant legislation and statutory guidance, including:

- Equality Act 2010
- Worker Protection (Amendment of Equality Act 2010) Act 2023
- Statutory Framework for the Early Years Foundation Stage (EYFS), including the framework effective from 1 September 2026
- Working Together to Safeguard Children 2026
- Prevent Duty guidance
- relevant ACAS guidance relating to discrimination, bullying and harassment

Working Together to Safeguard Children 2026 specifically strengthens expectations for leaders to create inclusive, anti-discriminatory cultures and for practitioners to challenge racism and discrimination and remain alert to bias in practice.

The EYFS remains the mandatory framework for early years providers and sets the standards providers must meet to ensure children learn and develop well and are kept healthy and safe.

Where relevant to our practice, we will also have regard to wider Department for Education safeguarding guidance.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

We recognise our responsibility to promote equality of opportunity, prevent unlawful discrimination and make reasonable adjustments for disabled people where required.

We also recognise our legal responsibility as an employer to take reasonable steps to prevent sexual harassment of employees, including considering risks arising from interactions with third parties such as parents, carers, visitors and contractors.

Understanding discrimination and harassment

Discrimination may occur in different ways, including:

- **Direct discrimination** – treating someone less favourably because of a protected characteristic.
- **Discrimination by association** – treating someone less favourably because of their association with someone who has a protected characteristic.
- **Discrimination by perception** – treating someone less favourably because they are believed to have a protected characteristic.
- **Indirect discrimination** – applying a provision, criterion or practice to everyone which particularly disadvantages people who share a protected characteristic and cannot be objectively justified.
- **Harassment** – unwanted conduct related to a protected characteristic which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.
- **Sexual harassment** – unwanted conduct of a sexual nature which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.
- **Victimisation** – treating someone unfavourably because they have raised, supported or are believed to have raised or supported a concern relating to discrimination or harassment.

Behaviour does not always need to be deliberately intended to cause offence for its impact to be discriminatory or inappropriate.

Bias and stereotyping

We recognise that bias may be conscious or unconscious and can influence how we perceive, communicate with, make decisions about and respond to other people.

Staff are expected to reflect upon their own assumptions and ensure that children, families and colleagues are treated fairly, respectfully and as individuals.

Assumptions must not be made about a person's competence, ability, role, contribution or needs because of their age, disability, race, culture, language or communication needs, sex, religion or belief, or any other personal or protected characteristic.

Bias may be reflected in behaviour such as:

- consistently applying different expectations or standards to particular individuals;
- making assumptions about someone's competence or ability;
- dismissing or undervaluing someone's contribution;
- excluding individuals from conversations, opportunities or activities;
- stereotyping based upon age, culture, language, disability, sex or another characteristic;
- patronising or undermining another person;
- making jokes, comments or remarks based upon difference; or
- allowing personal assumptions to influence professional decisions.

Staff should be inclusive in their communication and working relationships, recognising that colleagues may have different levels of experience, training, confidence, communication styles or English language proficiency.

Staff must remain alert to the possibility that bias may influence professional judgement. Working Together 2026 specifically expects practitioners to be alert to bias that may adversely affect particular groups or communities and highlights the importance of not making assumptions about children based upon characteristics such as ethnicity.

Staff should also recognise that racism, discrimination and previous experiences of services may affect how children and families communicate with professionals, seek support or respond to intervention. Practitioners should listen to children and families without making assumptions and ensure that their needs and concerns are responded to fairly, sensitively and respectfully.

Where bias is identified, management may address this through discussion, reflection, supervision, guidance or training where appropriate. Persistent, deliberate or serious discriminatory behaviour may be managed formally under the Disciplinary Procedure.

Inclusive early years practice

We promote an environment where children and families can see their identities, experiences and family lives positively reflected within the nursery.

We support this by:

- promoting inclusive early years practice and removing barriers to participation;
- valuing and celebrating difference;
- providing resources, books, experiences and environments which positively represent diverse children, families and communities;
- challenging stereotypes, racism, prejudice and discrimination;
- promoting respect for different cultures, faiths, beliefs, abilities, languages and family structures;
- supporting children's individual SEND, communication, medical and developmental needs;
- making reasonable adjustments where required;
- supporting children who use English as an additional language;
- promoting fundamental British values in an age-appropriate way; and
- helping children develop respect, empathy, kindness and positive relationships with others.

Staff should consider whether their own practice, expectations or the nursery environment unintentionally create barriers, reinforce stereotypes or disadvantage particular children or families and should seek support from management where they identify areas for improvement.

Responding to children's behaviour

Young children are developing their understanding of themselves, other people and the world around them. They may sometimes repeat language, ideas or behaviours they have heard or observed without understanding their meaning or impact.

Children will therefore not be labelled as discriminatory, a perpetrator or a bully.

Where a child uses discriminatory language or demonstrates prejudicial or exclusionary behaviour, staff will respond in a calm, age and developmentally appropriate way.

This may include:

- appropriately challenging the language or behaviour;
- supporting the child to understand its impact;
- modelling respectful and inclusive language;
- helping children recognise similarities and differences positively;
- supporting empathy and positive relationships;
- considering where the behaviour or language may have originated;
- reviewing resources, experiences or teaching opportunities;
- considering whether SEND, communication or developmental needs affect the child's understanding; and
- working sensitively with parents/carers where appropriate.

Repeated behaviour will be monitored so that appropriate strategies can be developed and any wider concerns identified.

Our response will remain educational and supportive while ensuring that other children are protected from repeated harmful behaviour.

Staff responsibilities

All staff have a responsibility to contribute to an inclusive, anti-discriminatory and respectful nursery culture.

Staff are expected to:

- treat children, families and colleagues with dignity and respect;
- challenge discriminatory, racist, prejudicial or stereotypical language and behaviour appropriately;
- reflect on their own attitudes, assumptions and practice;
- avoid language, humour or behaviour which could reasonably cause offence or undermine another person;
- support colleagues respectfully regardless of age, experience, role, competence, training, culture, disability or communication needs;
- recognise and respond appropriately to discrimination, harassment or bullying;
- report concerns to management in a timely manner; and
- follow relevant nursery policies and procedures.

Staff should not ignore inappropriate behaviour because it is presented as humour, workplace banter or someone's personal opinion.

Equally, staff should feel able to ask questions, learn and reflect upon practice without fear that a genuine mistake will automatically result in formal action. Management will consider the context, impact, seriousness and whether behaviour is repeated or deliberate when deciding the appropriate response.

Concerns should be raised through the appropriate management channels so that they can be addressed constructively. Staff should not allow concerns about colleagues to develop into ongoing negative discussion, exclusion or workplace division without seeking appropriate resolution.

Behaviour from parents/carers, visitors and third parties

Our expectation of dignity and respect applies equally to parents/carers, visitors, contractors and other people interacting with the nursery.

Discriminatory, racist, abusive, harassing or prejudicial behaviour towards a child, member of staff, another family or visitor will be addressed.

Where behaviour is directed towards an employee, management will take appropriate steps to support and protect the member of staff.

Depending upon the circumstances and seriousness, this may include:

- challenging the behaviour and explaining expectations;
- ending or postponing a conversation or meeting;
- asking the person to leave the nursery premises;
- requiring future communication to take place through management;
- placing appropriate boundaries around contact or access;
- following the Conflict Resolution or Parents/Carers Code of Conduct;
- contacting the police or another authority where necessary; or
- reviewing the person's ongoing relationship with or access to the nursery where serious or persistent behaviour makes this necessary.

Staff are not expected to tolerate discriminatory, abusive or harassing behaviour as part of their role.

Reporting concerns

Any member of staff who experiences, witnesses or becomes aware of discriminatory behaviour, harassment, bullying, racism or significant bias should report this to their Nursery Manager or an appropriate member of the Senior Leadership Team.

Staff may also use the Grievance or Whistleblowing procedures where appropriate.

Concerns will be taken seriously and considered sensitively and proportionately.

No person should be treated unfavourably because they have raised a genuine concern, supported another person in raising a concern or participated in an investigation.

Responding to incidents

Management will consider the circumstances of each incident and determine an appropriate and proportionate response.

This may include:

- establishing what occurred;
- speaking with relevant individuals;
- considering the impact upon those involved;
- providing appropriate support;
- considering whether immediate protective action is required;
- reviewing whether there has been previous similar behaviour;
- providing guidance, supervision or training;
- working with parents/carers where children are involved;
- reviewing nursery practice or risk assessments;
- following the Staff Disciplinary or Grievance Procedure where appropriate;
- following the Parent/Carer Code of Conduct or Conflict Resolution Policy; and
- seeking safeguarding, HR, legal or other professional advice where necessary.

The response will take account of the seriousness, frequency, intention, impact and circumstances of the behaviour.

Serious or persistent discriminatory behaviour by an employee may result in formal disciplinary action. Serious discrimination, harassment or victimisation may constitute gross misconduct depending upon the circumstances.

Recording and monitoring

Significant incidents and the action taken will be appropriately recorded in our Concerns, Discriminations and Behaviour form.

Records will be stored securely and information shared only where there is a legitimate and lawful reason, in accordance with our Data Protection, Confidentiality and Information Sharing Policy.

Recording and monitoring incidents helps us to:

- identify patterns or repeated concerns;
- identify whether particular children, staff or groups are being disproportionately affected;
- evaluate the effectiveness of strategies;
- identify training or support needs;
- review nursery practice and policies; and
- take appropriate action to prevent recurrence.

Management will consider patterns as well as individual incidents. A series of behaviours which may appear minor in isolation may indicate a wider concern when considered together.

Safeguarding, Prevent and wider concerns

Discrimination, racism, harassment or prejudicial behaviour may, in some circumstances, also indicate or contribute to a safeguarding concern.

Staff should remain professionally curious and consider the child's wider experiences, relationships and circumstances rather than viewing an incident in isolation.

Where discriminatory behaviour, language, material or online activity raises concerns about a child's safety or welfare, staff must follow our Safeguarding and Child Protection procedures.

Where concerns relate to extremism or radicalisation, staff must follow our Prevent Duty procedures.

Discriminatory behaviour or language does not, in itself, mean that an individual is being radicalised. Staff should avoid assumptions and stereotypes when considering safeguarding concerns.

Working Together 2026 reinforces that safeguarding applies to all children and that practice should recognise and respond to individual needs and vulnerabilities, including those of children with SEND and children from different ethnic, cultural and religious backgrounds.

Where behaviour may constitute a criminal offence, hate crime or present an immediate risk to an individual, management will consider whether the police or another appropriate authority should be contacted.

The safety and welfare of children will remain paramount.

Online behaviour

The same expectations of respect and professional conduct apply to relevant online behaviour and electronic communication.

Discrimination, harassment, bullying or inappropriate behaviour may occur through social media, messaging services, email, online groups or other digital platforms.

Where online behaviour has a relevant connection to the nursery, its children, families, staff, safeguarding responsibilities or employment relationships, management may take appropriate action even where the behaviour occurred outside normal working hours or away from nursery premises.

Please refer to our Social Media, Staff Code of Conduct, Cyber Security and relevant safeguarding policies.

Supporting those affected

Anyone affected by discrimination, harassment, bullying, racism or prejudicial behaviour should feel confident that their concern will be heard and appropriately addressed.

Management will consider what support is appropriate according to the individual circumstances.

Where a concern relates to relationships between colleagues, our aim will be to restore safe, respectful and professional working relationships wherever reasonably possible, while ensuring that inappropriate behaviour is properly addressed.

Training and leadership responsibilities

Management will promote an inclusive and anti-discriminatory culture through leadership, supervision, training, policies and everyday practice.

Staff will receive appropriate guidance and training to support their understanding of equality, diversity, inclusion, bias, racism, discrimination and harassment.

Leaders will remain alert to patterns within nursery practice, staff relationships and the experiences of children and families and will take action where barriers, inequalities, disproportionality, bias or inappropriate behaviours are identified.

All staff share responsibility for creating a culture in which differences are respected, concerns can be raised appropriately and children, families and colleagues experience a genuine sense of belonging.

Related policies and procedures

This policy should be read alongside:

- Equality, Diversity and Inclusion
- Safeguarding and Child Protection
- SEND
- Staff Code of Conduct
- Parents/Carers Code of Conduct
- Conflict Resolution
- Disciplinary Procedure
- Grievance Procedure
- Whistleblowing
- Prevent Duty and Radicalisation
- Social Media
- Cyber Security
- Data Protection, Confidentiality and Information Sharing
- Recruitment and Selection
- Complaints Procedure

At Leapfrog , we expect everyone to contribute to a culture of equity, respect, inclusion and belonging. Differences in age, experience, ability, language, culture, background or identity should never be used to diminish another person's contribution or influence how fairly they are treated. Where difficulties arise, they should be addressed respectfully and through the appropriate channels so that concerns can be resolved, learning can take place and positive professional relationships can be maintained.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 March 2025 August 26	M.Topal	September 2027

Domestic Abuse, Honour Based Abuse and Forced Marriage Policy

This policy should be read alongside our:

- Safeguarding Children/Child Protection Policy
- Data Protection, Confidentiality and Information Sharing Policy
- GDPR Privacy Notice
- Trauma-Informed Practice Policy

At Leapfrog, we recognise that domestic abuse can affect children, parents/carers and members of staff. We aim to ensure that staff understand the different forms domestic abuse can take, recognise possible indicators and know how to respond appropriately and access further safeguarding or specialist support.

Domestic abuse

The Domestic Abuse Act 2021 defines domestic abuse as abusive behaviour between people aged 16 or over who are personally connected. It may be a single incident or a pattern of behaviour and includes:

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse; and
- psychological, emotional or other abuse.

Domestic abuse can be experienced or perpetrated by anyone. A victim or perpetrator may be male or female, and domestic abuse can occur in opposite-sex or same-sex relationships and between family members.

Domestic abuse can happen regardless of age, disability, gender, race, religion or belief, sexual orientation, social background or economic circumstances. Staff should not make assumptions about who may be experiencing or perpetrating abuse.

People do not need to live together for behaviour to constitute domestic abuse. Abuse, including coercive and controlling behaviour, stalking, harassment and economic abuse, may continue or escalate following separation.

Coercive and controlling behaviour

Coercive control is generally a pattern of behaviour used over time to exert power or control over another person.

It may include:

- isolating someone from family, friends or support;
- controlling where they go or who they see;
- monitoring phones, messages, social media or whereabouts;

- controlling access to transport, work or education;
- intimidation, humiliation or threats;
- repeatedly checking upon or monitoring someone;
- controlling everyday decisions;
- using children or arrangements concerning children as a means of control; or
- stalking, harassment or unwanted contact, including following separation.

Staff should understand that coercive control may exist without physical violence or visible injury.

Economic abuse

Economic abuse is behaviour which negatively affects another person's ability to acquire, use or maintain money or other property, or obtain goods or services.

This may include:

- controlling or restricting access to money or bank accounts;
- taking or controlling wages or benefits;
- preventing or restricting employment;
- creating debts in another person's name;
- withholding money for essential items;
- controlling access to housing, transport, food or other necessities; or
- preventing someone from becoming financially independent.

Financial hardship alone does not indicate domestic abuse. However, staff should remain professionally curious where financial difficulties occur alongside controlling behaviour, fear, unexplained debt or another person controlling someone's access to money or resources.

Recognising possible domestic abuse

We aim to develop staff knowledge of possible signs and indicators of domestic abuse. These may include:

- changes in behaviour, such as becoming unusually quiet, anxious, frightened, tearful, distracted or withdrawn;
- visible bruising or repeated injuries with explanations which cause concern;
- changes in dress which may conceal injuries;
- a partner or former partner stalking, monitoring or repeatedly contacting an employee or parent/carer;
- another person exerting unusual control over someone's work, finances, appointments, movements or childcare arrangements;
- appearing fearful of another person's reaction;
- frequent or unexplained lateness or absence; or
- significant changes in behaviour or arrangements following separation.

Individual indicators do not necessarily mean that domestic abuse is occurring. Staff should avoid making assumptions and discuss concerns with the Designated Safeguarding Lead (DSL).

Children and domestic abuse

Children can be directly and significantly affected by domestic abuse.

Under the Domestic Abuse Act 2021, a child who sees, hears or experiences the effects of domestic abuse and is related to either the person experiencing or perpetrating the abuse is recognised as a victim of domestic abuse in their own right.

Children do not need to directly witness an incident to be affected. Exposure to domestic abuse can have a serious and long-lasting impact on a child's emotional wellbeing, relationships, behaviour, development and learning.

Possible indicators in young children may include:

- anxiety or fearfulness;
- regression in behaviour or development;
- difficulties with emotional regulation;
- withdrawal or changes in relationships;
- aggression or distressed behaviour;
- difficulties concentrating or engaging;
- changes in sleep or eating;
- recurring physical symptoms; or
- changes in attendance or presentation.

Staff should consider the individual child, including their age and stage of development, communication, SEND and other individual needs, rather than relying on a checklist of signs.

Supporting children, families and staff

Where domestic abuse is suspected, identified or disclosed, staff should listen sensitively, take the information seriously and report concerns promptly to the DSL in accordance with our Safeguarding Children/Child Protection Policy.

Our role is not to investigate domestic abuse or determine whether abuse has occurred. Our role is to safeguard children, respond sensitively and help individuals and families access appropriate support.

Where appropriate, we may:

- provide a safe and sensitive opportunity for a parent/carer or member of staff to speak with a manager or DSL;
- listen without judgement and avoid placing responsibility for the abuse on the person experiencing it;
- provide information about specialist domestic abuse services;
- support families to access Family Help or other appropriate services;
- work with Family Help, children's social care, health professionals and other agencies where appropriate;
- consider practical nursery arrangements which may support the safety of a child or family; and
- provide children with consistent routines, supportive relationships and a safe and secure nursery environment.

Information about support should be provided discreetly and safely. Staff should recognise that someone experiencing coercive control may have their phone, messages, finances or movements monitored and that openly providing information about domestic abuse services could potentially increase risk.

Where a family would benefit from additional support, the DSL will consider referral or support through Family Help in accordance with local arrangements. Where there is concern that a child is suffering or is likely to suffer significant harm, our safeguarding procedures will be followed without delay.

Information about domestic abuse services should be shared discreetly where appropriate, recognising that openly taking information or receiving communications about domestic abuse may itself create risk for someone experiencing coercive control.

Confidentiality and information sharing

Information relating to domestic abuse will be treated sensitively and shared appropriately.

Where possible and appropriate, we will be open with an individual about information that needs to be shared. However, consent is not always required where information needs to be shared for safeguarding purposes.

Concerns about confidentiality must not prevent appropriate action being taken where a child may be at risk.

Please refer to our Safeguarding Children/Child Protection and Data Protection, Confidentiality and Information Sharing policies for further information.

Supporting staff

Leapfrog recognises that members of staff may themselves experience domestic abuse.

Staff are encouraged to speak confidentially with their Nursery Manager or an appropriate member of the Senior Leadership Team where domestic abuse is affecting their wellbeing or safety at work.

Management will respond sensitively and, where appropriate, consider practical measures to support the employee's safety and wellbeing and signpost them to specialist support.

Where information shared by an employee also raises concerns about the safety or welfare of a child, our safeguarding responsibilities will apply.

Domestic abuse support and useful contacts

The nursery will maintain information about local and national services which can provide specialist advice and support. Staff should consider the individual circumstances and signpost sensitively to an appropriate service.

For women experiencing domestic abuse:

- **National Domestic Abuse Helpline**, run by Refuge – 0808 2000 247. Free, confidential support 24 hours a day.
- **Solace** – specialist support for women and children affected by domestic and sexual abuse. 020 3795 5068.
- **Enfield Saheli** – support particularly, but not exclusively, for Asian women, including bilingual counselling in Hindi, Gujarati, Urdu and Punjabi: 020 8373 6218.
- **Enfield Women's Centre** – confidential support for women and girls: 020 8351 8934 / 020 8351 9128.

For men experiencing domestic abuse:

- **Men's Advice Line** – specialist confidential support for male victims of domestic abuse: 0808 801 0327.
- **ManKind Initiative** – support for male victims of domestic abuse: 0808 800 1170.

Support available regardless of gender:

- **Enfield Council Domestic Abuse Hub** – local multi-agency support for people experiencing domestic abuse: 0800 923 9009, Monday to Friday, 9am–5pm. The service works to reduce risks and support the safety of children and vulnerable adults.
- **Victim Support** – independent support for people affected by crime and abuse: 0808 168 9291 (Enfield service).
- **Galop** – specialist support for LGBT+ people experiencing domestic abuse or other forms of abuse and violence: 0800 999 5428.
- **Police** – 999 where someone is in immediate danger; 101 for non-emergency police contact.

Where there are concerns about a child, staff must follow the nursery's Safeguarding Children/Child Protection Policy and local referral arrangements rather than relying solely upon signposting to a domestic abuse service.

So-called 'honour'-based abuse

So-called 'honour'-based abuse (HBA) can involve violence, threats, coercion, control or other abuse committed in the belief that an individual has brought, or may bring, perceived shame or dishonour upon a family or community.

It may include forced marriage, FGM, coercive control, physical, sexual, psychological, economic or emotional abuse, threats, intimidation or restrictions upon an individual's freedom.

There is no honour or justification for abuse.

HBA may involve several perpetrators and wider family or community pressure. Staff should therefore recognise that approaching or sharing concerns with family or community members could increase the risk to an individual.

Possible indicators may include:

- significant changes in behaviour or presentation;
- unexplained or repeated injuries;
- anxiety, fear or emotional distress;
- increased restrictions on friendships or activities;
- monitoring or control by family members;
- unexplained or extended absence;
- concern about forthcoming overseas travel; or
- discussion of a marriage or family expectation which causes concern.

Where HBA is suspected or disclosed, staff must report the concern immediately to the DSL and follow our Safeguarding Children/Child Protection Policy.

Staff must not attempt to mediate with family or community members or independently investigate the concern.

The government announced further changes concerning a statutory definition of so-called 'honour'-based abuse in February 2026; this area is therefore one I would keep under review as the relevant legislation and statutory guidance develop.

Forced marriage

A forced marriage is a marriage in which one or both people do not or cannot consent to the marriage and pressure or abuse is used to force them into it.

It is also illegal to do anything intended to cause a child to marry before the age of 18, even where there is no pressure or abuse. This includes non-legally binding traditional or religious marriages.

Forced marriage is a form of domestic abuse and a serious abuse of human rights.

Pressure may include:

- physical violence;
- threats or intimidation;
- psychological or emotional pressure;
- sexual abuse;
- financial or economic pressure; or
- coercive and controlling behaviour.

If staff suspect or receive information that a person may be at risk of forced marriage, they must report this immediately to the DSL and follow the Safeguarding Children/Child Protection Policy.

Staff must not approach family members or attempt to mediate, as doing so could increase the risk to the individual.

Where there is an immediate risk, the police and/or Government Forced Marriage Unit may be contacted.

Training and staff responsibilities

All staff should understand that domestic abuse is not limited to physical violence and may include coercive control, economic abuse and abuse which continues after separation.

Staff are responsible for:

- remaining alert to possible indicators;
- listening and responding sensitively to disclosures;
- recording and reporting concerns promptly;
- maintaining appropriate professional confidentiality;
- knowing that children experiencing the effects of domestic abuse are victims in their own right;
- understanding the nursery's role in supporting access to Family Help and specialist services; and
- following the Safeguarding Children/Child Protection Policy whenever there are concerns about a child's safety or welfare.

Staff are not responsible for determining whether domestic abuse has occurred. Where there is a concern, disclosure or professional uncertainty, staff should seek advice from the DSL without delay.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 August 26	M.Topal	September 2027

Use of Dummies in Nursery Policy

At Leapfrog, we recognise that a dummy can provide comfort and reassurance, particularly for babies and young children who are settling, tired, upset or regulating their emotions. A dummy may also form part of a child's established sleep routine.

We work in partnership with parents/carers to understand each child's individual routines and needs. Our approach will take account of the child's age and stage of development, emotional wellbeing, communication, SEND and medical needs.

We recognise that frequent or prolonged dummy use, particularly while a child is awake, may reduce opportunities for babbling, talking, interaction and practising the mouth movements involved in speech. As children develop, they benefit from opportunities to communicate freely, make sounds, explore facial and mouth movements and engage in responsive interactions with adults and other children.

Where developmentally appropriate, we therefore encourage children to have periods without their dummy while awake, playing, communicating and interacting.

This policy should be read alongside our:

- Safer Sleep Policy
- SEND Policy
- Infection Prevention and Control Policy
- Settling In and Key Person Policy
- Speech, Language and Communication Policy
- Individual Healthcare Plans/Managing Children with Medical Needs Policy

Our nursery will:

- discuss the use of dummies with parents/carers as part of the child's individual care, settling and sleep arrangements;
- use dummies sensitively for comfort, particularly when a child is settling, distressed, tired or requires emotional reassurance;
- allow dummies as part of an established sleep routine where appropriate;
- recognise that some children may require a dummy more frequently because of their individual developmental, SEND, sensory, emotional or medical needs;
- follow any individual healthcare plan or professional advice relating to dummy use;
- never remove or withhold a dummy from a distressed child simply for the purpose of discouraging its use;
- encourage periods without a dummy during play, communication and interaction where appropriate for the individual child;
- encourage children, where appropriate, to remove their dummy when talking or communicating;
- store dummies separately in hygienic, labelled containers to prevent cross-contamination;
- ensure a dummy that has fallen onto the floor, been handled by another child or otherwise become contaminated is appropriately cleaned before being returned to the child, or replaced with a clean dummy;

- ensure dummies are never shared between children;
- never clean a dummy by placing it in an adult's mouth; and
- check dummies for visible damage or deterioration and remove damaged dummies from use.

Supporting children to reduce dummy use

Where appropriate, staff will work positively and sensitively with children and parents/carers to reduce reliance on a dummy during waking hours.

Staff may:

- establish a familiar and consistent place where the child's dummy is safely stored;
- offer comfort, reassurance and responsive interaction;
- use simple, positive language appropriate to the child's age and understanding;
- encourage the child to remove their dummy when talking or engaging in communication;
- engage and distract the child through play, conversation, songs and other activities;
- offer other appropriate reassurance or comfort, including a familiar comforter where this already forms part of the child's individual care arrangements; and
- reassure the child that their dummy remains available at agreed times, such as for sleep.

Children will not be shamed, criticised or compared with other children for using a dummy. Staff will recognise that reducing dummy use is an individual process and should not compromise a child's emotional security or wellbeing.

Working with parents/carers

We recognise that decisions about reducing or stopping dummy use should be approached sensitively and, wherever possible, consistently between home and nursery.

Where appropriate, we will discuss with parents/carers the benefits of reducing prolonged dummy use during waking hours and share practical strategies that may support their child.

Parents/carers are encouraged to keep the nursery informed about changes to their child's dummy use or sleep and comfort routines so that we can provide a consistent approach.

If staff have concerns about a child's speech, language, communication, oral development or other developmental needs, these will be discussed sensitively and in a timely manner with parents/carers and addressed in accordance with our SEND and Speech, Language and Communication policies.

Any approach to reducing dummy use will be individual to the child and will take account of their age and stage of development, emotional wellbeing, communication, SEND, sensory and medical needs.

Our overall approach is to balance the comfort and emotional security a dummy may provide with opportunities for children to communicate, interact and develop increasing independence when they are ready.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022, October 2024 May 2025, August 26	M.Topal	September 2027

Leapfrog Nursery School

Early Learning Opportunities Statement

At Leapfrog, we are committed to providing an ambitious, inclusive and nurturing early years curriculum that enables every child to learn, develop, thrive and reach their full potential.

We recognise every child as an individual and take a strengths-based approach to their learning and development. Our curriculum builds on what children already know, can do and enjoy, while identifying what they need to learn next. Our practice is shaped by each child's starting points, strengths, interests, experiences, age and stage of development and individual needs. We recognise that children develop at different rates and in different ways and adapt our practice accordingly.

Our curriculum reflects our vision for children to become safe and secure, curious, independent, connected, resilient and creative learners. We want children to develop the knowledge, skills, confidence and positive attitudes that provide strong foundations for their future learning and development.

This statement should be read alongside our SEND, Assessment, Parents and Carers as Partners, Key Person and Settling, Speech, Language and Communication and Transition policies and procedures.

Our curriculum

We follow the Early Years Foundation Stage (EYFS) and provide a broad and balanced curriculum across the seven areas of learning and development:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The three prime areas provide important foundations for children's learning and development and are supported and strengthened throughout our curriculum.

Our educational programmes provide depth and breadth across the seven areas while remaining responsive to the children attending each nursery. We build upon what children already know and can do, introduce new knowledge and experiences and provide appropriate challenge as children develop.

Our curriculum includes rich opportunities for communication and language, stories and a love of reading, songs and rhymes, early literacy and mathematics, physical development, creativity, sensory exploration, STEM, cooking, art, music and movement and learning about the natural and wider world.

Children also benefit from our wider curriculum opportunities and targeted approaches, which may include yoga, Super Sounds, Early Talk Boost, Makaton, Dough Disco, sensory circuits, Attention Autism and other small-group or individual experiences according to children's needs.

How we teach

We recognise that young children learn through play, exploration, relationships, communication, repetition and meaningful first-hand experiences.

Teaching in the early years happens throughout the nursery day. It includes responsive interactions and conversations, modelling, introducing new vocabulary and ideas, questioning, routines, planned experiences and the opportunities provided through our indoor and outdoor environments.

Practitioners use their professional knowledge of children to know when to join and extend play, introduce new learning or challenge, model a skill, provide additional support and when to allow children time and space to explore and develop their own thinking.

We provide an appropriate balance of child-initiated and adult-guided learning. Our planning remains flexible so practitioners can respond to children's interests, emerging learning, experiences and changing developmental needs.

Communication and language are fundamental to our curriculum and are promoted throughout the nursery day through high-quality interactions, stories, songs, conversations, play and targeted support where required.

Inclusion and individual needs

We have high expectations for all children and take a strengths-based approach, building on each child's abilities, interests and successes while identifying where additional support may be beneficial. We recognise that equality does not mean every child requires the same approach or support.

Our environment, curriculum and teaching are adapted where necessary to enable children with SEND, developmental differences, medical needs or other individual circumstances to participate, belong and make progress.

Practitioners are expected to identify emerging needs or gaps in development in a timely manner. Where concerns arise, we work closely with parents/carers, our SENCO and other professionals where appropriate to understand the child's needs and ensure suitable teaching, interventions, reasonable adjustments and support are put in place.

Targeted small-group and individual support may be used alongside our universal curriculum to help children consolidate learning, develop particular skills or narrow identified gaps.

Children learning English as an additional language

We value children's home languages and recognise them as an important part of their identity, family relationships and learning.

For children whose home language is not English, we will:

- provide opportunities for children to use and develop their home language through play, relationships and learning;
- work with families to understand the child's communication and language development;

- support children to develop their understanding and use of English through meaningful interactions, play and experiences; and
- consider the child's skills in both English and their home language when considering their communication and development.

We aim to ensure children develop the communication skills and understanding they need to participate fully in nursery life, their learning and future transitions.

Assessment and understanding progress

Assessment is an integral but proportionate part of our practice. Its purpose is to help us understand the whole child, recognise their strengths and progress, identify emerging needs or gaps and inform what we do next.

Practitioners use their everyday knowledge of children, observations, interactions and information from parents/carers and other professionals to understand what children know, can do and need to learn next.

Assessment should be meaningful and must not create unnecessary paperwork or take practitioners away from high-quality interactions with children.

Our assessment processes include:

- an assessment on entry to establish each child's individual starting points, including contributions from parents/carers;
- Leapfrog's 12-month developmental check, providing an additional opportunity to recognise strengths, establish development, identify any emerging needs or gaps and ensure appropriate planning, support or intervention is in place;
- the statutory Progress Check at Age Two, where applicable;
- termly assessment and reflection through each child's focus week;
- ongoing review of children's progress and individual support; and
- the Early Years Foundation Stage Profile, where applicable.

Where assessment identifies an emerging need, gap or concern, practitioners will respond rather than waiting for the next formal assessment point. Our aim is to identify needs early and ensure children receive the experiences, teaching and support they need to make progress, reach their individual potential and thrive during their time at Leapfrog.

Partnership with parents and carers

We recognise parents and carers as children's first and most important educators and value the knowledge they bring about their child.

We develop strong relationships with families and regularly share information about children's strengths, learning, development, interests and progress. Parents/carers are encouraged to contribute their observations and knowledge of their child's learning and development at home.

Where there are concerns about development or progress, these will be discussed sensitively and in a timely manner so that we can work together to identify appropriate support.

We share information about the EYFS, our curriculum and children's learning through Famly, conversations, meetings and other nursery opportunities in accordance with our Parents and Carers as Partners Policy.

Transitions and readiness for the next stage

We recognise that successful transitions support children's emotional security, confidence, learning and continued progress.

Transitions are individual to each child and include settling into nursery, moving between rooms or age groups, moving between Leapfrog settings where applicable and transitioning to school or another provision.

Before a child moves to their next room or stage, practitioners consider their strengths, development, emotional readiness, relationships, routines, communication and individual needs rather than relying on age alone. Children will be supported to become familiar with their new environment, adults and routines so that transitions are positive and appropriately paced.

Relevant information about the child's learning, development, interests, routines, SEND, medical or additional needs and successful strategies will be shared appropriately to support continuity.

Where children require additional support, transitions will be planned carefully with parents/carers, practitioners, the SENCO and other professionals where appropriate.

Our aim is for children to approach each transition feeling safe and secure, confident in what they can do, familiar with what comes next and appropriately prepared for the opportunities and expectations of their next stage.

Our commitment

At Leapfrog, our curriculum is not simply a collection of activities. It encompasses the relationships, interactions, experiences, environments and opportunities we provide throughout each child's day.

Through knowing our children well, recognising and building on their strengths, providing responsive and purposeful teaching and working closely with families, we aim for every child to feel safe and secure, experience a strong sense of belonging, develop curiosity and independence, build resilience and positive relationships, and leave each stage of their Leapfrog journey confident and ready for what comes next.

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This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 August 26	M.Topal	September 2027

Environmental Sustainability Policy

At Leapfrog we wish to support children to learn about sustainable practices and foster, respect and care for the living and non-living environment. In line with the DfE Sustainability and climate change strategy. https://bit.ly/sustainability-and-climate-change-strategy
We understand the important role our staff team have in equipping children to become caring, compassionate individuals who will create more sustainable futures. We provide opportunities for children to develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change through their learned and lived experiences.

Children are able to develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues, global challenges, climate change poverty and inequality. Our focus is to teach children about the world around them and how to protect it and by watching adult's role model sustainable practices, ideas and values. We will promote children's love of the planet, giving them opportunities to connect and learn about the natural world, encouraging them to visualise what they are aiming to protect.

We promote a holistic, open-ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

- Teaching a love of the planet, by getting outside, spending time in nature and being part of all seasons, observing habitats and wildlife
- helping children to explore nature through art and play
- encouraging and supporting children and staffs' behaviour towards reducing waste, recycling and reusing and actively encourage children to make improvements to their local environment by developing recycling areas
- supporting children to have experiences with the natural environment through explorations with natural materials like wood, stone, sand and recycled materials
- supporting the environment by learning how to grow and nurture plants in the nursery garden and discovering all about the food cycle by growing, harvesting, and cooking food for our nursery menu
- helping children to learn about water conservation, energy efficiency and waste reduction through play-based activities and adult interactions
- going on nature walks and learning about trees, plants and wildlife they see in the local area
- encouraging STEM activities, using natural materials to explore, make sense of, investigate, create and design with, sparking their curiosity and innovative ideas
- encouraging parents and children to walk to nursery once a week / month to raise the awareness of caring for the planet
- building children and families awareness on being healthy with regards to diet, healthy food choices, exercise and spending time outdoors
- developing a recycling area and encouraging children to share recycling ethos into the home environment

- we will support children and families with growing our own produce, looking after wildlife, encouraging litter picking, helping and building up connections with our diverse community

As a nursery we will embed sustainability into all aspects of the operations including:

- recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- ensuring parents recycle children's take home recycled material models if they do not keep them
- considering our carbon footprint when purchasing materials
- shopping local where possible
- turning off equipment and lights when not in use
- using energy saving light bulbs
- not leaving any equipment on standby
- unplugging all equipment at the end of its use/the day
- using energy saving wash cycles on the washing machine
- hanging washing out to dry/using clothes horses rather than tumble dryers where possible
- composting food waste
- incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed
- using rainwater butts for outdoor water play
- recycling water from the water play to water plants outside
- using food that we have grown in nursery meals.

Working together with all our parents and partners will help our environment to be more sustainable and make it a better place for our future generations to grow up in.
We assess our nursery's impact on the environment on a regular basis and put procedures in place to counteract this impact, including limiting single use plastics, adopting the reduce, reuse and recycle method and buying fewer new items, using charity shops, boot sales and our natural environment to resource activities and experiences.
In order to encourage children not to waste food or to play with food at mealtimes, we discourage the use of food as a play material; instead, we encourage activities which involve preparing and tasting different types of food.

This policy is reviewed annually and is carefully considered in the best interests of the children, nursery and the environment.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
September 2022 October 2024 Sept 26	M.Topal	September 2027

Leapfrog Nursery School

Equipment and Resources Policy

At Leapfrog, we provide safe, high-quality and stimulating equipment and resources that support our curriculum and enable all children to play, explore, learn and develop.

Resources are carefully and intentionally selected to reflect children's interests, individual needs, developmental stage and current teaching focuses. Our leadership team source resources with a clear purpose, considering what we want children to notice, explore, practise or learn.

We generally favour open-ended and natural resources that encourage curiosity, creativity, problem-solving, imagination and different possibilities for play. These are complemented by specific resources where they best support an individual child, skill or teaching intention.

This policy should be read alongside our Health and Safety, Risk Assessment, Infection Prevention and Control, SEND and Early Learning Opportunities policies.

Provision of equipment and resources

Across our indoor and outdoor environments, we provide:

- sufficient and appropriate equipment for the ages, needs and number of children attending;
- high-quality resources that support breadth, depth and progression across the EYFS curriculum;
- resources individually planned and sourced in response to children's interests, identified needs and intentional teaching focuses;
- open-ended and natural resources that encourage children to explore, investigate, create and develop their own ideas;
- resources that build on children's strengths and what they already know and can do, while providing appropriate challenge;
- accessible resources and reasonable adjustments to support children with SEND, medical, sensory, physical or developmental needs;
- books, images and resources that positively represent diversity, different families and communities and challenge stereotypes;
- opportunities for children to contribute to choices about resources and their environment; and
- accessible and appropriate storage that supports children to make choices and develop independence.

Safety and suitability

Equipment and resources will be suitable for their intended purpose and age group and meet relevant UK safety requirements and recognised standards where applicable.

New, donated, second-hand, homemade and natural resources will be checked for suitability and safety before use.

Staff will consider potential risks according to the children accessing the environment, with particular attention to babies, younger children and children who may mouth resources or have individual developmental or medical needs.

Specialist equipment will be used in accordance with professional advice, manufacturer guidance, individual risk assessments or healthcare plans where applicable.

Ongoing risk assessment

The safety and condition of equipment and resources form part of our ongoing daily risk assessment.

All staff are responsible for remaining alert to the safety, cleanliness and suitability of resources throughout the day. Staff will:

- check equipment and resources before and during use;
- remove broken, damaged or unsafe items immediately;
- report concerns or defects to management;
- consider whether resources remain appropriate for the children currently accessing them; and
- adapt the environment or complete additional risk assessments where required.

Cleaning and maintenance

Equipment and resources will be cleaned and maintained appropriately in accordance with our Infection Prevention and Control procedures.

All staff share responsibility for maintaining the cleanliness and organisation of indoor and outdoor resources throughout the nursery day. Particular attention will be given to resources used by babies and younger children and items frequently placed in children's mouths.

Unsafe, excessively worn, damaged or unhygienic resources will be repaired, replaced or removed from use.

Supporting independence and responsibility

Children are encouraged to value and care for their nursery environment and resources in ways appropriate to their age and stage of development.

Practitioners model safe and respectful use of equipment and support children to choose, access and return resources independently where appropriate. Photographs, silhouettes and other visual prompts may be used to support children's understanding and independence.

Reviewing our provision

Our environments and resources evolve with the children. Practitioners and leaders regularly consider how effectively resources support children's interests, individual needs, curriculum intentions and current teaching focuses.

Resources may be sourced, introduced, adapted, rotated or removed accordingly. Children's interests, choices and patterns of play also inform this process.

We consider not only what resources we provide, but why we are providing them and what we intend children to explore, experience or learn through their use.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 August 26	M.Topal	October 2027

Famly Operational Management and Learning Journal Policy

At Leapfrog, Famly is our core digital nursery management, communication and learning journal system.
Famly supports the safe and effective day-to-day operation of the nursery while providing parents/carers with a secure and convenient way to stay connected with their child's nursery experience.
We use Famly to manage and record information including:

- children's registration and personal information;
- emergency contacts and authorised collectors;
- daily attendance, registers and headcounts;
- allergies, dietary requirements, medical and healthcare information;
- accidents, incidents and medication records;
- sleep, nappy changes and other relevant care information;
- parental permissions and consents;
- observations, photographs, videos and learning journals;
- starting points and developmental information;
- communication between nursery and families;
- nursery Newsfeed, notices and announcements;
- invoices, payments and additional sessions/services;
- staff registration and relevant staff information; and
- other administrative and operational information required for the effective management of the nursery.

Information held within Famly may include personal, confidential and sensitive information and must therefore be accessed, recorded and managed appropriately.

Famly and Your Child
Famly provides families with a meaningful window into their child's nursery experience and supports the partnership between home and nursery.
Parents/carers can use Famly to:

- view photographs, videos, observations and information about their child's nursery experience;
- access their child's profile and relevant information;
- report sickness, holidays and absences;
- review and update information and permissions where available;
- receive nursery messages, notices and Newsfeed updates;
- communicate with the nursery;
- contribute photographs, comments and information from home;
- receive invoices and make payments through available Famly payment facilities; and
- request or book additional sessions/services where available.

Each child has a Key Person who takes particular responsibility for getting to know the child and family and contributing to their learning and developmental records.

Famly should provide a purposeful and meaningful record of children's experiences and development. It supports, rather than replaces, the relationships, conversations, observations and interactions that are central to high-quality early years practice.

Leapfrog Famly Expectations

Daily

Parents/carers can expect at least one meaningful snapshot for each day their child attends nursery.
This may be a photograph, video or observation capturing an experience, interest, developing skill, interaction, emotional wellbeing or special moment from their day.
The expectation is not simply to upload a photograph, but to provide families with a meaningful insight into their child's nursery experience.

First Month – Starting Points

Within the first month of joining Leapfrog, the child's Key Person will establish and record their starting points.
Starting points will be informed by observations, interactions, information shared by parents/carers and the Key Person's developing knowledge of the child.
These will be linked to the Early Years Foundation Stage (EYFS) and provide an initial picture of the child's development from which their progress can be considered.

Each Term – Focus Week

Each child will have a Focus Week once each term.
Parents/carers will be notified and encouraged to contribute information about their child's current interests, experiences, development and learning at home.
During the Focus Week, the Key Person will:

- plan purposeful activities and experiences informed by the child's interests and development;
- undertake closer observations;
- consider the child's strengths, interests and progress;
- reference the EYFS and Development Matters to support professional assessment of the child's stage of development; and
- identify any areas where further support, targeted experiences or intervention may be beneficial.

The Focus Week is not a test or checklist. It provides an opportunity for the Key Person to look more closely at the child's development and use their professional knowledge to inform future experiences, planning and support.

End of Focus Week – Reflection Summary

At the end of the Focus Week, parents/carers can expect a Reflection Summary to be added to their child's Famly learning journal.
The Reflection Summary will celebrate and summarise the child's:

- strengths and interests;
- learning and development;
- progress; and
- areas to continue developing or supporting.

Where appropriate, the Key Person may also share home-learning ideas or challenges to provide enjoyable opportunities for families to extend children's interests and learning at home.

Ongoing – Sharing Between Home and Nursery

Parents/carers are encouraged to contribute to their child's Famly journal by sharing photographs and key news from home.
This may include children's interests, achievements, new experiences, family events, outings or other information that helps their Key Person get to know and understand them.
These contributions can support conversations with children, strengthen relationships and help practitioners make meaningful connections between children's experiences at home and nursery.

The Famly Newsfeed will be used to share:

- important nursery messages and reminders;
- upcoming events and dates;
- key celebrations and achievements;
- information about nursery experiences and activities;
- curriculum or home-learning information; and
- other relevant nursery notices and updates.

Parents/carers are encouraged to check the Newsfeed regularly.

Parents/Carers – Famly Expectations
Famly is an important part of how Leapfrog communicates with families and maintains information required for the safe care and day-to-day management of children.

Activating Your Account
When a child joins Leapfrog, parents/carers will receive a Welcome Email from Famly inviting them to activate their account.
Parents/carers are expected to:

- activate their Famly account promptly;
- create and keep secure their personal password;
- check their child's profile and registration information;
- complete all information requested by the nursery;
- review and complete the required permissions and consents; and
- familiarise themselves with the basic features of Famly.

Parents/carers may authorise other appropriate family members or carers to access their child's Famly account. Families should consider carefully who they provide access to, as this may allow that person to view personal information and photographs relating to their child.

Keeping Information Up to Date
Parents/carers are responsible for ensuring that information provided about their child is complete, accurate and kept up to date.
This includes, where applicable:

- parent/carer contact details and home address;
- emergency contacts;
- authorised collectors;
- GP/doctor details;
- allergies and dietary requirements;
- medical conditions and healthcare information;
- medication or other care requirements;
- SEND or other relevant information;
- relevant changes in family circumstances; and
- other information requested by the nursery which may affect the child's care, safety or wellbeing.

Parents/carers should update Famly, **and inform the nursery directly** where appropriate, as soon as information changes**.**
Information affecting a child's immediate health, safety, safeguarding or care should always be communicated directly to the nursery and should not rely solely on an update within Famly being noticed.

Permissions and Consents
Parents/carers are expected to review and complete the permissions and consents within Famly when their child joins Leapfrog and whenever these are subsequently updated or renewed.
Parents/carers are responsible for ensuring their choices remain current and for updating them if their wishes change.
Permissions may relate to different activities or uses of information. Permission for one purpose does not automatically provide permission for another.
For example, permission for photographs or videos to be shared through Famly does not automatically provide permission for them to be used on Leapfrog's website, Instagram, social media or publicity materials.
Staff will refer to the permissions recorded for the child when making decisions about relevant activities, photographs and information sharing.

Communication Through Famly
Famly includes a messaging platform providing a convenient way for parents/carers and nursery staff to communicate.
Parents/carers are welcome to use Famly for general updates, questions and non-urgent communication**.**
However, Famly is not an instant messaging or emergency communication service and messages are not monitored continuously throughout the nursery day.
Our staff's priority while working with children is their care, safeguarding, supervision, interaction and learning. Messages will therefore be read and responded to when staff are reasonably able to do so.
We ask parents/carers to allow reasonable time for a response and avoid sending repeated messages regarding the same matter.
Where information is urgent, time-sensitive or needs to be known or acted upon that day, parents/carers should telephone the nursery directly rather than relying on a Famly message being seen in time.
This is particularly important for:

- urgent changes to collection arrangements;
- health, medical or medication information;
- significant safeguarding or welfare information;
- unexpected delays or late collection; or
- anything affecting the child's immediate care or safety.

Where a matter is sensitive, complex or requires a more detailed discussion, staff may suggest a telephone call or meeting rather than continuing the conversation through Famly.

Photographs and Videos
Photographs and videos are an important way of sharing children's nursery experiences, relationships and learning with their families.
Leapfrog will follow the permissions recorded for each child when taking, using and sharing photographs or videos.
Permission for photographs or videos within Famly does not automatically provide permission for their use on Leapfrog's website, Instagram, other social media or publicity materials. Appropriate permissions will be considered according to the intended use.
Where the relevant permissions and Famly settings allow, parents/carers may download photographs made available to them through Famly.

Many meaningful photographs of nursery life naturally include children playing, learning and interacting with their friends. Families may therefore receive photographs or videos which include other children.
Parents/carers must respect the privacy of all children and families.
Photographs or videos containing children other than their own must not be posted publicly or shared on social media without the permission of the other child's parent/carer.
Parents/carers are responsible for the appropriate use of photographs and videos once downloaded or otherwise saved from Famly.

Privacy and Account Security
Parents/carers are responsible for keeping their Famly account and password secure and should not allow unauthorised people to access their child's information.
Further information about how Famly processes and protects information can be found in Famly's own privacy and data-security information for parents:
Famly – Privacy and Data Security for Parents
Leapfrog's Privacy Notice and Data Protection, Confidentiality and Information Sharing Policy explain how Leapfrog collects, uses, stores and shares information about children and families.

Staff Use of Famly
Famly is also a core operational management and staff system for Leapfrog.
In addition to children's records and learning journals, Famly may be used for staff registration, staff information, attendance and other administrative and operational functions.

Staff Accounts and Access
Staff are provided with individual Famly accounts with access and permissions appropriate to their role and responsibilities.
Staff must:

- use their own authorised account and never share login details;
- keep passwords and account access secure;
- only access information necessary for their professional responsibilities;
- ensure confidential information cannot be viewed by unauthorised people;
- ensure information entered is accurate, factual, professional and relevant;
- not transfer confidential information from Famly to personal email, personal cloud storage, unapproved applications or AI systems; and
- report suspected unauthorised access, disclosure or account compromise promptly.

Access and permissions will be amended where staff change roles or responsibilities and removed when access is no longer required.

Staff Devices and Famly

Nursery-approved devices should normally be used when staff access Famly for work purposes.

Staff must not access their staff/employee Famly profile on a personal device unless specifically authorised under the Manager BYOD arrangements.

We recognise that some members of staff are also parents/carers of children attending Leapfrog. Where this applies, they may have the Famly app on their personal device solely for use in their capacity as a parent/carer. Where Parent and Employee profiles are linked to the same email address, staff must ensure they select and use their **Parent profile** when accessing Famly personally and must not use their Employee profile to access nursery information from their personal device.

Any unexpected or unauthorised access to staff, child, family or nursery information must be reported promptly to the Nursery Manager or SLT.

As a specific exception, authorised Managers and members of SLT may access Famly using approved personal devices in accordance with the Manager BYOD Agreement.

Authorised Managers/SLT may also use an approved personal mobile phone to take photographs or videos for direct upload to Famly for an authorised nursery purpose.

Where this occurs:

· the appropriate permissions must be in place;

· the photograph/video must be uploaded promptly to Famly;

· no personal copy should be retained; and

· the photograph/video must be deleted from the device when successfully uploaded and no longer required, including Recently Deleted/Trash and, where applicable, personal cloud or automatic photo-backup services.

This exception does not extend to other staff. Staff who are not specifically authorised under the Manager BYOD arrangements must never use a personal device to photograph, film or record nursery children. Please also reference our Student, Apprentice & Training Evidence Agreement.

Staff Operational Responsibilities
Famly contains information which may be required for children's immediate safety, care and wellbeing. Maintaining accurate and timely information is therefore an important professional responsibility.
According to their role, staff must ensure that:

- children's attendance and registers are accurate;
- required headcounts are completed;
- accidents and incidents are recorded accurately and promptly;
- medication records are completed in accordance with nursery procedures;
- relevant sleep, nappy and care information is recorded;
- children's allergies, dietary requirements, medical information, healthcare needs and permissions are understood and followed;
- important information received from parents/carers is acted upon appropriately;
- communication with families remains professional; and
- Leapfrog's daily, first-month, Focus Week and Reflection Summary expectations are completed.

Records should be completed promptly while ensuring children's direct care, safeguarding, supervision and meaningful interaction remain the priority.
Famly supports but does not replace staff responsibility for knowing which children are present, maintaining safe supervision and communicating important information directly to colleagues. Urgent safeguarding, medical or safety information must never rely solely upon somebody seeing a Famly message or notification.

Staff Communication Through Famly
Staff should check Famly messages at appropriate points during the nursery day rather than continually monitoring the platform while caring for children.

Staff are not expected to provide an immediate response to routine messages.
Responses must remain professional, appropriate and relevant. Where a message would be better managed through a conversation, staff should invite the parent/carer to speak with the appropriate Practitioner, Lead or Nursery Manager.
Safeguarding concerns, complaints, significant medical matters, SEND concerns or other sensitive information must be managed through the appropriate nursery procedure and must not remain solely within a Famly message thread.
Where information received through Famly requires a formal nursery record or further action, staff are responsible for ensuring this is completed.

Staff Training and Support
Staff will receive appropriate support to use Famly effectively, which may include:

- introduction and induction;
- support from management or experienced colleagues;
- appropriate non-contact time;
- in-the-moment support; and
- further training or guidance following significant updates to Famly or nursery practice.

Staff should ask for support where they are unsure how information should be recorded, accessed or shared.

System Failure, Errors and Data-Security Concerns
If Famly becomes temporarily unavailable, management will implement appropriate contingency arrangements to maintain children's safety and access to essential information.
Particular consideration will be given to maintaining access to:

- registers and information about which children are present;
- emergency contacts;
- allergies and medical information;
- medication requirements; and
- essential safeguarding information.

Staff must promptly report any:

- inability to access information required for a child's safe care;
- suspected compromised account;
- unauthorised access;
- information, photograph or message sent to the wrong person;
- accidental retention of information on a personal device; or
- other confidentiality, cyber-security or data-protection concern.

Staff are not expected to determine whether an incident constitutes a reportable data breach. Their responsibility is to report the concern promptly so that management can assess and respond appropriately.
Significant system or cyber disruption will be managed in accordance with the Cyber Security, Data Protection, Confidentiality and Information Sharing and Critical Incident policies.

Related Policies and Procedures
This policy should be read alongside:

- Safeguarding and Child Protection
- Data Protection, Confidentiality and Information Sharing
- Privacy Notice
- Cyber Security

- Acceptable Use of IT
- Mobile Phone and Electronic Device
- Manager BYOD Agreement
- Staff Code of Conduct
- Parents/Carers Code of Conduct
- Online Safety
- Record Retention
- Photography and Social Media guidance, where applicable

Famly is an important part of how Leapfrog operates, communicates, records children's care and shares their learning and development. It supports, but does not replace, professional communication, safeguarding responsibilities, safe supervision, relationships with children and families or professional judgement.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
September 2023 November 2024 August 26	M.Topal	September 2027

Leapfrog Nursery School

Fire Safety Policy

At Leapfrog we take reasonable steps to ensure the safety of children, staff and others on the nursery premises in the case of a fire or other emergency through our fire safety policy and emergency evacuation procedures.

The designated fire marshal is the Nursery Manager, appropriate training will be conducted.

We ensure the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises. The Nursery Manager works with the church premises to ensure we have all the appropriate fire detection and control equipment (e.g. fire alarms, smoke detectors, fire blankets and/or fire extinguishers) are in working order and seeks advice from the local fire safety officer as necessary.

They also have overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every half term or as and when a large change occurs, e.g. a large intake of children or a new member of staff joins the nursery. These drills are planned to occur at different times of the day and on different days of the week to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals. Drills are recorded and stored in the designated folders.

All staff receive fire safety and evacuation training (including as part of induction) to help them understand their roles and responsibilities. This includes the steps they must take to ensure the safety of children, for example keeping fire doors free from obstruction, how to safely evacuate the children and where the evacuation meeting point is situated. Each room has a specific evacuation plan, which includes information such as evacuating non-mobile babies and using alternative exits depending on where the fire may be situated.

The church wardens arrange for checks fire detection and control equipment and fire exits in line with the timescales within the checklist below.

Fire checklist

	Who checks	How often
Escape route/fire exits (all fire exits must be clearly identifiable)	All Staff	Daily
Fire extinguishers and blankets	External Fire Officer	Annually
Smoke/heat alarms	External Fire Officer	Annually
Fire alarms	Premises Caretaker	Annually

Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside	All Staff	Daily

A deputy fire marshal is appointed to cover this role when the fire marshal is absent, this may likely be the most senior member of staff on duty.

Registration
An accurate record of all staff and children present in the building must be kept at all times and children/staff must be marked in and out on arrival and departure. An accurate record of visitors is kept in the visitor's book. These records are taken out along with the register and emergency contacts list in the event of a fire.

No smoking/vaping policy
The nursery operates a strict no smoking/vaping policy – please see this separate policy for details.

Fire drill procedure
On discovering a fire:

- Calmly raise the alarm by blowing the whistle and breaking the alarm glass
- Immediately evacuate the building under guidance from the manager on duty (Collecting an Ipad to access children's register, and medications where applicable
- Using the nearest accessible exit lead the children out, assemble in the front of the Church Premises or Nursery Car Parks
- Close all doors behind you wherever possible
- Staff from the main nursery rooms to communicate who will assist the small halls to help evacuate the younger children
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service/police.

If you are unable to evacuate safely:

- Stay where you are safe
- Keep the children calm and together
- Wherever possible alert the manager of your location and the identity of the children and other adults with you.

The manager/designated fire marshal/room leader is to:

- Pick up the central children's register, where applicable, staff register, nursery mobile/phone, keys, visitor book
- Telephone emergency services: dial 999 and ask for the fire service
- In the fire assembly point area – **Church Car Park/Church Entrance** – account for all children against the register
- Account for all adults: staff and visitors
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

Remember

- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for.

This policy is updated at least annually in consultation with staff and parents and/or after a fire evacuation practice and/or fire.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 August 26	M.Topal	September 2027

Food Play Policy

At Leapfrog, we recognise that food can provide valuable sensory, creative and learning experiences. Food will only be used in play where it has a clear purpose and enhances the opportunities and learning children receive.

We consider the use of food responsibly and in conjunction with our Environment and Sustainability Policy, avoiding unnecessary food waste and reusing suitable materials where this can be done safely and hygienically.

Children's safety, allergies, medical needs, age and stage of development will always be considered when planning activities involving food.

This policy should be read alongside our Food Safety, Allergy and Anaphylaxis, Infection Prevention and Control, Health and Safety, SEND, Individual Healthcare Plans and Environment and Sustainability policies.

Safe use of food in play

When using food for play or sensory experiences, we will:

- consider the age, stage, individual needs and mouthing behaviours of the children taking part;
- identify and avoid potential choking hazards, with particular consideration for babies, younger children and children with additional needs;
- provide appropriate supervision throughout;
- check all known allergies, intolerances, coeliac disease, dietary and medical needs before introducing ingredients;
- consider the risk of allergen cross-contact through ingredients, hands, surfaces, utensils and equipment;
- ensure ingredients and relevant allergens are identified within activity planning so staff are aware;
- adapt activities where necessary so children can participate safely and inclusively;
- ensure hands, surfaces, utensils and equipment are appropriately cleaned before and after food-play activities;
- never assume that cooking or heating removes an allergen;
- ensure food used for play is appropriately stored and kept separate from food intended for eating where necessary;
- not use spoiled, mouldy or contaminated food;
- recognise that young children may taste or eat sensory-play materials even where this is not the intention; and
- ensure food previously used for general or sensory play is not subsequently offered to children to eat.

Flour and raw ingredients

Raw flour may contain harmful bacteria and is not considered ready to eat. This includes wheat, gluten-free, corn, gram and rice flour. The FSA specifically advises considering this risk when flour is used for sensory and craft activities.

Where flour is used in play, staff will consider the likelihood of children mouthing or ingesting it. Raw flour will not be used where ingestion is foreseeable. An appropriate ready-to-eat or commercially heat-treated alternative will be used where necessary.

We will not rely on microwave or other home heat-treatment methods to make raw flour safe, as these cannot guarantee that harmful bacteria have been eliminated.

Hands, equipment and surfaces will be cleaned appropriately following the handling of flour.

Frozen fruit and vegetables

Frozen fruit and vegetables that are not labelled as ready to eat will not be used directly from frozen where children may eat or mouth them.

Frozen vegetables will be prepared in accordance with the manufacturer's instructions and cooled appropriately before being used. Frozen fruit will only be used without cooking where the manufacturer confirms it is ready to eat. The FSA advises against giving babies and young children frozen fruit or vegetables that are not ready to eat because they may contain harmful bacteria.

Staff will also consider the additional choking risk presented by small, round or firm foods such as peas and sweetcorn.

Other food-play considerations

- Whole jelly cubes will not be used for play. Where jelly is used, it will be fully prepared with water according to the manufacturer's instructions before use.
- Dried pasta, chickpeas, pulses and other small or hard foods will only be used following consideration of the age, stage, mouthing behaviour and individual needs of the children and with appropriate supervision.
- Cooking activities will be checked in advance against children's allergies, intolerances, dietary and medical needs.
- Where children are involved in cooking and the finished product will be eaten, our usual food hygiene, allergen and food safety procedures will apply.
- Dry food-play resources may be retained and reused only where they remain clean, dry, uncontaminated and safe to do so.

Allergies and inclusion

Children with allergies, intolerances, coeliac disease or other dietary or medical needs will always be considered when food-play activities are planned.

Staff will check current allergy and healthcare information rather than relying on memory. Where an ingredient presents an unacceptable risk to a child, including through cross-contact, it will not be used within that activity or environment.

Activities will be adapted or appropriate alternatives provided wherever possible so that children can participate safely and inclusively.

Sustainability

Food will not be used simply as a convenient play material where a suitable alternative can provide the same experience.

Where food provides a valuable sensory, cultural, scientific, mathematical or creative learning opportunity, practitioners will consider its purpose alongside safety, sustainability and children's individual needs.

Where safe and appropriate, suitable dry materials may be reused in future play experiences to reduce unnecessary waste.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 Sept 2024 August 26	M.Topal	September 2027

Leapfrog Nursery School

Food Safety Policy and Procedures

At Leapfrog, we are committed to providing safe, nutritious and appropriately prepared food for all children. We recognise our responsibility to protect children, staff and visitors from risks associated with food preparation, storage, transportation and consumption.
We follow the Food Standards Agency's ***Safer Food, Better Business*** (SFBB) guidance, relevant food hygiene legislation and the Early Years Foundation Stage (EYFS) safeguarding and welfare requirements.
Our food safety procedures include comprehensive daily kitchen risk assessments, opening and closing checks, food transportation risk assessments, allergy management arrangements and regular monitoring across all five nursery settings.
Food safety is everyone's responsibility. We promote a culture of shared accountability, where every member of staff understands their role in keeping children safe.

Food Safety Documentation and Risk Assessments

Each nursery maintains a Food Safety Folder containing relevant procedures and records, including:

- This policy and associated food safety risk assessments.
- Daily kitchen opening and closing checks.
- Daily kitchen risk assessments and temperature records.
- SFBB records and food hygiene documentation.
- Cleaning schedules and equipment checks.
- Current menus and corresponding allergy matrices.
- Children's allergy, dietary and medical information.
- Individual allergy risk assessments and care plans, where required.
- Food transportation risk assessments and monitoring records.
- Staff food hygiene and allergy awareness training records.
- Records of incidents, corrective actions and management reviews.

Daily Checks

Designated kitchen staff complete comprehensive opening and closing checks each day, alongside ongoing food safety monitoring throughout food preparation and service. Checks include food storage temperatures, cleanliness, equipment condition, food dates, potential contamination risks, allergen controls and the general safety of the kitchen environment.
Any concerns or failed checks must be reported promptly to the Nursery Manager, with corrective action taken and recorded.

Half-Termly Reviews

In addition to daily checks, **Chefs and Nursery Managers work together to complete half-termly food safety reviews**.
These reviews consider the effectiveness of daily procedures, cleaning, equipment, food storage, allergy management, transportation and any incidents or recurring concerns.

Actions identified are recorded and followed up, with additional support or training arranged where necessary.

Food Handling and Personal Hygiene
All staff involved in food preparation or handling must follow appropriate food hygiene procedures and receive training relevant to their responsibilities.
Staff must:

- Wash hands thoroughly with soap and running water before handling food, after handling raw food, after using the toilet and whenever contamination may have occurred.
- Wear clean, suitable clothing and appropriate aprons.
- Keep hair tied back or appropriately covered.
- Keep fingernails short and clean, with no nail varnish or unsuitable jewellery.
- Cover cuts and sores with suitable waterproof dressings.
- Use clean equipment and appropriate cleaning materials.
- Wash fruit and vegetables before preparation.
- Prevent cross-contamination between raw, cooked and ready-to-eat foods.
- Avoid handling food when suffering from symptoms or illnesses that may present a food safety risk.

Staff must report any illness or concern affecting their suitability to handle food.

Food Preparation and Cooking
Food is prepared as close as reasonably practicable to the time of serving and in accordance with safe food handling procedures.
Kitchen staff must:

- Check children's current allergy and dietary information before preparing meals.
- Use appropriate colour-coded chopping boards and utensils, following the colour-coding guidance displayed in each kitchen.
- Separate raw and ready-to-eat foods.
- Prepare allergen-free meals using suitable equipment and controls to prevent cross-contact.
- Follow safe cooking, cooling, reheating and holding procedures.
- Use a suitable food thermometer to check temperatures where required.
- Prepare food in developmentally appropriate sizes and textures to reduce choking risks.
- Dispose of food that cannot be confirmed as safe.

Cleaning, Equipment and Food Storage
Food preparation areas, equipment and eating surfaces must be maintained in a clean and hygienic condition.
Surfaces are cleaned before and after food preparation and mealtimes using appropriate food-safe cleaning procedures.
Chopping boards, utensils and equipment are cleaned and disinfected as necessary to prevent cross-contamination.
Fridges and freezers are monitored through daily temperature checks, with records maintained in the nursery.
Food must be:

- Stored at safe temperatures and in appropriate containers.
- Clearly labelled and dated where required.
- Checked for freshness, use-by dates and signs of deterioration.
- Stored with raw foods separated from ready-to-eat foods.
- Defrosted, cooled and reheated safely.
- Disposed of when it is no longer safe for consumption.

Refrigerators are cleaned regularly, and freezers are cleaned and defrosted as necessary, including half-termly checks.
Kitchen equipment, including ovens, refrigeration units, dishwashers and probe thermometers, is checked for safe operation.
Faulty equipment must be reported promptly. Food potentially affected by unsafe storage temperatures must not be served unless its safety can be established.

Food Transportation
Where food is transported between Leapfrog settings or from a preparation location to another nursery, a specific **Food Transportation Risk Assessment** is followed.
Our transportation procedures are designed to ensure that food remains safe, hygienic and suitable for consumption throughout collection, transit and delivery.
Controls include:

- Using suitable, clean, food-safe containers with secure lids.
- Maintaining appropriate hot or chilled temperatures throughout transportation.
- Using insulated or temperature-controlled equipment where required.
- Monitoring and recording temperatures in accordance with the transportation risk assessment.
- Keeping transportation times to a minimum.
- Protecting food from contamination, spillages and damage.
- Keeping allergen-controlled meals clearly identified and appropriately separated.
- Ensuring food is handled only by authorised staff who understand the relevant procedures.
- Checking food condition, temperature and labelling when it arrives at the receiving nursery.
- Recording and reporting any concerns, delays or temperature failures.

The receiving nursery must confirm that transported food is safe before it is served.
Food that has been compromised during transportation must not be served. The Nursery Manager will arrange a safe alternative and record the action taken.
Transportation risk assessments are reviewed at least half-termly and whenever arrangements, equipment or risks change.

Managing Allergies and Dietary Requirements
Leapfrog is committed to ensuring that children with food allergies, intolerances, medical conditions or specific dietary requirements can eat safely.
We operate a nut-free nursery environment and require staff to complete appropriate allergy awareness training.

Allergy Information and Menu Matrices
Each nursery maintains an up-to-date allergy and dietary requirements list, together with a menu-specific **allergy matrix** identifying relevant allergens.

The allergy matrix is shared with parents, alongside our nursery menus, so families can understand the ingredients and allergens associated with the meals provided.
Current allergy and dietary information is accessible to relevant staff in the kitchen and nursery rooms.

Before a Child Starts Nursery
As part of our induction and admissions arrangements, parents are asked to disclose any allergies, intolerances, medical conditions or dietary requirements.
Where a child has an identified allergy or dietary risk, the Nursery Manager will:

- Discuss the child's needs with parents before their start date.
- Review the nursery menus and allergy matrices to identify potential risks.
- Obtain relevant medical information and emergency medication instructions where required.
- Complete an individual allergy risk assessment and appropriate care or emergency action plan.
- Agree suitable meals, substitutions and any necessary preparation or serving arrangements.
- Ensure the Chef and relevant nursery staff understand the child's requirements.
- Confirm that appropriate training, equipment and safeguards are in place before the child begins attending.

Any necessary action plans and arrangements must be completed and communicated to relevant staff before the child's first day.
Where a child's dietary needs change, the relevant information, assessments and arrangements must be reviewed promptly.

Preparing and Serving Meals
Before preparing food, the Chef or designated kitchen staff must check current dietary and allergy information.
Meals prepared for children with allergies must be individually identified, clearly labelled with the child's name and dietary requirements, and protected from cross-contact.
At mealtimes, all staff must verify that the correct meal is being served to the correct child. Staff sit with their allocated tables, each child has their personal placemat detailing any dietary requirements, individual care needs and allergies.
Food safety and allergen checks are completed before serving, in accordance with nursery procedures.
Any uncertainty about ingredients, labelling or potential contamination must be resolved before food is offered to the child.

Safer Eating and Choking Prevention
All children are supervised closely while eating, with staff positioned to observe and respond promptly.
We ensure that:

- Children are seated appropriately during meals and snacks.
- Food is prepared in suitable sizes and textures for each child's developmental stage.
- Grapes, cherry tomatoes and other round foods are cut appropriately to reduce choking risks.
- Hard foods are prepared or adapted to minimise choking hazards.

- Children are encouraged to eat at a comfortable pace in a calm environment.
- Drinks are available during mealtimes.
- Staff understand choking prevention and emergency response procedures.

Children with additional feeding, swallowing or medical needs will have individual arrangements in place where necessary.

Failed Food Deliveries and Alternative Meal Arrangements
We recognise that deliveries may occasionally be delayed, incomplete, damaged or fail to arrive.
Where this occurs, staff must notify the Nursery Manager promptly so that alternative arrangements can be made without compromising children's nutrition, dietary requirements or safety.
Depending on the circumstances, arrangements may include:

- Purchasing suitable replacement ingredients or food from local shops.
- Preparing an alternative meal using safe ingredients already available at the nursery.
- Arranging a suitable replacement delivery where practical.

All replacement food must meet the nursery's food safety, nutritional, allergen and dietary requirements.
Staff must check ingredient labels and allergy information carefully before preparing or serving any substitute meal.
Parents will be informed through the Famly app where the planned menu changes, with details of the alternative meal being provided.
Any delivery problems, actions taken and unresolved concerns must be communicated to management in a timely manner and recorded appropriately.
Where a recurring problem is identified, management will review the supplier or delivery arrangements and take steps to prevent further disruption.

Food Safety Accountability – Check and Check Again
At Leapfrog, food safety is the responsibility of every member of staff involved in the food journey, not solely the Chef or Nursery Manager.
We promote a **"Check and Check Again"** approach, ensuring that appropriate checks take place at every stage:

1. **Storage:** Checking food dates, temperatures, storage conditions and allergen information.
2. **Preparation:** Checking ingredients, dietary requirements, hygiene and cross-contamination controls.
3. **Cooking:** Checking that food is cooked safely and appropriate temperatures are achieved.
4. **Transportation (where applicable):** Checking food temperatures, secure containers, labelling and safe delivery.
5. **Serving:** Checking that the correct meal is provided to the correct child, including a further allergy and dietary verification.
6. **Supporting the child:** Checking that food is appropriate for the child's developmental stage, that choking risks are minimised and that children are safely supervised throughout mealtimes.

Each member of staff is accountable for completing the checks relevant to their role. Staff must never assume that a previous check removes their own responsibility to verify food safety.
We follow an **"If in doubt, speak up"** approach. If any member of staff is uncertain about food safety, ingredients, allergens, preparation, transportation or serving arrangements, they must stop and seek clarification before the food is served.
Concerns must be reported promptly to the Nursery Manager, with appropriate action taken and recorded. No food should be served where its safety cannot be established.

Monitoring, Training and Review
The Chef or designated kitchen staff are responsible for completing daily kitchen risk assessments, opening and closing checks and maintaining accurate food safety records.
Chefs and Nursery Managers work together to complete half-termly food safety reviews, considering kitchen procedures, cleaning, storage, equipment, food preparation, allergy management, transportation arrangements and any concerns or corrective actions identified through daily checks.
Nursery Managers are responsible for ensuring that food safety procedures are consistently followed by all staff, including those receiving, transporting, serving or supporting children with food.
The Senior Leadership Team supports Nursery Managers in maintaining high standards of food safety.
The **Headteacher and General Manager** oversee the professional development of the kitchen team and arrange additional training for Chefs where required, informed by half-termly reviews, observations, changes in procedures or identified areas for improvement.
All staff receive food safety and allergy awareness guidance appropriate to their responsibilities, with further training or support provided where necessary.
This policy will be reviewed annually, or sooner following significant changes in legislation, food provision, allergy requirements, transportation arrangements or identified risks.

Related policies: Health and Safety; Risk Assessment; Allergies and Anaphylaxis; Food and Nutrition; Safer Eating and Choking Prevention; Infection Prevention and Control; Safeguarding and Child Protection; Admissions and Settling-In.

This policy was adopted on	Signed on behalf of the nursery	Date for review
January 26 October 26	Sara Vincent, Headteacher M.Topal	January 2028 Sept 27

Leapfrog Nursery School

Grievance Procedure

At Leapfrog, we are committed to providing a positive, respectful and professional working environment where employees feel able to raise concerns and have them considered fairly.

We recognise that workplace concerns can arise and encourage employees to raise these at an early stage so that, wherever possible, they can be understood and resolved promptly.
We will handle grievances fairly, consistently, sensitively and without unreasonable delay, in accordance with employment legislation and the ACAS Code of Practice on Disciplinary and Grievance Procedures.
This policy should be read alongside our Staff Code of Conduct, Equality, Diversity and Inclusion, Dealing with Discriminatory Behaviour, Whistleblowing, Safeguarding, Disciplinary and other relevant employment policies.

Legal framework
Our procedure reflects the ACAS Code of Practice on Disciplinary and Grievance Procedures and relevant employment legislation, including the Employment Relations Act 1999 and Equality Act 2010.
Employment tribunals take the ACAS Code into account in relevant cases. Where an employer or employee has unreasonably failed to follow the Code, an employment tribunal may adjust a relevant compensation award by up to 25%.
The ACAS Code represents the minimum standard employers should follow when handling workplace grievances.
ACAS – Grievance procedures
This procedure applies to all employees regardless of length of service. It does not form part of an employee's contract of employment and may be amended where necessary.

Our principles
Leapfrog will:

- treat grievances seriously, fairly and objectively;
- listen to all relevant parties and avoid assumptions;
- gather sufficient information to understand the circumstances;
- maintain confidentiality as far as reasonably possible;
- provide employees with an opportunity to explain their concerns;
- make reasonable adjustments where required;
- provide a written outcome and reasons for the decision;
- provide a right of appeal; and
- ensure employees are not treated unfairly because they have raised a genuine concern or participated in a grievance investigation.

All employees involved in a grievance are expected to maintain appropriate confidentiality and cooperate reasonably with the process.

Informal resolution
Where appropriate, employees are encouraged to raise concerns early with the person involved or their line manager. Many workplace concerns can be resolved constructively through discussion before becoming formal grievances.
A manager may support an informal discussion or facilitated conversation where appropriate.

Mediation may also be considered where all relevant parties agree and management considers it suitable. Mediation will not be appropriate in every case and employees will not be required to use informal resolution before raising a formal grievance where the nature or seriousness of their concern makes this inappropriate.

ACAS currently encourages employers to consider mediation throughout the grievance process, and its proposed 2026 Code strengthens this further.

Stage 1 – Raising a formal grievance
Where an issue cannot be resolved informally, or informal resolution is not appropriate, the employee should raise their grievance in writing with their Nursery Manager.
The written grievance should provide a clear explanation of:

- the concern;
- relevant circumstances, dates and individuals involved;
- any steps already taken to resolve the matter, where applicable;
- any relevant information or evidence; and
- where possible, what the employee believes may help resolve the concern.

Employees are not expected to prepare lengthy or legalistic documents. Further information can be obtained during the investigation and grievance meeting.
Where the grievance concerns the Nursery Manager, it should be submitted to an appropriate member of the Leapfrog Senior Leadership Team.
Where the grievance concerns a member of SLT or there may be a conflict of interest, another suitably senior and impartial person will be appointed to manage the grievance.

Safeguarding or whistleblowing concerns
Where a concern relates to safeguarding, the safety or welfare of a child, malpractice or another matter falling within the Whistleblowing Policy, the appropriate safeguarding or whistleblowing procedures may take precedence.
Employees should not delay reporting a safeguarding concern because they are considering raising a grievance.

Investigation
The nature and extent of any investigation will depend upon the circumstances of the grievance. The person investigating will seek to establish the relevant facts fairly and objectively and gather as much information as is reasonably necessary from all relevant sides. The purpose of an investigation is to establish the facts, not to prove or disprove a predetermined position. This reflects current ACAS investigation guidance.
This may include:

- meeting with the employee raising the grievance;
- speaking with other employees or witnesses;
- reviewing relevant documents, communications or records; and
- gathering other relevant evidence.

Where reasonably practicable, the investigation and grievance decision will be undertaken by people who are appropriately impartial.
Employees involved in an investigation are expected to maintain confidentiality.
Witness information will normally be shared where it is relevant to the grievance. In exceptional circumstances, information or identities may need to remain confidential. Where appropriate, a summary of relevant information may instead be provided.
ACAS advises investigations to be fair and objective, to gather evidence from all sides and to maintain appropriate confidentiality.

Stage 2 – Grievance meeting
A formal grievance meeting will be arranged without unreasonable delay and, where reasonably practicable, normally **within five working days** of receiving the grievance or completion of any necessary initial investigation.
The employee will be given reasonable notice and sufficient time to prepare.
At the meeting, the employee will have an opportunity to:

- explain their grievance;
- provide relevant information or evidence;
- clarify matters arising from the investigation; and
- explain how they believe the concern might reasonably be resolved.

The manager may ask questions to understand the circumstances fully.
The meeting may be adjourned where further investigation or information is required.

Right to be accompanied
Where the statutory right applies, an employee has the right to be accompanied at a formal grievance meeting by:

- a work colleague;
- a certified trade union representative; or
- an official employed by a trade union.

The employee should make a reasonable request and inform the nursery who they wish to accompany them.
A companion may address the meeting, respond on the employee's behalf, confer privately with the employee and sum up their case. They are not normally entitled to answer questions directed personally to the employee.
Where appropriate, Leapfrog may also consider requests for another form of support or accompaniment. Reasonable adjustments will be made where required under the Equality Act 2010, which may include allowing an appropriate support person or interpreter where necessary to enable the employee to participate fully.

Attendance and adjustments
Employees are expected to make reasonable efforts to attend grievance meetings.
Where an employee cannot attend for a genuine reason, another suitable date will normally be arranged.
We will consider reasonable adjustments for disabled employees and other appropriate arrangements to enable employees to participate fairly, including accessible documents, meeting arrangements or interpretation where appropriate.
If an employee repeatedly fails to attend without reasonable explanation, the nursery may make a decision based upon the information available after considering all the circumstances.

Outcome
Following the meeting and completion of any necessary investigation, the employee will be informed of the outcome in writing without unreasonable delay, normally within five working days where reasonably practicable.
The outcome will explain:

- whether the grievance is upheld, partially upheld or not upheld;
- the reasons for the decision;
- any appropriate action or recommendations arising from the grievance; and
- the employee's right of appeal.

Where additional investigation is required and an outcome cannot reasonably be provided within the expected timeframe, the employee will be informed of the delay and given an indication of when an outcome can be expected.
Where a grievance results in action being considered in relation to another employee, the person who raised the grievance will not normally be given confidential information about another employee's disciplinary process or outcome.
ACAS specifically recognises that grievance outcomes and details concerning other employees must remain appropriately confidential.

Stage 3 – Appeal
If the employee believes the grievance outcome is incorrect or unfair, they may appeal.
The appeal should be made in writing within five working days of receiving the outcome and should explain the grounds of appeal. These may include:

- why the employee considers the decision unreasonable;
- concerns about the fairness of the procedure;
- relevant evidence which was not previously considered; or
- other significant grounds upon which the outcome should be reconsidered.

The appeal should be submitted to the person identified in the grievance outcome letter.
An appeal meeting will normally be arranged within 14 working days where reasonably practicable.
Where possible, the appeal will be heard impartially by a senior manager who has not previously been involved in deciding the grievance. The appeal manager will take a fresh and objective view of the relevant grounds of appeal and may undertake further investigation where necessary.
The employee has the same right to be accompanied at the formal appeal meeting.
The final outcome will be confirmed in writing without unreasonable delay, normally within seven working days of the appeal meeting where reasonably practicable.
There is no further internal right of appeal.
ACAS states that an appeal should consider whether the procedure and outcome were fair and may involve further investigation where necessary.

Grievances involving another employee
Where a grievance concerns the conduct of another employee, that person will be treated fairly and will normally be given an appropriate opportunity to respond to relevant allegations.
The raising of a grievance does not mean that allegations have been established as fact.
If the grievance investigation identifies a potential disciplinary matter, this will be considered separately under the Disciplinary Policy and Procedure.
Confidentiality will be maintained and employees should not discuss the grievance, investigation or information obtained through the process unnecessarily with colleagues.

Grievances involving discrimination, harassment or bullying
Concerns involving discrimination, harassment, victimisation, bullying or behaviour related to a protected characteristic will be treated seriously and considered alongside our Equality, Diversity and Inclusion and Dealing with Discriminatory Behaviour policies.
No employee will be subjected to victimisation for raising a concern in good faith, supporting another employee or participating in an investigation.
The nursery will make reasonable adjustments to the grievance process where required under the Equality Act 2010.

Grievances linked to disciplinary matters
Concerns about disciplinary action already taken against an employee should normally be raised through the appeal process within the Disciplinary Policy rather than as a separate grievance.
Where an employee raises a grievance during an ongoing disciplinary process, the nursery will consider the circumstances.

The disciplinary process may be temporarily suspended while the grievance is considered. Where the grievance and disciplinary matters are closely related, it may be fair and appropriate to consider them concurrently. This approach reflects the ACAS Code and current guidance.

Collective grievances
Where two or more employees raise substantially the same workplace concern, management may agree an appropriate collective approach rather than unnecessarily repeating the same process.
Employees may nominate an appropriate representative where applicable. Collective grievances involving recognised trade union representation may be subject to separate arrangements.

Records and confidentiality
Appropriate written records will be maintained of:

- the grievance raised;
- relevant investigation and evidence;
- meetings held;
- decisions made and reasons;
- actions arising;
- the outcome; and
- any appeal.

Records will be stored securely and retained in accordance with our Data Protection, Confidentiality and Information Sharing Policy and relevant retention requirements.
Information will only be shared with those who reasonably need it for the grievance to be investigated, managed or resolved.

Professional working relationships
Following a grievance, management will consider whether any reasonable steps are required to restore effective professional working relationships. This may include management support, supervision, mediation, clarification of roles or expectations, training or other appropriate measures.
All employees are expected to maintain professional behaviour throughout and following a grievance process.

Raising a grievance should provide a constructive route for concerns to be heard and resolved. Employees should not be disadvantaged for raising a genuine grievance; equally, all individuals involved are entitled to be treated fairly, respectfully and without assumptions while concerns are investigated.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 March 2025 August 26 October 26	M.Topal	September 2027

Gun and Superhero Policy

At Leapfrog, we recognise that children use play to explore their interests, experiences, emotions and understanding of the world.

Leapfrog does not encourage gun or weapon play as part of our usual curriculum or provision. However, we recognise that children's play can communicate experiences, thoughts and emotions that they cannot yet express in words.

We do not encourage or intentionally promote gun or weapon play and do not provide toy guns or realistic imitation weapons. We ask that these are not brought into nursery from home. However, we recognise that weapon or conflict-related themes may sometimes have particular meaning for an individual child and will respond sensitively where this occurs.

Superhero play is viewed more broadly and can provide valuable opportunities for imagination, storytelling, physical development, communication, creativity and exploring concepts such as helping others, fairness, courage and right and wrong.
This policy should be read alongside our Early Learning Opportunities Statement, Promoting Positive Behaviour, Safeguarding and Child Protection and Trauma-Informed Practice policies.

Gun and weapon play
Where gun or weapon-related play arises, practitioners will not actively encourage or extend the theme. Instead, they will use their professional judgement to understand the context and, where appropriate, sensitively broaden the play towards positive themes such as helping, rescuing, protecting, teamwork, kindness and problem-solving.
Children often use open-ended resources creatively. Where a child independently constructs or represents an object as a weapon, practitioners will consider the context rather than automatically removing it.
Clear boundaries will apply. Children must not deliberately frighten, threaten, chase or hurt others, and children who do not wish to participate must be respected. Unsafe or aggressive behaviour will be addressed in accordance with our Promoting Positive Behaviour Policy.

Supporting superhero play
Superhero play can provide opportunities for children to develop:

- imagination, creativity and storytelling;
- communication and language;
- physical skills;
- confidence and self-esteem;
- cooperation, empathy and teamwork; and
- negotiation, problem-solving and understanding of right and wrong.

Practitioners will observe and interact where appropriate, using vocabulary, ideas, characters and storylines to broaden children's thinking beyond fighting or defeating others.
Children may explore what makes somebody a hero, including kindness, bravery, helping, rescuing, caring for others and real-life people who help us.
Superhero costumes may be brought into nursery in the same way as other appropriate dressing-up clothes. Open-ended materials, fabrics, construction resources and figures may also support children's imaginative play.

The practitioner's role
Practitioners will:

- observe the themes, purpose and interactions within children's play;
- establish simple boundaries for safe play;

- support children to listen to and respect others;
- help children negotiate roles and resolve disagreements;
- intervene where play becomes frightening, aggressive, discriminatory or unsafe;
- extend positive aspects of superhero play through language, stories, creativity and problem-solving; and
- ensure active play does not prevent other children from playing safely and comfortably.

Adults may naturally have different feelings about weapon-related play. Practitioners should respond consistently with this policy and use professional judgement rather than responding solely to their own views about the play.

Trauma, lived experience and safeguarding
For some children, weapon or conflict-related play may reflect their lived experiences, family circumstances, exposure to traumatic events or their developing awareness of war and world conflict. Play may provide a way to communicate or process experiences and emotions they do not yet have the language or understanding to express.
Practitioners will be particularly sensitive where children or families may have experienced war, displacement, domestic abuse, violence, conflict or other trauma.
Staff will observe and listen without making assumptions or questioning children inappropriately. Weapon or conflict-related play alone does not indicate trauma or a safeguarding concern. However, repeated or concerning themes, language, behaviour or changes in a child's presentation will be considered in the context of the whole child.
Where appropriate, we will work sensitively with parents/carers and relevant professionals to understand and support the child. Any safeguarding concern or disclosure will be managed in accordance with our Safeguarding and Child Protection Policy.

Working with parents and carers
We recognise that families may have different views, cultures and experiences relating to superheroes, guns, weapons and conflict and will listen respectfully to any concerns.
Parents/carers are encouraged to speak to their child's key person or nursery manager if they have concerns about themes emerging within their child's play.
Where practitioners identify repeated or significant themes, we may discuss these sensitively with parents/carers to help us understand and support the child. Where additional support may be beneficial, we will work collaboratively with families and appropriate professionals.

Our position

At Leapfrog, our focus is always on understanding and supporting the child, where these themes emerge, our role is to understand what may sit behind the play, respond sensitively and maintain appropriate boundaries, involving families and professionals where needed.

We recognise that superhero play can provide rich opportunities for imagination, communication, creativity, physical development and exploring positive values. Skilled practitioners will use these opportunities to move children's thinking beyond fighting and conflict towards helping, cooperation, empathy, problem-solving and what it really means to be a hero.

Through sensitive observation, purposeful interaction and positive guidance, we aim to ensure children feel understood and supported while developing the skills, values and relationships that underpin their learning and wellbeing at Leapfrog.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2024 August 26	M.Topal	September 2027

Leapfrog Nursery School

Health and Safety Policy

Statement of intent

At Leapfrog, we are committed to providing and maintaining a safe, clean, hygienic and healthy environment for children, staff, families, visitors and others who may be affected by our activities.

Children's safety and wellbeing are fundamental to everything we do. We promote a positive health and safety culture where risks are identified, understood and appropriately managed, while recognising that children also benefit from appropriate challenge, exploration, independence and managed risk as part of their learning and development.

We provide appropriate information, instruction, training and supervision and ensure suitable systems and resources are in place to support safe practice.

The employer retains overall responsibility for health and safety. Everyone working at Leapfrog also has a responsibility to follow agreed procedures, remain alert to hazards, take reasonable action to keep themselves and others safe and contribute to maintaining the safety, cleanliness and organisation of the nursery throughout the day.

This policy provides the foundation for health and safety practice across all Leapfrog settings. More detailed procedures are contained within our related policies, operational checks, cleaning schedules and individual nursery risk assessments.

Legal framework

Leapfrog follows relevant legislation and statutory requirements, including:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Workplace (Health, Safety and Welfare) Regulations 1992
- Control of Substances Hazardous to Health Regulations 2002 (COSHH)
- Health and Safety (First-Aid) Regulations 1981
- Regulatory Reform (Fire Safety) Order 2005
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- Equality Act 2010
- relevant food safety and allergen legislation
- Statutory Framework for the Early Years Foundation Stage (EYFS) for group and school-based providers.

We have regard to relevant guidance from the Department for Education (DfE), Health and Safety Executive (HSE), UK Health Security Agency (UKHSA), Food Standards Agency (FSA), Ofsted, local authorities, Environmental Health and Fire and Rescue Services.

Responsibilities

Overall and final responsibility for health and safety rests with the employer, Lesley Vincent.

The Nursery Manager is responsible for the day-to-day implementation and monitoring of health and safety arrangements within their setting. Leads support this responsibility and provide appropriate oversight in the Manager's absence.

Managers and Leads will:

- promote a positive health and safety culture;
- ensure required checks and risk assessments are completed and reviewed;
- ensure staff understand the significant risks and control measures relevant to their setting;
- ensure staff have access to the individual nursery Risk Assessment File;
- respond appropriately to hazards and concerns raised;
- ensure identified actions are followed through;
- communicate relevant changes and learning to staff;
- ensure staff receive appropriate training and guidance; and
- escalate significant or unresolved concerns to SLT.

All staff must:

- take reasonable care of their own health and safety and that of others;
- follow nursery policies, procedures, risk assessments and reasonable instructions;
- familiarise themselves with the risks and emergency arrangements for the setting in which they are working;
- remain alert to changing hazards throughout the day;
- take immediate reasonable action where something becomes unsafe;
- record identified concerns on the relevant daily risk assessment;
- verbally communicate concerns to their Lead or Manager;
- use equipment and protective equipment appropriately;
- maintain the safety, cleanliness, hygiene and organisation of indoor and outdoor environments and resources; and
- seek advice where they are unsure about safe practice.

Working within shared church premises

All Leapfrog settings operate from church hall premises. We therefore work in partnership with the relevant church wardens, premises representatives and other responsible persons to support the safe management and maintenance of the buildings we use.

Responsibilities will vary according to who has control of the particular area, facility, system or activity. Leapfrog is responsible for ensuring our nursery provision, activities and areas within our control are managed safely. For aspects relating to the wider building or facilities, we work closely with the church to report concerns, coordinate arrangements and ensure appropriate action is taken.

This may include building maintenance, heating, water, electrical and gas systems, fire systems, security, shared access, outdoor areas, contractors and other users of the premises.

Where a matter sits outside Leapfrog's direct control, we will report and follow up the concern with the appropriate church representative. We will continue to assess any ongoing risk and put reasonable interim measures in place to protect children, staff, families and visitors while action is awaited.

We recognise that repairs, maintenance or other actions may sometimes depend upon the church or an external contractor and timescales may therefore be outside Leapfrog's direct control. We will continue to monitor and risk assess the situation, communicate relevant information and make proportionate operational decisions to maintain safety.

Where necessary, this may include restricting an area, adapting routines or sessions, delaying opening or drop-off, using an alternative Leapfrog premises where appropriate and practicable, or temporarily closing provision.

Risk assessment and daily responsibility

Risk assessment at Leapfrog is an ongoing process and is not limited to formal documents or opening checks.

Formal risk assessments are completed where required and reviewed regularly, following an accident or incident, when circumstances change or where a new or recurring risk is identified.

Daily risk assessment checks are completed for relevant indoor and outdoor areas. These provide a starting point for the day but do not replace practitioners' responsibility to continually consider the environment as children play, routines change and new circumstances arise.

Where a hazard is identified, staff should take reasonable immediate action to make the situation safe or prevent access where necessary.

Concerns must be recorded on the relevant daily risk assessment and followed up verbally with the Lead or Manager.

Where a concern remains unresolved or continues to present a risk, it must be escalated:

Lead → Nursery Manager → Senior Leadership Team (SLT).

Staff do not need to progress through each stage where there is an immediate or significant risk. Serious concerns should be reported directly to the Manager or SLT without delay.

Risk assessment should enable children to safely experience appropriate challenge rather than unnecessarily restrict valuable opportunities for exploration, physical development, independence and learning.

Site-specific hazards and risk assessments

Each Leapfrog nursery maintains its own site-specific risk assessments reflecting the individual premises, facilities, children attending and activities taking place.

Site-specific considerations may include:

- entrances, exits, gates and access arrangements;
- stairs and changes in level;
- shared areas and other users of the building;
- roads, car parks and vehicle access;
- kitchens and restricted areas;
- outdoor spaces and boundaries;
- fire, evacuation and lockdown arrangements;
- building works, contractors and maintenance;
- security and unauthorised access;
- utilities and essential services;
- neighbouring premises and activities;

- laundry or other equipment specific to an individual nursery; and
- temporary or emerging hazards.

Where individual premises contain equipment or facilities not present at other Leapfrog settings, these will be included within the nursery's site-specific risk assessments and operational procedures. Equipment must be used in accordance with manufacturer instructions and relevant safety guidance and appropriately maintained and checked. Equipment presenting a potential risk must be taken out of use until it is safe.

Staff must familiarise themselves with the significant risks and control measures for the nursery in which they are working, including when temporarily working at another Leapfrog setting.

Detailed information is held within the individual nursery Risk Assessment File and Site-Specific Health, Safety and Emergency Information.

Parents/carers may request information about relevant health and safety arrangements and risk assessments affecting their child.

Accidents, injuries and learning from incidents

All accidents, injuries, near misses and significant incidents will be responded to appropriately, recorded and reviewed in accordance with our First Aid and Accident Policy.

Parents/carers will be informed of accidents or injuries involving their child in accordance with our procedures.

Nursery Managers formally review accidents and injuries half termly to identify patterns, recurring injuries, environmental hazards, particular routines or times of day and any other areas requiring action.

Findings will inform our ongoing risk assessments and may result in changes to the environment, resources, routines, supervision, staff deployment, training or practice.

Relevant findings and actions will be communicated to staff so that learning from accidents and incidents contributes to improving practice.

Significant incidents or emerging patterns will be acted upon and escalated without waiting for the half-termly review.

RIDDOR and notifiable incidents

Leapfrog will comply with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR).

RIDDOR requires certain serious work-related accidents, injuries, occupational diseases and dangerous occurrences to be reported to the Health and Safety Executive (HSE). This may include:

- a serious work-related injury or death involving a member of staff;
- certain injuries resulting in a member of staff being unable to undertake their normal duties for more than seven consecutive days;
- a child, parent or visitor being taken directly to hospital for treatment following an accident arising out of, or in connection with, the way our nursery activities, premises, equipment or supervision were managed;
- certain diagnosed work-related illnesses; or
- a specified dangerous occurrence, including some serious incidents where nobody was injured.

Not every accident, injury or hospital visit is RIDDOR reportable. Where an incident may meet the reporting criteria, the Nursery Manager will inform SLT promptly and current HSE guidance will be checked to determine whether a report is required.

Where applicable, Leapfrog will also make any required notifications to Ofsted, the local authority or other relevant regulatory or safeguarding bodies.

All significant incidents will be reviewed, regardless of whether they meet the threshold for external reporting, and any learning will inform our risk assessments and future practice.

First aid and medical emergencies

Appropriate first aid equipment and arrangements will be maintained within each nursery.

Leapfrog will ensure appropriate paediatric first aid provision in accordance with EYFS requirements and maintain sufficient trained staff to respond effectively to accidents and emergencies.

First aid boxes will be appropriately stocked and accessible. Staff will know where first aid equipment and emergency medication are located and how to contact emergency services.

Individual healthcare plans, emergency medication and professional guidance will be followed where applicable.

Parents/carers will be informed of accidents, injuries or medical incidents in accordance with our procedures.

Detailed arrangements are contained within our First Aid and Accident and Individual Healthcare/Medical Needs policies.

Individual needs and vulnerable children

Health and safety arrangements will take account of the children actually attending and their individual needs.

Particular consideration will be given to babies and children under two, children with SEND, medical conditions, allergies, physical or sensory needs, children who mouth objects and any child requiring additional support to remain safe.

Individual risk assessments, healthcare plans, reasonable adjustments and professional advice will be followed where applicable.

Staff deployment may need to change throughout the day according to children's needs, ratios, activities, mealtimes, sleep arrangements or unexpected events. Managers and Leads will use professional judgement to ensure children are appropriately safeguarded.

Cleanliness, hygiene and the nursery environment

Leapfrog is committed to maintaining clean, hygienic and well-maintained indoor and outdoor environments. Cleanliness is an essential part of maintaining children's health and safety and is a shared responsibility across the staff team.

The nursery is cleaned regularly, with additional cleaning undertaken throughout the nursery day according to use, need and identified risk.

Particular attention is given to:

- toilets and nappy-changing areas;
- food preparation and eating areas;
- frequently touched surfaces;

- children's equipment and resources;
- sleep equipment;
- staff facilities; and
- areas affected by bodily fluids, spills or contamination.

Cleaning is an ongoing responsibility and is not limited to scheduled cleaning. Staff should respond appropriately to spills, contamination, dirty resources or other hygiene concerns as they arise and ensure environments and resources remain suitable for children's use.

Cleaning products will be used and stored safely in accordance with COSHH requirements.

Detailed cleaning arrangements, frequencies and infection-control procedures are contained within our Infection Prevention and Control Policy and nursery cleaning schedules.

Personal hygiene and hygiene education

Leapfrog promotes high standards of personal hygiene as part of maintaining a healthy nursery environment.

Staff receive appropriate information and training in hand hygiene, infection prevention, food hygiene and safe working practices relevant to their role.

Staff are expected to model positive hygiene practices and support children to develop good hygiene routines appropriate to their age and stage, including effective handwashing and respiratory hygiene.

Detailed staff expectations are contained within our Staff Code of Conduct and Infection Prevention and Control Policy.

Food, food safety, safer eating and meal supervision

Mealtimes and snacks must be managed safely while remaining positive and sociable experiences for children.

Leapfrog follows relevant Food Standards Agency guidance and Safer Food, Better Business (SFBB) principles. Appropriate daily kitchen and food safety checks are completed and recorded.

Food preparation, storage, cooking, reheating, cooling and serving will be undertaken safely, with appropriate temperature monitoring and records maintained.

Staff supervising children eating and drinking must understand the individual children in their care, including their age and developmental stage, eating abilities, allergies, intolerances, dietary requirements, healthcare plans and any identified swallowing or choking risks.

Children will be seated and appropriately supervised while eating. Staff supervising meals must remain attentive and should not undertake activities that compromise effective supervision.

Staff receive training and guidance in:

- safer eating and choking prevention;
- recognising and responding to choking;
- active and attentive meal supervision;
- safe and developmentally appropriate preparation and presentation of food;
- allergies and anaphylaxis;
- food safety and hygiene;
- individual dietary and healthcare needs; and

- working with parents/carers around children's eating and the introduction of new foods and textures.

We work particularly closely with parents/carers when babies and younger children are beginning new foods and textures. Information about foods introduced at home, children's eating abilities and any concerns will inform nursery practice.

Where there are concerns about a child's ability to safely manage particular foods or textures, these will be discussed with parents/carers and relevant professionals where appropriate.

Staff preparing, handling or serving food must have appropriate training for their responsibilities and must understand the dietary, allergy and individual healthcare needs of the children for whom they are preparing or serving food.

Kitchen areas will be appropriately restricted from unsupervised child access and maintained in a clean, safe and hygienic condition.

Detailed food preparation, storage, temperature control, cleaning, allergen management and kitchen procedures are contained within our Food Safety Policy, Allergy and Anaphylaxis Policy, SFBB arrangements and kitchen checks.

Food waste and pest prevention

Food, food waste and food-based play materials used indoors or outdoors must be cleared away, appropriately stored or disposed of in a timely manner to reduce the risk of contamination and attracting pests.

Waste will be appropriately contained and removed in accordance with nursery procedures.

Signs of pests or infestation must be reported promptly to the Nursery Manager. Appropriate action will be taken and relevant areas or activities risk assessed while the concern is addressed.

Where necessary, we will work with our church premises representatives and appropriate professional pest-control services.

Safer sleep

Children who sleep at nursery will be provided with a safe, appropriate and suitably supervised sleeping environment.

Sleep arrangements will take account of children's age, individual needs, information from parents/carers and any relevant healthcare or professional advice.

Staff will follow our Safer Sleep Policy, including appropriate positioning, monitoring and recording.

Infection prevention and control

Leapfrog maintains appropriate arrangements to prevent and manage infection and follows current UKHSA, HSE, DfE and other relevant public health guidance.

Staff follow agreed procedures for hygiene, cleaning, nappy changing, bodily fluids, food hygiene, PPE and the management of infectious illness.

Where an outbreak, emerging infection or public health concern occurs, management will refer to current official guidance, review relevant risk assessments and implement proportionate measures to protect children, staff, families and visitors.

Relevant information and actions will be communicated to staff and parents/carers as appropriate.

Detailed procedures are contained within our Infection Prevention and Control Policy.

COSHH and hazardous substances

Hazardous substances, including cleaning products and chemicals, will be appropriately risk assessed and securely stored away from children.

Products will be appropriately labelled and used in accordance with manufacturer instructions.

Current Safety Data Sheets and relevant COSHH information will be printed and stored within the nursery office so they are readily accessible to staff.

Staff will:

- follow relevant COSHH assessments and instructions;
- use required control measures and PPE;
- store substances securely after use;
- not transfer substances into inappropriate or unlabelled containers; and
- report spillages, damaged containers, missing information or other concerns promptly.

Equipment and resources

Equipment and resources will be suitable for their intended use, regularly checked and appropriately maintained.

All staff are responsible for remaining alert to damaged, worn, dirty or unsafe equipment throughout the day. Unsafe equipment or resources will be removed from use immediately and reported where further action is required.

Children will be supported to experience appropriate challenge and develop their understanding of risk within a safely managed environment.

Detailed arrangements are contained within our Equipment and Resources Policy.

Fire safety and emergencies

Each nursery maintains appropriate fire and emergency procedures reflecting its individual premises and the wider church building.

Staff must know the evacuation arrangements for the setting in which they are working, including assembly points and arrangements for children who require additional support.

During an emergency, children's immediate safety takes priority. Staff deployment will respond dynamically to the children present and circumstances at the time, with particular consideration given to babies, sleeping children, children with SEND or medical needs and others requiring additional assistance.

Managers and Leads will undertake appropriate health and safety training, and designated staff will undertake Fire Marshal training.

Detailed arrangements are contained within our Fire Safety and Critical Incident policies and Site-Specific Health, Safety and Emergency Information.

Security and access

Nursery premises will be managed to minimise unauthorised access while ensuring safe emergency exit.

Visitors and contractors will follow appropriate nursery procedures. Staff will remain particularly alert to shared entrances, communal areas, other building users and changes to normal access arrangements within our church premises.

Security incidents will be managed in accordance with our Critical Incident and Safeguarding procedures.

Outings

Outings will be appropriately planned and risk assessed.

Consideration will be given to the children participating and their individual needs, staff deployment, first aid and emergency medication, routes and transport, environmental hazards, communication and emergency arrangements.

Staff remain responsible for assessing changing risks throughout an outing and adapting arrangements where circumstances change.

Detailed arrangements are contained within our Outings Policy.

Animals

We recognise that appropriate experiences with animals can support children's learning, curiosity, empathy and understanding of the natural world.

Where animals are present, consideration will be given to:

- children's age and individual needs;
- allergies, medical needs, fears or previous experiences;
- supervision and safe handling;
- hygiene and handwashing;
- the health, temperament and suitability of the animal; and
- the welfare of both children and the animal.

Leapfrog may occasionally arrange visits involving animals, including parents/carers, visitors or professionals bringing pets or animals into nursery to enhance children's learning and experiences. These visits will be considered individually and appropriately risk assessed.

Where a Leapfrog has its own pets, a separate specific risk assessment will be maintained covering their care, handling, hygiene, supervision, interaction with children and welfare.

Children will be supported to interact with animals safely, gently and respectfully.

Banned dogs are not permitted on Leapfrog premises in accordance with EYFS requirements.

Temperature, utilities and extreme conditions

Environmental conditions will be monitored and appropriate action taken where temperature, ventilation, heating, water, utilities or other circumstances could affect children's or staff's health and safety.

Children's individual vulnerabilities will be considered when decisions are made.

Where extreme heat or cold, loss of heating, flooding, utility failure, structural damage, security incidents or another unexpected circumstance affects our ability to operate safely, management may make proportionate operational changes.

These may include adapting routines, restricting an area, changing sleep or outdoor arrangements, delaying entry, adjusting sessions, using another Leapfrog premises where appropriate and practicable, or temporarily closing provision.

Detailed arrangements are contained within our Extreme Weather/Climate Control and Critical Incident policies.

Staff health and individual needs

Leapfrog recognises its responsibility for the health and safety of employees.

Individual risk assessments will be completed where required, including for new and expectant mothers and where a disability, health condition, injury, medication or other circumstance may affect an employee's safety at work.

Reasonable adjustments will be considered where required.

Staff have a responsibility to inform management of relevant circumstances that may affect their ability to work safely so appropriate support can be considered.

Staff wellbeing and the wider support available to employees is addressed within our Staff Wellbeing Policy. Staff conduct, personal hygiene, dress, fitness to work and rest-break expectations are addressed within our Staff Code of Conduct and relevant employment procedures.

Staff welfare facilities

Leapfrog will ensure staff have access to appropriate welfare facilities, including toilets, drinking water and suitable facilities for taking rest breaks.

Staff areas will be maintained in a safe, clean and hygienic condition. All staff share responsibility for leaving communal facilities clean and tidy and reporting maintenance, hygiene or safety concerns.

Where staff facilities form part of our shared church premises, Leapfrog will work with the relevant church representatives where maintenance or facilities issues fall within their responsibility.

Detailed staff expectations and break arrangements are contained within our Staff Code of Conduct.

Smoking, vaping, alcohol and substances

Smoking and vaping are prohibited within nursery premises and areas used by children.

Staff must not be under the influence of alcohol, medication or any other substance that adversely affects their ability to care for children safely.

Where prescribed medication may affect an employee's ability to perform their duties safely, this should be discussed confidentially with management so appropriate arrangements can be considered.

Health and safety training and competence

Health and safety forms part of staff induction and ongoing professional development.

Leapfrog uses NoodleNow as an online training provider, enabling staff to access relevant training and refresher learning throughout their employment. This is additional to statutory, practical or externally accredited training required for particular responsibilities, including paediatric first aid.

Relevant staff training includes:

- statutory paediatric first aid;
- safer eating, choking prevention and effective meal supervision;
- allergy and anaphylaxis management;
- food safety and hygiene;
- safeguarding;
- safer sleep and the care of babies and younger children;
- infection prevention and control;
- risk assessment and dynamic risk management;
- fire safety and emergency procedures;
- COSHH;
- manual handling;
- individual healthcare needs; and
- other training identified through risk assessment, guidance or the needs of children attending.

All relevant staff will complete allergy management and food safety training.

Managers and Leads will undertake additional health and safety training appropriate to their responsibilities. Designated staff will also undertake Fire Marshal training.

Training is expected to translate into everyday practice. Managers and Leads will monitor staff understanding through observation, supervision, discussion, risk assessment and day-to-day practice and identify where additional training, guidance or support is required.

Staff must apply their training in everyday practice and raise concerns where they identify unsafe, unhygienic or inappropriate working practices.

Monitoring, communication and review

Health and safety is everyone's responsibility, while overall accountability remains with the employer.

Managers monitor health and safety through:

- daily practice and risk assessments;
- individual nursery and site-specific risk assessments;
- accident and incident records and half-termly reviews;
- staff supervision and meetings;
- training and professional development;
- premises, resource and equipment checks;
- cleaning, kitchen and other operational checks; and
- feedback and concerns raised by staff, parents/carers or others.

Relevant health and safety information, identified risks, learning from incidents and changes to procedures will be communicated to staff.

Parents/carers will be informed where an identified risk, public health measure, change to arrangements or operational decision directly affects their child or their use of the nursery.

Staff are expected to raise concerns promptly and continue to escalate them where they believe a risk has not been adequately resolved.

This policy and associated risk assessments will be reviewed regularly and following significant incidents, changes to premises or practice, new or updated legislation or guidance, or where monitoring identifies that arrangements need strengthening.

Related Leapfrog policies and documents

This policy should be read alongside our:

- Risk Assessment Policy and individual nursery Risk Assessment Files
- Site-Specific Health, Safety and Emergency Information
- Fire Safety Policy
- Critical Incident Policy
- First Aid and Accident Policy
- Food Safety Policy
- Allergy and Anaphylaxis Policy
- Infection Prevention and Control Policy
- Safer Sleep Policy
- SEND Policy
- Individual Healthcare Plans/Managing Children's Medical Needs Policy
- Equipment and Resources Policy
- Outings Policy
- Extreme Weather/Climate Control Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Staff Wellbeing Policy
- relevant cleaning schedules, kitchen checks and SFBB documentation.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 August 26	M.Topal	September 2027

~~Healthy Workplace Nursery Policy~~

Healthy Workplace Policy withdrawn September 2026. Relevant provisions incorporated into the Health and Safety Policy, Staff Code of Conduct, Staff Wellbeing Policy, Infection Prevention and Control Policy and Food Safety Policy to reduce duplication and provide clearer operational guidance.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 August 26	M.Topal	

Home Visit Policy

At Leapfrog, we recognise that developing a strong relationship with a child and their family is fundamental to helping children feel safe, secure and able to thrive at nursery.

Home visits can provide a valuable opportunity for a child's key person and other relevant staff to get to know the child within an environment where they feel familiar and secure. They can help us understand the child's strengths, interests, communication, relationships, routines and individual needs and consider how these can be supported within nursery.
A home visit is strengths-based and supportive. It is not an assessment of the family or their home. We recognise parents/carers as their child's first educators and value the knowledge they have about their child.

Leapfrog may arrange or offer a home visit before a child starts nursery or at any point during their nursery experience where we believe a visit would be beneficial to the child, their family and the nursery in supporting the child effectively.
Home visits form part of our wider approach to working in partnership with families and may complement induction sessions, settling arrangements, key-person support, SEND provision and other individualised support.
Home visits are optional and will be arranged in partnership with parents/carers. A family choosing not to have a home visit will not disadvantage their child or affect the support they receive at Leapfrog.

When we may offer a home visit
A home visit may be beneficial:

- before a child starts at Leapfrog, particularly where getting to know the child within their familiar environment may support their transition into nursery;
- where a child is finding separation or settling particularly difficult;
- where parents/carers or practitioners have concerns about a child's development, communication, behaviour or wellbeing;
- where there are emerging or identified SEND needs and understanding the child within their home environment may help us plan appropriate support;
- where there has been a significant change or transition which may be affecting the child;
- where understanding home routines, communication strategies, interests or approaches that work well for the child may support greater consistency between home and nursery; or
- at any other time where, following discussion with the family, we believe a home visit would help us understand and support the child more effectively.

The reason and purpose of the visit will be discussed with the parent/carer beforehand.

Home visits before starting nursery
All children are offered our usual induction and settling arrangements before their official start date.
A home visit may additionally be offered or arranged where we believe this would help us develop an early relationship with the child and family or support a particularly positive transition into Leapfrog.

The visit provides an opportunity for the key person to begin building familiarity with the child, learn about their routines, interests, communication and individual needs and give parents/carers an opportunity to share information or ask questions before their child starts.
A home visit does not replace our usual induction and settling arrangements.

Home visits during a child's time at Leapfrog
Home visits are not limited to children who are new to the nursery.
During a child's time with us, there may be occasions where spending time with the child and family within their home environment could provide valuable information or strengthen the support we are able to provide.
Where appropriate, the key person, Nursery Manager, SENCO or another relevant member of staff may discuss the benefits of a home visit with the family.
Information gained through the visit may help us adapt our approach, environment, routines, teaching, communication strategies or individual support within nursery.

Procedure
Home visits will be planned and agreed with the family in advance.
The following arrangements will normally apply:

- Two members of Leapfrog staff will attend. One will usually be the child's key person and the other may be the Nursery Manager, Lead, SENCO or another appropriate member of staff.
- Visits will normally take place during nursery working hours.
- Details of the visit, including the family's name, address, contact details, staff attending and expected return time, will be known by the Nursery Manager or another designated person.
- Staff will make appropriate arrangements for travelling to and from the family home.
- Staff will introduce themselves and provide identification where required.
- Staff will explain the purpose of the visit and ensure the family understands that the visit is supportive.
- Staff will remain together throughout the visit and will not normally be left alone with the child.
- Home visits will usually last approximately 30–40 minutes, although professional judgement may be used according to the circumstances.
- Parents/carers will be encouraged to share information and ask questions.
- Staff will be respectful of the family's home, culture, routines, circumstances and privacy at all times.
- Staff will not make judgements about a family based on their home environment or circumstances.
- Confidentiality and data protection requirements apply to all information discussed, disclosed or observed during the visit.

Understanding the child
The visit should be child and family-led rather than operate as a formal checklist or assessment.
Depending upon the purpose of the visit, staff may explore with parents/carers:

- the child's strengths and interests;
- important relationships and people in their life;
- communication and home language;
- routines, including eating, sleeping and personal care;
- how the child expresses emotions and seeks comfort;
- play and learning interests;
- sensory preferences or needs;
- health, allergies or medical needs;
- developmental or SEND needs;
- strategies that work particularly well at home; and

- anything the family feels would help us understand and support their child.

Relevant information will be used to support appropriate planning, settling, teaching and care within nursery.

Staff safety during home visits
The safety of staff undertaking home visits must also be considered.
A proportionate assessment of the visit will be made beforehand and any known information that may affect staff safety considered.
Staff should remain aware of their surroundings and dynamically assess risk throughout the visit.
If staff encounter circumstances which make them feel unsafe or uncomfortable, including threatening behaviour, uncontrolled animals, substance misuse or an environmental hazard, they may end the visit and leave.
Staff should contact the Nursery Manager or SLT following any such incident and record and report concerns appropriately.
Where staff do not return or make contact within the expected timeframe, the Nursery Manager or designated person will attempt to contact them and follow the nursery's agreed escalation procedures where necessary.

Safeguarding
The same safeguarding responsibilities apply during a home visit as they do within nursery.
If a member of staff sees, hears or is told something that causes concern about the safety or welfare of a child, they must follow Leapfrog's Safeguarding and Child Protection Policy.
Staff should listen, observe and respond appropriately but should not investigate concerns, question family members unnecessarily or make promises of confidentiality.
Safeguarding information will be recorded and reported promptly to the DSL in accordance with nursery procedures.
Where there is an immediate risk of significant harm, safeguarding procedures take priority over the planned purpose of the home visit.

SEND and additional support
Where a home visit relates to a child's development or SEND, information gathered may support the key person, SENCO and family to develop a more complete understanding of the child.
Seeing how a child communicates, plays, interacts and manages everyday routines within a familiar environment can help identify their strengths as well as areas where additional support or reasonable adjustments may be beneficial.
Where appropriate and with the necessary information-sharing arrangements, Leapfrog may work alongside relevant professionals to support consistency between home, nursery and other services.
A home visit does not replace professional assessment or referral to appropriate services. Where additional needs are identified, we will follow our SEND, safeguarding and other relevant procedures, including Family Help where appropriate.

Confidentiality, recording and electronic devices
Information obtained during a home visit will be treated confidentially and shared only with those who need the information to support the child or where there is a safeguarding or legal requirement to share it.
Relevant information from the visit will be appropriately recorded and stored in accordance with our Data Protection and Confidentiality Policy.
Staff must follow our Mobile Phone and Electronic Device Policy during home visits.
Personal devices must not be used to photograph or record children or their home. Where there is a legitimate professional reason for a photograph or recording, this must be agreed beforehand and only an approved nursery device may be used, with appropriate parental consent.

Infection prevention
Staff should not undertake a home visit where they are unwell and there is a risk of transmitting infection. Where necessary, the visit will be rearranged.
Staff will follow appropriate hygiene and infection-prevention procedures during home visits and will take account of any information provided by the family about illness within the household.
Further requirements are contained within our Infection Prevention and Control Policy.

Partnership with families
Above all, home visits are intended to strengthen the relationship between the child, family and nursery.
They provide an additional opportunity for us to listen to families, understand children more deeply and consider how what we learn can help us provide responsive, individualised care and teaching.
Our role is not to assess the family home, but to use the opportunity to build trust, recognise the child's strengths and individual needs and work together to help them feel secure, make progress and thrive during their time at Leapfrog.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 August 26	M.Topal	September 2027

Immunisation Policy

At Leapfrog, we recognise the important role that vaccination plays in protecting individual children and the wider nursery community from serious infectious diseases.

We strongly encourage and promote uptake of the NHS routine childhood vaccination programme in line with current UK Health Security Agency (UKHSA) and NHS guidance.

We recognise that some children may not have received particular vaccinations because of their age, medical circumstances, the timing of the vaccination programme or parental choice. Children will not be discriminated against or refused access to our provision because they are not fully immunised.

The routine childhood vaccination schedule changed significantly from January 2026, including the introduction of the MMRV vaccine, protecting against measles, mumps, rubella and chickenpox, and a new 18-month vaccination appointment for eligible children. Leapfrog will refer families to the current NHS/UKHSA vaccination schedule rather than reproduce individual vaccination schedules within this policy, ensuring that the information we provide remains current.

Recording immunisation information

As part of a child's registration and induction, parents/carers are asked to provide information about their child's immunisation status through Famly.

We ask parents/carers to:

- provide accurate information about vaccinations their child has received;
- inform us where their child has not received vaccinations normally offered for their age, where they are comfortable doing so;
- update the information as their child receives further vaccinations; and
- inform us of relevant medical advice that may affect their child's immunisation or susceptibility to infection.

Nursery Managers should be aware of children who may not be fully immunised for their age so that this information can be considered appropriately should there be exposure to a vaccine-preventable infection or an outbreak.

Parents/carers remain responsible for obtaining individual medical and vaccination advice from their GP, health visitor or other appropriate healthcare professional.

Supporting vaccination

Leapfrog will support national public health messages encouraging families to ensure their children's vaccinations are up to date. Current UKHSA guidance specifically recognises the role of childcare and education settings in supporting eligible children and families to take up immunisation programmes.

We may:

- remind families to check their child's vaccination status;
- signpost parents/carers to NHS and UKHSA information;
- share relevant public health information provided to the nursery;
- encourage families who are unsure about their child's vaccination status to contact their GP or health visitor; and
- support public health vaccination campaigns where appropriate.

Leapfrog staff will not provide individual medical advice about whether a child should receive a vaccination.

Children who are not fully immunised

We recognise that children may not be fully immunised because they are too young to have received particular vaccinations, have a medical reason preventing vaccination, have missed or delayed vaccinations, or because their parents/carers have chosen not to vaccinate.

A child who is not fully immunised will not ordinarily be excluded from nursery solely for this reason.

However, where a child has been exposed to a vaccine-preventable infection or there is an outbreak, their immunisation status may affect the public health advice given.

In these circumstances, Leapfrog will follow current UKHSA guidance and advice from the local Health Protection Team (HPT), including any specific exclusion or additional control measures recommended. UKHSA's current guidance for childcare and education settings includes specific arrangements for managing outbreaks and determining when individuals should remain away from a setting.

Managing cases and outbreaks

Where there is a suspected or confirmed case or outbreak of a vaccine-preventable infection, Leapfrog will follow our Infection Prevention and Control Policy and current UKHSA guidance.

Depending upon the infection and circumstances, this may include:

- seeking advice from the local Health Protection Team;
- reviewing relevant immunisation information;
- identifying individuals who may be particularly vulnerable;
- implementing additional infection prevention and control measures;
- communicating relevant public health information to staff and families;
- following any recommended exclusion arrangements; and
- supporting families to access appropriate NHS advice.

UKHSA guidance recommends that settings reinforce infection prevention measures and support eligible groups to take up immunisation during outbreaks.

Confidentiality

Information about a child's immunisation status is confidential health information and will be handled in accordance with our Data Protection and Confidentiality Policy.

We may make families generally aware that not all children attending nursery will necessarily be fully immunised, but we will not identify individual children or disclose their vaccination status to other parents/carers.

Where information needs to be shared with the Health Protection Team or another relevant health or safeguarding professional to protect the health and wellbeing of individuals or the wider nursery community, this will be managed in accordance with our information-sharing and data protection procedures.

Staff vaccinations

Staff are encouraged to ensure that they are up to date with vaccinations routinely recommended for them by the NHS.

Where a member of staff is unsure about their vaccination or immunity status, they should seek advice from their GP or another appropriate healthcare professional.

During an outbreak or following exposure to a particular infectious disease, staff may be asked to seek appropriate medical advice regarding their vaccination or immunity status where this is relevant to managing the risk.

Leapfrog will follow UKHSA and Health Protection Team advice regarding any additional measures or exclusion required.

Maintaining accurate information

Parents/carers are responsible for keeping their child's health, emergency contact and relevant immunisation information on Famly accurate and up to date.

Leapfrog will periodically remind families to review and update the information we hold, particularly where children's health needs or circumstances change.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 August 26	M.Topal	September 2027

Leapfrog Nursery School

Inclusion and Equality Policy

At Leapfrog, inclusion is fundamental to our ethos and everyday practice. We believe every child and adult should feel welcomed, respected, valued and that they belong.

Inclusion is about identifying, understanding and removing or reducing barriers that may prevent a child from participating, learning, developing or experiencing a full sense of belonging. We recognise that equality does not always mean treating everybody in exactly the same way; children and adults may need different approaches, support or reasonable adjustments to enable equitable access and opportunity.
Leapfrog is signed up to the Enfield Inclusion Charter. We share its commitment to strong leadership for inclusion, collective responsibility for children with SEND, understanding that behaviour happens for a reason, listening to children, celebrating difference and diversity and working collaboratively with families and professionals to enable children to thrive.
We are committed to providing equality of opportunity and anti-discriminatory practice for all children, families and staff and to challenging discrimination, harassment, victimisation, prejudice, bias and stereotyping.
We recognise and respect the protected characteristics within the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
Inclusion is everyone's responsibility at Leapfrog. We have a named Inclusion Coordinator to support and develop inclusive practice, but every member of staff has a responsibility to uphold the principles within this policy.

Legal and professional framework
Our approach is informed by relevant legislation and guidance, including:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years
- Childcare Act 2006
- Children Act 2004
- Early Years Foundation Stage statutory framework
- Worker Protection (Amendment of Equality Act 2010) Act 2023
- Employment Rights Act 2025 and associated provisions as they come into force
- Enfield Inclusion Charter.

Our commitment to inclusion
At Leapfrog, we aim to create an environment where difference is understood, respected and celebrated.
We will:

- recognise each child as an individual;
- know our children and families well;
- focus on children's strengths and what they can do;
- identify barriers, developmental gaps and emerging needs early;
- provide appropriate support, targeted teaching and reasonable adjustments;
- enable children to participate meaningfully in nursery life;

- ensure children have equitable access to our curriculum, experiences and opportunities;
- value children's cultures, languages, families, identities and experiences;
- challenge discrimination, prejudice, bias and stereotyping;
- work closely with parents/carers and relevant professionals; and
- continually reflect upon whether our provision is genuinely inclusive.

We recognise that inclusion is not achieved simply by a child being physically present within the nursery. Children should be able to participate, develop relationships, access learning opportunities, communicate, make progress and experience a genuine sense of belonging.

Enfield Inclusion Charter
Our commitment to the Enfield Inclusion Charter is reflected throughout everyday practice.
We recognise that inclusion requires us to consider the environment and provision around the child rather than expecting the child to simply adapt to what is already available.
We therefore seek to understand what may be creating a barrier and consider what can reasonably be adapted, changed or provided.
We recognise that behaviour is communication and happens for a reason. Practitioners should seek to understand what a child may be communicating through their behaviour rather than simply responding to the behaviour itself.
Children's views will be listened to and respected. For our youngest children and children who communicate differently, this includes recognising facial expressions, gestures, behaviour, body language, communication systems and other verbal and non-verbal communication.
We work openly with families and professionals and encourage staff to seek advice and acknowledge where additional knowledge, support or expertise is needed.
These principles reflect the commitments within the Enfield Inclusion Charter.

Strengths-based practice
Leapfrog works from a strengths-based ethos.
We begin with what children know, understand, enjoy and can do. We use this knowledge to build confidence, recognise progress and plan meaningful learning and support.
A strengths-based approach does not mean overlooking difficulties, developmental gaps or barriers. Practitioners use their knowledge of the whole child to identify areas requiring support and plan appropriate next steps, interventions, adaptations or referrals.
Our aim is for children to make progress from their individual starting points, develop confidence and independence and thrive during their time at Leapfrog.

Children who may experience additional barriers
We recognise that barriers to participation, learning or wellbeing can arise for many different reasons and may be temporary, emerging or ongoing.
Particular consideration may be required for children:

- with SEND or emerging developmental needs;
- with medical or physical needs;
- who are disadvantaged;
- who are known or previously known to children's social care;
- experiencing family adversity, trauma or significant change;
- learning English as an additional language;
- whose attendance or circumstances affect continuity of learning;
- with sensory, communication or emotional regulation needs; or
- who experience another barrier to their learning, development, wellbeing or participation.

We do not make assumptions about a child's ability or potential because they belong to a particular group.

SEND and reasonable adjustments
Children with SEND have the right to be included, valued and supported.

We will anticipate potential barriers wherever reasonably possible and consider reasonable adjustments to areas including:

- the environment;
- routines and transitions;
- communication;
- resources;
- teaching approaches;
- group sizes and experiences;
- sensory demands;
- physical access;
- mealtimes and personal care; and
- participation in trips, events and wider nursery life.

Our key persons, SENCO, Inclusion Coordinator, managers and practitioners work with families and relevant professionals to identify children's strengths and needs and implement appropriate support.
Where additional support is required, we follow the graduated approach of assess, plan, do and review and seek relevant professional or local authority support where appropriate. Enfield's current early years SEND information continues to identify the graduated response as part of SEN support.
Detailed procedures are contained within our SEND Policy.

Our curriculum and learning environment
Inclusion runs through our curriculum rather than being treated as a separate activity.
Our curriculum, teaching, environments and resources are designed to give children opportunities to develop curiosity, confidence, independence, resilience, creativity, connection and a positive sense of themselves and others.
Practitioners:

- plan from their knowledge of individual children's strengths, interests and needs;
- provide intentional and purposeful learning opportunities;
- adapt teaching and experiences where necessary;
- ensure children can access appropriate challenge;
- recognise and respond to different ways of communicating and learning;
- use children's interests as meaningful routes into learning;
- support children's emotional regulation and wellbeing; and
- consider what additional support will help individual children participate and progress.

Our environments and resources should reflect diversity naturally throughout the year rather than only through particular celebrations or festivals.
Books, images, role play, dolls, resources and experiences should positively reflect different families, cultures, ethnicities, abilities, ages, genders, languages and ways of living while avoiding stereotypes and tokenism.

Children's identity, belonging and understanding of others
We want children to develop a positive sense of themselves while learning to understand, respect and value others.
Children should have opportunities to see themselves, their families and their experiences reflected positively within nursery and also encounter people, families, communities and experiences different from their own.
Practitioners support children to:

- recognise similarities and differences;
- develop empathy;

- understand feelings;
- build positive relationships;
- communicate respectfully;
- develop confidence in their own identity;
- understand fairness;
- challenge stereotypes through age-appropriate discussion; and
- understand that hurtful or discriminatory behaviour is not acceptable.

Children's questions about difference should be responded to honestly, positively and in an age and developmentally appropriate way.

Home language and communication
We recognise children's home languages as an important part of their identity, family relationships and development.
Children whose home language is not English will have full access to our curriculum and learning opportunities.
We will work with families to understand children's communication and language experiences and support both their home language and their development of English.
Where communication presents a barrier for a child or family, we will make reasonable efforts to adapt how information is provided, including through verbal explanation, visual support, translation or interpretation where appropriate.

Key person and partnership with families
Our key-person approach is central to inclusion.
Key persons develop a deep understanding of their children and families, including the child's strengths, interests, relationships, communication, routines, development and individual circumstances.
Parents/carers are recognised as their child's first educators and their knowledge and views are valued.
From induction onwards, we seek to establish open, respectful communication so that concerns can be discussed early and strategies between home and nursery can be consistent where appropriate.
Information will be provided in accessible ways according to individual family needs wherever reasonably possible.
Families will be involved in decisions about additional support and reasonable adjustments for their child and encouraged to share what works well at home.

Transitions
Inclusive practice is particularly important during periods of transition.
This includes:

- starting nursery;
- settling;
- changing rooms;
- changing key person;
- changes within a child's family or circumstances;
- moving to another setting; and
- transition to school.

Relevant information about a child's strengths, communication, needs, successful strategies, reasonable adjustments and support should move with them so that children do not unnecessarily have to start again when their environment changes.
Transitions will be planned according to individual need rather than assuming that the same approach will be appropriate for every child.

Admissions and access to provision

Leapfrog operates an inclusive admissions approach and welcomes children and families from our local communities and further afield.
Where a child has additional needs, we will work with the family and relevant professionals to understand those needs and consider what reasonable adjustments, resources, staffing arrangements, training or professional support may be required.
We will consider what can reasonably be adapted or provided to remove barriers before reaching conclusions about a child's ability to access our provision.
Decisions will be made individually and must not be based upon assumptions about a diagnosis, disability or protected characteristic.

Equality within employment
Leapfrog is committed to equality of opportunity throughout recruitment, employment, training, development, promotion and other employment decisions.
Recruitment and selection decisions will be based upon objective criteria, the requirements of the role, safer recruitment responsibilities and an individual's suitability and ability to undertake the position.
Reasonable adjustments will be considered for applicants and employees with disabilities where required.
Detailed recruitment procedures are contained within our Safer Recruitment Policy.

Staff equality, dignity and respect
All employees have the right to work in an environment where they are treated fairly and with dignity and respect.
We do not tolerate:

- discrimination;
- bullying;
- harassment or sexual harassment;
- victimisation;
- discriminatory assumptions or stereotyping;
- deliberate exclusion;
- intimidation; or
- less favourable treatment because of a protected characteristic.

Staff should also recognise that bias can affect decision-making and relationships even where discriminatory treatment is not intentional.
We expect practitioners and leaders to reflect upon their own assumptions, language and practice and consider whether bias or stereotyping may be influencing how they perceive or respond to a child, family or colleague.
Staff must challenge inappropriate discriminatory language, behaviour and practice rather than normalising or ignoring it.
Leapfrog takes reasonable preventative action, including appropriate policies, training, leadership, reporting routes and management response, to protect employees from harassment and discrimination, including inappropriate conduct by third parties such as parents/carers, visitors and contractors.
From October 2026, employment law strengthens employers' responsibilities in relation to preventing sexual harassment and third-party harassment; Leapfrog's arrangements will reflect those requirements as they come into force.
Concerns will be managed under our Dealing with Discriminatory Behaviour Policy, Staff Code of Conduct, Grievance, Disciplinary or other appropriate procedures.

Staff responsibilities
All staff are responsible for promoting inclusion and equality.
Staff must:

- treat children, families and colleagues fairly and respectfully;

- challenge discrimination and discriminatory language;
- reflect upon their own attitudes, assumptions and potential bias;
- avoid stereotypes and assumptions about individuals or groups;
- recognise and respond to barriers affecting children's participation;
- make agreed reasonable adjustments;
- follow individual plans and professional advice;
- raise concerns promptly;
- work collaboratively with families and professionals; and
- seek advice where they need additional knowledge or support.

A concern about discriminatory behaviour should not be ignored because the member of staff believes it was unintended or because raising it feels uncomfortable.

Training and professional development
Inclusion and equality form part of staff induction and ongoing professional development.
Staff will receive appropriate opportunities to develop their knowledge of areas including SEND, equality and diversity, discrimination and bias, communication, behaviour, trauma-informed practice, reasonable adjustments and other areas relevant to the children and families attending Leapfrog.
Staff are encouraged to use training, professional reading, NoodleNow, professional advice, SEND Spotlights and learning shared by colleagues to continually develop their practice.
Managers, SENCOs and the Inclusion Coordinator have an important role in supporting staff to translate training and professional knowledge into everyday practice.

Responding to discrimination
Discriminatory language, behaviour or treatment involving children, staff, parents/carers or visitors will be taken seriously.
Our response will take account of the circumstances, the individuals involved and, where children are concerned, their age, development, communication and understanding.
With young children, our focus will generally be educational: helping them understand feelings, difference, kindness, fairness and the impact of their words and actions.
Where the concern relates to an adult, appropriate management procedures will be followed.
Staff must record and report incidents in accordance with our Dealing with Discriminatory Behaviour Policy.

Monitoring inclusion
Inclusion is something we continually evaluate rather than simply state within our policies.
Managers, SENCOs, the Inclusion Coordinator, Leads and practitioners will reflect upon:

- whether children feel secure and that they belong;
- whether all children are able to participate meaningfully;
- whether children are making progress from their individual starting points;
- whether particular children or groups experience barriers;
- whether reasonable adjustments are effective;
- children's engagement and wellbeing;
- whether our environment and curriculum reflect our community and wider society;
- feedback from children and families;
- discriminatory incidents, concerns or patterns; and
- whether staff require further training or support.

Where a barrier or inequality is identified, we will consider what action can reasonably be taken to improve the child's, family's or employee's experience.

Raising concerns
Anyone who believes this policy is not being upheld should raise their concern.

Staff should speak to their Nursery Manager, Inclusion Coordinator, SENCO or a member of the Senior Leadership Team, depending upon the nature of the concern.
Concerns relating to discriminatory behaviour, staff conduct, safeguarding, employment or whistleblowing will be addressed through the appropriate Leapfrog procedure.
No member of staff should be disadvantaged for raising a genuine concern appropriately and in good faith.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 March 2025 August 26	M.Topal	September 2027

Infection Control Policy

At Leapfrog, we promote the good health of all children attending, including oral health, and maintain high standards of hygiene to reduce the risk of infection spreading.
We follow current UK Health Security Agency (UKHSA) guidance for children and young people's settings, including guidance on preventing and controlling infection, exclusion periods and managing outbreaks. Where required, we will seek advice from the local Health Protection Team (HPT).

We recognise that babies, younger children and some children or adults with particular medical needs may be more vulnerable to certain infections and will take individual needs into account.
Good infection prevention is part of everyday nursery practice and is the responsibility of all staff.

Everyday infection prevention
Staff are responsible for maintaining good hygiene throughout the nursery day and will:

- encourage and support effective handwashing, including before eating, after toileting or nappy changing, after contact with bodily fluids, after contact with animals and whenever hands are visibly dirty;
- encourage good respiratory hygiene, including using and disposing of tissues appropriately and washing hands afterwards;
- help children understand, in an age-appropriate way, why good hygiene helps keep them healthy;
- use appropriate PPE when dealing with nappies, bodily fluids or other contamination;
- follow safe nappy-changing, toileting and intimate-care procedures and appropriately clean changing mats, potties and associated equipment between children;
- promptly and safely clean areas contaminated by blood, vomit, urine, faeces or other bodily fluids;
- maintain the cleanliness of toilets, changing areas, eating areas, frequently touched surfaces and shared equipment;
- clean toys and resources according to use and risk, removing mouthed resources from general use until appropriately cleaned;
- store dummies, toothbrushes and other individual care items hygienically to prevent cross-contamination;
- maintain appropriate ventilation and allow fresh air into occupied spaces wherever reasonably practicable;
- manage waste, bedding, linen and cleaning equipment in a way that reduces the risk of cross-contamination; and
- follow nursery cleaning schedules and use approved cleaning products in accordance with manufacturer instructions and COSHH requirements.

Cleaning and hygiene are ongoing staff responsibilities and are not limited to formal cleaning schedules. Staff should respond promptly where they identify contamination, dirty resources or another hygiene concern.

Babies, bedding and individual care items
Particular attention is given to infection prevention for babies and younger children because of their close contact with adults, other children and floor surfaces and their tendency to explore resources through mouthing.
Mouthed resources will be appropriately cleaned before being returned to general use. Dummies, bottles and other individual care items will be hygienically managed and not shared between children.
Leapfrog provides bedding for children who sleep or rest at nursery and is responsible for ensuring that it is clean, individually managed and regularly laundered. Bedding will be changed sooner where it becomes wet, soiled or contaminated.
Where suitable laundry facilities are available, bedding may be laundered at the nursery. At premises without suitable facilities, alternative arrangements will be made, which may include laundering at another

appropriate Leapfrog premises or sending bedding home with parents/carers for washing. Managers will ensure that clear arrangements are in place at their nursery.
Where appropriate, parents/carers and visitors may be asked to remove outdoor footwear or use shoe covers in areas where babies regularly crawl or play on the floor.

Oral health and toothbrush hygiene
Promoting children's good oral health forms part of our responsibilities within the Early Years Foundation Stage. We support children to develop positive oral-health habits through age-appropriate teaching, everyday routines and partnership with families.
Where toothbrushing takes place at nursery:

- each child will have their own identifiable toothbrush;
- toothbrushes will not be shared and will be stored hygienically to prevent contact and cross-contamination;
- toothpaste will be dispensed hygienically;
- children will be appropriately supervised and supported; and
- toothbrushes will be replaced where damaged or contaminated and when otherwise required.

Any oral-health programme or toothbrushing arrangements will follow appropriate current guidance.

Children and staff who are unwell
Leapfrog follows current UKHSA guidance when determining whether a child or member of staff should remain away from nursery because of an infectious illness and when they may return. We follow the health protection in schools and other childcare facilities guidance[4] which sets out when and how long children need to be excluded from settings, when treatment/medication is required and where to get further advice from.

Children and staff should not attend where exclusion is required or where they are not well enough to participate safely and comfortably in the nursery day or undertake their role.
Parents/carers must inform the nursery of relevant symptoms or a diagnosed infectious disease. Where a child becomes unwell at nursery, parents/carers will be contacted and asked to collect them where necessary.
The Nursery Manager may refuse attendance where a child, staff member or visitor has a suspected or confirmed infectious illness and their attendance may present an unacceptable risk to others.
Specific illnesses and exclusion periods are not reproduced within this policy as these may change. Current UKHSA guidance and our Sickness and Illness Policy will be followed.

Managing an outbreak
Where there are several linked cases, a rapidly increasing level of illness, serious or unusual illness, or another indication of a possible outbreak, the Nursery Manager/SLT will review current UKHSA guidance and contact the local HPT where required.

Management responsibilities
The Nursery Manager/SLT will:

- maintain an appropriate record of cases and symptoms;
- check current exclusion and infection-specific guidance;
- contact and follow advice from the HPT where required;
- identify whether any children or adults may be particularly vulnerable;
- ensure sufficient soap, tissues, PPE and cleaning materials are available;
- decide whether cleaning, ventilation or other infection-control arrangements need to be increased or adapted;
- make staff aware of any additional duties or temporary changes to routines;
- communicate relevant information and expectations to families while maintaining confidentiality; and

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

- regularly review arrangements until the outbreak has resolved.

Staff responsibilities
During an outbreak, staff must continue normal infection-control procedures with particular vigilance and follow any additional measures introduced by the Nursery Manager.
This may include increased hand and respiratory hygiene, more frequent cleaning of high-touch surfaces and shared resources, removing or cleaning mouthed resources, increased laundering, careful management of bodily fluids, enhanced ventilation or temporary changes to activities, resources or room arrangements.
Where enhanced cleaning is required, the Nursery Manager will make clear what needs to be cleaned, how frequently and who is responsible.
Staff must promptly report children developing relevant symptoms and any shortages of hygiene, PPE or cleaning supplies.

Parents' and carers' responsibilities
Parents/carers are expected to work with Leapfrog during an outbreak by:

- informing us promptly of relevant symptoms or a diagnosed infectious disease;
- following UKHSA exclusion guidance and any specific public-health advice communicated by the nursery;
- keeping children at home where exclusion is required or they are too unwell to attend;
- collecting children promptly where they become unwell at nursery;
- keeping relevant medical, contact and immunisation information on Famly up to date; and
- following reasonable temporary infection-control arrangements introduced by the nursery.

Parents/carers will be informed of relevant symptoms to look out for, exclusion arrangements and actions they need to take without unnecessarily identifying individual children, families or staff.
Additional cleaning or disinfection will be introduced where appropriate to the infection involved and UKHSA/HPT advice. A full deep clean or sterilisation will not automatically be required for every outbreak.

Immunisation and vulnerable individuals
Leapfrog promotes uptake of the NHS routine childhood immunisation programme.
During an outbreak or following exposure to certain infections, immunisation status and individual medical circumstances may affect the public-health advice given. We will follow UKHSA/HPT advice and relevant individual healthcare plans where applicable.
Further information is contained within our Immunisation Policy.

National outbreaks and emerging infections
During a national, regional or local outbreak, pandemic or emerging infectious-disease concern, Leapfrog will follow current Government and UKHSA guidance and adapt our procedures where necessary.
Temporary changes may be made to cleaning, ventilation, activities, routines or access arrangements according to the circumstances. Staff and families will be informed of relevant changes.

Staff training, monitoring and responsibilities
Staff receive appropriate information and training in infection prevention, personal hygiene and safe working practices relevant to their role.
Managers and Leads monitor standards of hygiene and infection-control practice and ensure staff understand any additional measures required.
Staff must raise hygiene or infection-control concerns promptly with their Lead or Nursery Manager and follow the escalation arrangements within our Health and Safety Policy where necessary.

Related policies and procedures
This policy should be read alongside our:

- Sickness and Illness Policy
- Health and Safety Policy
- Immunisation Policy
- Food Safety Policy
- Allergy and Anaphylaxis Policy
- Use of Dummies Policy
- Intimate Care/Nappy Changing procedures

- Individual Healthcare/Medical Needs Policy
- Staff Code of Conduct
- relevant cleaning schedules and risk assessments.

Leapfrog will refer to current UKHSA ***Health protection in children and young people settings, including education*** guidance for infection-specific advice, exclusion periods and outbreak management.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 August 26	M.Topal	September 2027

Intimate, Personal and Respectful Care Policy

At Leapfrog, we believe children need warm, consistent relationships with familiar carers to feel safe, secure, valued and able to develop socially and emotionally.
We expect staff to be responsive to children's needs while maintaining clear professional boundaries.
At Leapfrog, we describe this as professional love: warm, nurturing and responsive relationships that enable children to feel genuinely cared for while remaining professionally appropriate.
Children may need to be cuddled, held, encouraged, reassured, changed, cleaned, supported with toileting or helped with other aspects of their personal care. These are important parts of caring for young children and should always be undertaken safely, respectfully and in a child-centred way.
Our approach balances:

- the child's need for warmth, care and responsive relationships;
- dignity and privacy;
- safeguarding and professional accountability;
- the child's age, development and individual needs;
- increasing independence;
- the child's communication, wishes and emotional response; and
- appropriate professional boundaries.

Children should experience intimate and personal care as a respectful interaction with a trusted adult, not simply as a task which needs to be completed.

Intimate and Personal Care
Intimate and personal care may include:

- nappy changing;
- supporting toileting and continence;
- changing wet or soiled clothing;
- supporting personal hygiene;
- cleaning a child following an accident;
- first aid treatment; and
- specialist medical care, including Clean Intermittent Catheterisation (CIC), where required.

Wherever possible, intimate care will be provided by a familiar practitioner, usually the child's Key Person or another practitioner with whom the child has developed a secure relationship.
Children will also be supported to build relationships with other practitioners so that they are comfortable receiving appropriate care when their Key Person is unavailable.
First aid treatment will be undertaken by an appropriately qualified first aider.

Child-Centred and Respectful Care
Staff will:

- explain what they are going to do in language appropriate to the child's age and understanding;

- communicate with and reassure the child throughout;
- listen and respond to verbal and non-verbal communication;
- respect the child's dignity, privacy and individual preferences;
- encourage children to participate and develop independence where appropriate;
- consider individual communication, SEND, sensory, cultural, physical, medical and emotional needs; and
- use only physical contact that is appropriate to the care or support being provided.

Children will never be shamed, criticised, embarrassed or compared with others because they require nappies, continence support, help with toileting or any other personal care.
There is no expectation that children will achieve toileting independence by a particular age. We consider each child's development, communication, physical abilities, sensory needs, medical needs and emotional readiness.
We work collaboratively with parents/carers and relevant professionals where additional support is required.

Children's Communication, Choice and Participation
Children should be involved in their care as much as their age and development allow.
Staff should explain what is happening before and during a care routine and encourage the child to participate wherever possible.
A child's communication may be verbal or non-verbal. Staff should recognise facial expressions, gestures, body language, changes in behaviour and other indications that a child may be uncomfortable, distressed or reluctant.
If a child becomes distressed or resists an intimate-care routine, staff will respond sensitively and consider what may be causing their distress.
Children should not be unnecessarily forced through a routine simply to complete a task.
Where care is necessary for health, hygiene or safety, staff will provide appropriate reassurance and support and seek advice from the Nursery Manager and parents/carers where difficulties persist.

Privacy, Dignity and Safeguarding
Intimate care involves supporting children at times when they may be particularly vulnerable.
We therefore provide appropriate privacy without creating unnecessary isolation.
Intimate care will usually take place on a one-to-one basis. Two members of staff are not routinely required unless:
- this forms part of an individual child's care plan or risk assessment;
- specialist guidance requires it;
- the child's presentation or needs make this appropriate; or
- the practitioner considers additional support necessary.

Staff will:
- use designated changing or toileting areas wherever possible;
- protect children from being unnecessarily observed by other children, parents, visitors or adults not involved in their care;
- use doors, screens and positioning appropriately to protect dignity;
- ensure intimate care does not take place in unnecessarily isolated circumstances;
- remain appropriately accountable and accessible to colleagues; and
- follow site-specific arrangements where the layout of individual Leapfrog premises requires them.

Doors do not have to remain fully open during intimate care.
They may be closed, left ajar or positioned appropriately to protect the child's privacy, provided effective safeguarding arrangements remain in place.

In shared-use premises, particular care must be taken to prevent other premises users or visitors entering or overlooking intimate-care areas.

Professional Love, Comfort and Appropriate Touch

Strong relationships are fundamental to children's wellbeing.

Children need familiar adults whom they trust and who make them feel safe, secure, valued and cared for.

Appropriate affection and physical reassurance are an important part of caring for young children. Staff may offer or respond to a child's need for comfort, including cuddles, holding and reassuring touch, where this is appropriate to the child's age, development, individual needs and cues.

Physical affection should always be child-centred and responsive to the child's needs, rather than used to meet the emotional needs of the adult.

- Children must never be pressured or encouraged to demonstrate affection towards an adult, for example by being asked to kiss, cuddle or tell a member of staff that they love them.

Staff should remain sensitive to verbal and non-verbal indications that a child does not want physical contact.

There may be occasions where a child needs comfort in a quieter or more private space, for example because they are ill, distressed, overwhelmed or dysregulated. Staff may provide this while maintaining appropriate safeguarding arrangements and professional accountability.

Safe Professional Boundaries

Warm and affectionate relationships must always sit within clear professional boundaries.

Staff must avoid:

- excessive or prolonged tickling;
- physical play that becomes overly boisterous;
- physical interactions which a child cannot easily stop or withdraw from;
- asking or encouraging children to demonstrate affection towards them;
- inappropriate comments, jokes or language;
- discussing inappropriate adult matters in front of children;
- unnecessarily private or secretive interactions with children; and
- any physical contact which does not have a legitimate care, emotional, developmental or safety purpose.

Tickling, playful touching or unnecessary physical play must not take place during nappy changing, toileting or other intimate-care routines.

Staff should remain respectful in their interactions with children, families and colleagues throughout the nursery day, including during breaks and informal periods.

All staff have a responsibility to recognise, challenge and report interactions or professional boundaries which cause concern.

Electronic Devices and Recording

No electronic recording device may be brought into an area while an intimate-care routine is taking place.

This applies to nursery and personal devices and includes mobile phones, tablets, cameras, smartwatches and any other device capable of taking photographs, video, audio or making electronic records.

Required electronic records must be completed after the intimate-care routine has finished, once the practitioner has returned to the main nursery area and is in the presence of other staff.

Staff will record relevant intimate-care routines on Famly, including nappy changes, and complete accident, first aid or other records as applicable.
Anything unusual identified during intimate care, including significant soreness, unexplained marks or injuries, bleeding, unusual presentation, significant distress or changes in behaviour, must be appropriately reported and recorded.

Safeguarding Responsibilities
All staff must remain alert to anything observed during intimate or personal care which could indicate that a child requires additional support or protection.
This may include:
- unexplained injuries or marks;
- unusual soreness or bleeding;
- a disclosure;
- concerning or significant changes in behaviour;
- unusual or significant distress;
- a marked change in the child's response to intimate care; or
- a concerning response to a particular person.

Staff must respond calmly and must not investigate or ask leading questions.
Any safeguarding concern must be reported immediately in accordance with Leapfrog's Safeguarding and Child Protection Policy.
Staff receive safeguarding training which includes awareness of Female Genital Mutilation (FGM), potential signs and indicators and their responsibilities for reporting concerns.
Concerns about another adult's conduct, professional boundaries or intimate-care practice must also be reported through the appropriate safeguarding, low-level concerns, allegations or whistleblowing procedures.
Staff must never ignore concerning practice because they believe another adult will report it.
If in doubt, speak out.

Specialist Care and Clean Intermittent Catheterisation (CIC)
Where a child requires CIC, full specialist training will be provided by the paediatric urology department or healthcare professionals responsible for the child's care.
CIC will only be undertaken by staff who have received appropriate training and are competent and confident to carry out the procedure.
When a practitioner is initially learning or becoming familiar with the child's procedure, two appropriately trained members of staff will be present.
Once the practitioner is trained, competent and confident and has established a secure relationship with the child, CIC may be undertaken by one trained member of staff.
This will be considered individually and reviewed according to:
- the child's individual healthcare plan and professional advice;
- the child's behaviour, communication and emotional response;
- the practitioner's individual confidence and preference;
- any physical support required; and
- any additional safeguarding or safety considerations.

A practitioner will never be expected to undertake CIC alone if they feel a second member of staff is required.
Two staff will also be used whenever the child's presentation or needs make this the safer or more appropriate arrangement.

Other specialist intimate or medical care will only be undertaken by staff who have received the necessary training and support and in accordance with the child's individual healthcare plan.

Hygiene and Infection Prevention

Staff will follow Leapfrog's Infection Prevention and Control Policy during intimate-care routines.

This includes:

- effective handwashing;
- appropriate use of PPE;
- safe disposal of nappies and waste;
- hygienic management of wet or soiled clothing;
- appropriate cleaning of changing equipment; and
- safe use and storage of individual personal-care products.

Changing mats, potties and reusable intimate-care equipment will be appropriately cleaned between children.

Damaged changing equipment that cannot be effectively cleaned must be removed from use.

Creams and other individual personal-care products will be clearly identified for the individual child and must not be shared.

PPE does not replace effective handwashing.

Detailed cleaning and infection-control procedures are contained within our Infection Prevention and Control Policy and nursery cleaning procedures.

Working With Parents and Carers

We work closely with parents/carers on all aspects of children's intimate and personal care in accordance with our Parents and Carers as Partners Policy.

Parents/carers should share relevant information about their child's:

- nappy or toileting routines;
- progress towards toileting independence;
- communication and preferences;
- medical or continence needs;
- skin conditions and personal-care products;
- sensory or emotional needs; and
- any changes which may affect their intimate care.

Where a child requires specific or specialist support, the nursery will meet with parents/carers to understand the child's needs and agree appropriate arrangements.

Relevant healthcare or other professionals will be involved where necessary.

Staff will communicate significant changes, concerns or difficulties relating to intimate care with parents/carers while following safeguarding procedures where a concern requires information to be managed differently.

Management Responsibilities

Management will ensure:

- consistent, caring relationships are promoted through the Key Person system;
- staff undertaking intimate care have completed the nursery's required suitability and safeguarding checks;
- staff understand expectations around professional love, appropriate touch and professional boundaries;
- intimate and respectful care procedures form part of staff induction;
- staff receive appropriate training and specialist training where required;

- children's privacy and dignity are appropriately balanced with safeguarding requirements;
- no electronic recording devices are taken into areas while intimate-care routines are taking place;
- electronic records are completed afterwards in the main nursery area;
- individual care plans and risk assessments are in place where required;
- staff understand their safeguarding responsibilities;
- practice is appropriately monitored through supervision, appraisal, room visits and working-practice observations;
- inappropriate practice is challenged;
- additional training or support is provided where required; and
- parents/carers and relevant professionals are involved in planning specialist or individual care.

Managers regularly spend time within nursery rooms and have an important role in maintaining visibility of practice, modelling expectations and identifying where staff may require support or challenge.
The nursery maintains safeguarding, whistleblowing, low-level concerns and allegations procedures so that staff can confidently raise concerns about the practice or behaviour of another adult.

Concerns About Care or Professional Practice
Parents/carers or staff who have concerns or questions about intimate or personal care, professional boundaries or behaviour they consider inappropriate should raise these with the Nursery Manager at the earliest opportunity.
Management will listen to and respond to concerns and challenge inappropriate practice through the relevant safeguarding, supervision, disciplinary, low-level concerns, allegations or whistleblowing procedures.
Where an allegation or safeguarding concern relates to a member of staff, Leapfrog will follow its Safeguarding and Child Protection Policy and Managing Allegations procedures, including consultation or referral to the Local Authority Designated Officer (LADO) where the relevant threshold is met.
Where the concern relates to the Nursery Manager, owner or another senior person, it should be raised with an appropriate senior person within Leapfrog and/or the relevant safeguarding authority or Ofsted, as appropriate.
Concerns must never be discouraged because intimate care or physical affection is considered a normal part of caring for young children.
Safe practice relies upon a culture where adults are comfortable asking questions, challenging practice and speaking up when something does not feel right.

Our Principle
Children have the right to be cared for with warmth, dignity and respect.
Safe practice does not mean removing affection or creating distant relationships between children and practitioners. It means ensuring that care and physical affection are always child-centred, appropriate, professionally accountable and responsive to the individual child.
At Leapfrog, professional love means children should feel genuinely known, cared for and secure while the adults caring for them understand and maintain the professional boundaries that keep everyone safe.

This policy was adopted on	Signed on behalf of the nursery	Date for review

April 2022 October 2024 March 2025 *August 26*	M.Topal	September 2027

Leapfrog Nursery School

Intruder Alert and Emergency Lock Down Policy

At Leapfrog, we take all reasonable steps to protect children, staff and others on our premises in the event of an emergency or security incident.
Where it is safer to remain within the premises rather than evacuate, we will use our lockdown/invacuation procedure. Staff must use their professional judgement and respond dynamically to the information and level of risk at the time, with the immediate safety of children as the priority.
As Leapfrog nurseries operate within shared-use premises, staff must also remain aware of other premises users and site-specific access arrangements.

When we may lockdown or invacuate
This procedure may be activated in response to situations including:

- an incident or serious disturbance in the local community which may present a risk to the nursery;
- an intruder or potentially dangerous person on or close to the nursery premises;
- police or other emergency-service advice to remain inside;
- a local environmental hazard, such as smoke, fumes, a gas cloud or significant air pollution;
- a major fire, explosion or other emergency in the vicinity where remaining inside is safer than evacuating; or
- any other immediate threat where the Manager or staff determine that securing or moving people within the building is the safest response.

The appropriate response will depend upon the location and nature of the threat. Staff should not move children towards a known or suspected danger simply to follow the usual procedure.

Lockdown alert
The nursery lockdown signal is:
BLOW THE WHISTLE – SHARP BLOW
All staff must be familiar with this signal and respond immediately.
Where possible and safe, staff should also make visitors and other adults on the premises aware that the nursery is responding to an emergency and direct them appropriately.

Staff response
On hearing the lockdown alert, staff will:

- remain calm and reassure children without unnecessarily alarming them;
- keep children in their current area if this is the safest place or move them to a safer location where necessary;
- if outside, bring children inside promptly and calmly where it is safe to do so;
- secure external doors and close windows where safe and appropriate;
- close blinds or curtains and move children away from windows, doors and other lines of sight where the nature of the threat requires this;
- keep children calm, appropriately occupied and, where necessary, as quiet as reasonably possible;
- switch off or dim lights where appropriate to the nature of the threat and the needs of the children;

- take particular account of babies and children with SEND, medical, sensory or communication needs who may require additional reassurance or support;
- account for the children in their immediate care; and
- follow instructions from the Manager, emergency services or other relevant authorities.

Staff must not leave children unattended to complete lockdown actions.
If a member of staff is unable to reach the usual room or safe area without moving towards the threat, they should remain with the children in the safest available location and secure that area as far as reasonably possible.

Management responsibilities
The Manager or most senior member of staff present will act as the Incident Lead and will, as far as the circumstances safely allow:

- establish the nature and location of the threat;
- ensure appropriate lockdown/invacuation arrangements are implemented;
- ensure all children, staff and known visitors are accounted for;
- contact the police/emergency services immediately where there is an immediate threat or intruder, unless this has already been done;
- follow instructions received from the police, emergency services, local authority or other relevant authority;
- communicate essential information to staff without unnecessarily exposing themselves or others to danger;
- consider the safety of other users of the shared premises where relevant;
- inform the Leapfrog Senior Leadership Team when it is safe to do so; and
- maintain oversight of the incident until responsibility is transferred to the emergency services or the all-clear is given.

The Manager should not return to the office or move around the premises simply to obtain information if doing so would expose them to additional risk. Communication and monitoring should take place from the safest available location.
SLT will consider whether other Leapfrog nurseries need to be alerted so they can remain vigilant or take appropriate precautions.

During lockdown
Children, staff and visitors should remain in the safest available location until instructed otherwise. Doors should not be opened simply because someone requests entry where the nature of the threat makes doing so unsafe.
Staff must not unnecessarily investigate the incident, approach a suspected intruder or place themselves or children at additional risk.
If circumstances change and remaining in the current location is no longer safe, staff should use their professional judgement and follow emergency-service instructions where available. This may require moving to another part of the premises or evacuating.

All clear and recovery
The lockdown will remain in place until the Manager/Incident Lead is satisfied that the threat has passed, normally following confirmation or advice from the police, emergency services or relevant authority where they are involved.
The Manager will communicate the all-clear to staff.
Staff will then return children to normal routines as calmly as possible, recognising that some children may need additional reassurance, comfort or time with their key person.
Particular consideration will be given to children who may have found the change in routine, noise, restricted movement or atmosphere distressing.

Communication with parents/carers

Parents/carers will be informed of a significant lockdown or security incident at the earliest safe and appropriate opportunity.
During an active incident, protecting children and following emergency-service instructions will take priority over routine parent communication.
Parents will be given clear information about what they need to do and should not attend or attempt to enter the nursery during an active lockdown unless specifically instructed to do so, as this could place themselves or others at additional risk.
Information will be updated where appropriate as the situation develops.

Following an incident
Following a significant lockdown or security incident, the Nursery Manager and SLT will review what happened and consider:

- whether children, staff or families require further emotional or practical support;
- how effectively the procedure worked;
- any difficulties with communication, accounting for people, securing the premises or supporting individual children;
- whether site-specific risk assessments or procedures require amendment;
- any learning that should be shared with staff or other Leapfrog nurseries; and
- whether further staff training or practice is required.

The incident will be appropriately recorded.
Ofsted and any other relevant authority will be notified where the nature of the incident meets the applicable notification requirements and within 14 days of the incident.

Training and preparedness
Staff will be made aware of the lockdown procedure as part of their induction and through ongoing emergency-procedure training.
Managers will ensure staff understand the lockdown signal, their immediate responsibilities and any site-specific arrangements.
Because Leapfrog operates from shared-use premises, Managers will liaise with relevant premises representatives so that, as far as reasonably practicable, emergency arrangements are understood and do not conflict.
Lockdown arrangements will be reviewed following a significant incident, changes to the premises or where practice identifies improvements that should be made.
Any practice or discussion of lockdown procedures with children will be managed sensitively and in an age-appropriate way so that children are not unnecessarily frightened or distressed.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 August 26	M.Topal	September 2023 September 2027

Late Collection and Non-Collection of Children Policy

At Leapfrog, we have morning, afternoon and all-day sessions. Parents/carers may collect their child flexibly within their booked session but children must be collected no later than their agreed session finish time.
For example, children attending a morning session must be collected by the applicable session finish time, usually 12pm or 1pm where staying for lunch. Afternoon and all-day sessions may finish at 3pm, 4pm or 5pm depending on the nursery and child's booked hours.
Parents/carers are welcome to collect earlier; however, full fees remain payable for the allocated session.
We understand that unavoidable delays can occur. Our priority when a parent/carer is late or a child is not collected is always the child's safety, wellbeing and reassurance.

If a parent/carer expects to be late
Parents/carers must contact the nursery as soon as possible to explain the situation and provide an expected arrival time.
Where possible, they should arrange for an authorised adult to collect their child.
Parents/carers must:

- inform the nursery who will be collecting;
- provide sufficient information for staff to identify the person where they are not known to us; and
- ensure the person knows the child's individual safety password.

A child's safety password will normally be agreed during induction and recorded securely on Famly under the child's personal information.
Where appropriate, staff will explain to the child who is collecting them to provide reassurance and minimise distress.
A child will not be released to an unfamiliar adult where staff cannot satisfactorily establish that the parent/carer has authorised the collection or the required security arrangements have not been met.
If staff have any concern about the identity or suitability of the person collecting, the child will remain in our care while the concern is escalated to the Nursery Manager.

Late collection
We allow a reasonable period of up to **15 minutes** for occasional unavoidable lateness.
If a child has not been collected within this period:

- the Nursery Manager or most senior member of staff will be informed;
- staff will check Famly and any information received about changes to the child's collection arrangements;
- the parent/carer will be contacted using the telephone numbers provided;
- if contact cannot be made, the child's emergency contacts will be contacted;
- attempts to contact parents/carers and emergency contacts will be recorded; and
- the child will remain appropriately supervised, comforted and reassured.

Staff will continue making reasonable attempts to establish contact.

During normal nursery operating hours, the child will remain within normal nursery arrangements and required ratios will be maintained.
Where collection extends beyond the nursery's operating hours, the Manager/member of staff in charge and one other member of staff will remain with the child.

Non-collection and safeguarding escalation

- If nobody can be contacted and the child remains uncollected, the Nursery Manager will consider the circumstances and the child's welfare and decide when safeguarding advice or intervention is required.
- As a general procedure, where **one hour has passed after the expected collection time without contact with a parent/carer or authorised emergency contact**, the Manager will contact Children's Social Care/MASH or the Emergency Duty Team for advice and follow their instructions.
- Staff **must not wait for one hour** where there are circumstances giving rise to an immediate safeguarding or welfare concern. Children's Social Care and/or the police should be contacted sooner where appropriate.
- Where there is reason to believe that the child or their parent/carer may be at immediate risk of serious harm or there is an emergency, **999 will be called**.
- Staff will not take a child home or make private arrangements for their care.
- The child will remain in the care of Leapfrog staff until they are safely collected by an appropriately authorised person or alternative arrangements are made following advice from Children's Social Care or the police.

Where the premises must be vacated

As some Leapfrog nurseries operate from shared-use premises, there may be exceptional circumstances where the building is required by other premises users after the nursery's normal operating hours.
Where it is not possible to safely remain at the nursery, the Manager may arrange for the child and **both members of staff** to move to another appropriate Leapfrog premises.
This will only take place where:

- it is safe and appropriate to do so;
- SLT has been informed;
- the child's parent/carer and emergency contacts continue to be contacted;
- Children's Social Care/police are informed where they are already involved;
- safe arrangements are made for the journey; and
- the child's whereabouts and the change of location are clearly recorded and communicated to the relevant people.

The child must never be transported in a staff member's private vehicle unless this is specifically permitted under an existing nursery procedure and appropriate safeguards are in place.

Supporting the child

The child's welfare and emotional needs will be prioritised throughout.
Staff will remain calm and reassuring, provide appropriate food, drink, toileting or personal care where needed and engage the child in familiar activities.
Staff should avoid discussing concerns about the parent/carer in front of the child or making the child feel that they or their family have done something wrong.

Persistent late collection

Occasional unavoidable delays will be treated sensitively. However, repeated late collection can affect children's wellbeing, staffing and the safe operation of the nursery.
Where lateness becomes persistent, the Nursery Manager will discuss this with the parent/carer and agree how future collection arrangements will be improved.

Where persistent late collection raises concerns about a child's welfare or forms part of a wider pattern of concern, this will be considered in accordance with our Safeguarding and Child Protection Policy.

Late collection charge
Where a child remains in our care beyond their booked session, a late fee of **£100 per hour or part thereof** may be charged.
This reflects the additional staffing and operational costs that may be incurred in providing care outside the child's booked nursery hours.

Recording and follow-up
Significant late or non-collection incidents will be recorded, including:

- the child's expected collection time;
- attempts made to contact parents/carers and emergency contacts;
- conversations and information received;
- the staff remaining with the child;
- any safeguarding advice sought;
- the time and identity of the person who eventually collected the child; and
- any further action required.

Management will review significant or repeated incidents and consider whether further discussion with the family, safeguarding action or changes to the child's collection arrangements are required.
Ofsted will be notified **where the circumstances constitute a significant/notifiable event under current Ofsted requirements**, rather than automatically following every non-collection incident.

Parent/carer responsibilities
Parents/carers are responsible for:

- collecting their child by the end of their booked session;
- contacting the nursery promptly if they are going to be late;
- keeping telephone numbers and emergency contacts on Famly up to date;
- ensuring emergency contacts are aware that they have been nominated;
- informing the nursery of changes to collection arrangements; and
- ensuring authorised collectors understand the nursery's identification and safety-password arrangements.

Emergency contacts
Enfield Children's MASH:
020 8379 5555
Emergency Duty Team – outside normal working hours:
020 8379 1000
Emergency services:
999
Current contact details should be checked periodically by management rather than relying solely on the numbers printed within this policy.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 August 26	M.Topal	September 2027

Lone Working Policy

At Leapfrog, we organise staffing so that, wherever reasonably practicable, staff are not working alone with children for extended periods or alone within the nursery building.
We recognise, however, that during the normal nursery day there will be occasions when a practitioner is temporarily working alone with a child or group of children. This may occur when:

- staff take toilet or lunch breaks;
- carrying out nappy changes or intimate-care routines;
- monitoring sleeping children;
- comforting or caring for a child who is unwell in a quieter area;
- supporting a child who needs time away from the main group to regulate;
- following children's interests or activities into another area;
- supporting children in toilet areas or following an accident; or
- staff deployment temporarily requires a practitioner to work in a separate area.

Some staff may also work alone within the premises when children are not present, for example Managers opening or closing the nursery or staff undertaking administration, cleaning, maintenance, preparation or other duties outside normal operating hours.
We distinguish between working alone with children and working alone in the building without children present and manage the risks appropriately.

Working alone with children
The safety and welfare of children must remain the priority when a practitioner is temporarily working without another member of staff immediately alongside them.
Staff:child ratios and all applicable EYFS staffing requirements will be maintained. Staffing arrangements will also take account of the children's ages, needs, SEND, medical needs, behaviour, activities and the layout of the premises.
Staff working temporarily alone with children must:

- be suitable, competent and confident to undertake the responsibility given to them;
- understand the needs of the children in their care;
- remain within required staff:child ratios and deployment arrangements;
- be able to summon assistance promptly if required;
- know what to do in an emergency, including fire, evacuation, invacuation and lockdown;
- maintain appropriate safeguarding and professional boundaries;
- ensure children remain appropriately supervised; and
- inform the Lead/Manager where they feel that the arrangement is unsafe or additional support is required.

Staff must not undertake an activity alone where the individual child's needs, the activity or the circumstances require additional staff support.
Particular consideration will be given to children requiring specialist medical or intimate care, significant physical support or individual risk-management arrangements. Relevant individual healthcare plans and risk assessments will be followed.

Supervision, visibility and safeguarding
Working alone with a child does not automatically constitute unsafe practice. There are many appropriate occasions when a practitioner will provide one-to-one care or support.

Staff should, however, avoid unnecessary isolation and remain appropriately accessible and accountable to colleagues.
Where a child requires privacy, including during toileting, nappy changing or intimate care, staff will follow our Intimate Care and Routine Care Policy, balancing the child's dignity and privacy with appropriate safeguarding arrangements.
Staff must be able to call for assistance and should remain aware of where other staff are deployed.
No electronic recording device may be taken into an area while an intimate-care routine is taking place, in accordance with our Intimate Care and Routine Care Policy.

Risk assessment and deployment
Lone-working risks are considered within the nursery's general, premises and activity risk assessments.
A specific or individual risk assessment will be completed where circumstances present additional risks that are not adequately covered by existing arrangements.
Managers will consider:

- the experience, competence and confidence of the practitioner;
- the number, ages and individual needs of the children;
- SEND, medical, behavioural or safeguarding needs;
- the activity being undertaken;
- the location and accessibility of the area;
- whether assistance can be summoned quickly;
- emergency arrangements;
- the time of day and other staff available on the premises; and
- any site-specific risks associated with our shared-use premises.

A practitioner must tell their Lead or Manager if they do not feel confident or safe working alone in a particular situation.

Working alone in the building without children
There may be occasions when staff work alone within a Leapfrog premises outside normal operating hours, including opening or closing the nursery or completing management, administrative, cleaning, maintenance or preparation duties.
Where this occurs, the member of staff must:

- ensure an appropriate member of management or another designated person knows they are working alone and, where appropriate, their expected finishing time;
- have access to a working telephone and relevant emergency contact numbers;
- ensure external doors are secured to prevent unauthorised access;
- not allow unidentified or unexpected persons into the premises;
- follow site security and opening/closing procedures;
- understand relevant fire, emergency and lockdown procedures;
- avoid tasks which have been identified as requiring more than one person or which cannot safely be undertaken alone;
- report hazards, security concerns or other concerns as soon as practicable; and
- follow any agreed check-in arrangements.

Staff should not place themselves at risk by confronting an intruder or investigating suspicious activity. Where necessary they should move to a place of safety and contact the police/emergency services.

Management responsibilities
Management will:

- ensure staffing and deployment arrangements meet EYFS requirements and the needs of the children;
- consider lone-working risks within relevant nursery and site risk assessments;
- ensure staff asked to work alone are suitable, competent and confident for the duties involved;
- ensure staff know how to summon assistance and respond to emergencies;
- establish appropriate check-in arrangements for staff working alone outside normal operating hours;
- ensure staff have access to a telephone and appropriate emergency contact details;
- take account of the additional risks associated with opening, closing and working within shared-use premises;
- respond to concerns raised by staff about lone working; and
- review arrangements following an incident, significant change or identified concern.

Where a check-in arrangement has been agreed and a member of staff fails to make contact at the expected time, the nominated person will attempt to contact them and escalate the response appropriately if they cannot be reached.

Emergencies
Staff working alone must be familiar with the nursery's emergency procedures.
Where children are present, staff must prioritise their immediate safety and summon assistance as quickly as possible.
Staff should not undertake an emergency response that unnecessarily places themselves or children at greater risk. Emergency services should be contacted where appropriate.
Any accident, incident, safeguarding concern or significant lone-working event will be recorded and reviewed in accordance with the relevant nursery procedure.

Insurance
Leapfrog will maintain appropriate insurance arrangements for its activities and will ensure that any specific lone-working requirements identified by its insurer are followed.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 August 26	M.Topal	September 2027

Leapfrog Nursery School

Looked After Children Policy

At Leapfrog, we are committed to providing a welcoming, inclusive and nurturing environment in which every child feels safe, secure, valued and able to thrive.
We recognise that children who are looked after, previously looked after or living within alternative care arrangements may have experienced significant change, separation, loss, trauma or disruption. We do not make assumptions about an individual child's experiences and respond to each child according to their individual circumstances, strengths and needs.
Our approach is underpinned by secure relationships, high expectations, inclusion and trauma-informed practice. Please also see our Trauma-Informed Practice Policy and Safeguarding and Child Protection Policy.

Definition and legal framework
A looked-after child is a child who is looked after by a local authority. This includes children who are subject to a care order and children accommodated by the local authority, including in some circumstances planned short breaks.
Children may live with foster carers, family or friends, in residential care or, in some circumstances, with their birth family while remaining looked after by the local authority.
The term *looked-after child* describes a child's legal status. At Leapfrog, we do not use this term to define a child or make them stand out from their peers and will not routinely refer to children using acronyms such as LAC**.** The term child in care may also be used.

A previously looked-after child is a child who was previously in local authority care and subsequently left care through adoption, a Special Guardianship Order or certain Child Arrangements Orders. Children who are previously looked after may continue to benefit from additional educational support and an understanding of the impact that earlier experiences may have had upon their development and wellbeing.
Children living in kinship arrangements are not necessarily looked after by the local authority. Their legal status and individual circumstances will therefore be established so that we understand who holds parental responsibility and which professionals are involved.
This policy is underpinned by relevant legislation and statutory guidance, including:

- Children Act 1989 and 2004;
- Adoption and Children Act 2002;
- Childcare Act 2006;
- Children and Young Persons Act 2008;
- Children and Families Act 2014;
- Children and Social Work Act 2017;
- Early Years Foundation Stage statutory framework;
- Working Together to Safeguard Children; and
- relevant statutory guidance concerning the education of looked-after and previously looked-after children.

Our approach
We treat every child as an individual and recognise the importance of stable, responsive relationships.

Before a looked-after child starts nursery, we will work with their carer and social worker, where applicable, to understand their circumstances and consider their readiness for another transition or separation.
This will include considering:

- how long the child has been living with their current carer and how settled they are;
- important relationships and attachments;
- previous transitions, separation or loss;
- communication and developmental needs;
- routines, interests, strengths and sources of comfort;
- SEND, medical or emotional needs;
- any known triggers or experiences relevant to supporting the child safely;
- the child's culture, language, identity and family relationships; and
- how the settling-in process can be adapted to meet their needs.

Settling arrangements will be individualised and, where appropriate, gradual.
We recognise that there are many reasons why a child may become looked after and these may or may not involve abuse, neglect or other traumatic experiences. Staff will not make assumptions about a child's history or discuss sensitive information unnecessarily.

Key person and relationships
Every child is allocated a key person who will play an important role in developing a safe, consistent and trusting relationship with the child.
The key person will work closely with the child's carer, the designated person for children in care and relevant professionals.
Regular communication will help us understand the child's changing needs and provide consistency between nursery and home.
Staff will observe and assess the child's learning and development, interests, relationships and wellbeing and use this information to provide appropriate experiences, support and challenge.
We maintain high expectations for children in care and will not allow knowledge of a child's circumstances to lower expectations of what they can achieve.

Designated person
The designated person for children in care at Leapfrog is:
Mine Topal
The designated person will work alongside the child's key person, Nursery Manager, Designated Safeguarding Lead (DSL), SENCO and other relevant practitioners and professionals as appropriate.
The designated person will:

- support staff to understand and respond to the child's individual needs;
- promote the child's educational progress, wellbeing and inclusion;
- contribute to Personal Education Plans (PEPs) and relevant professional meetings;
- maintain appropriate communication with carers, social workers and the Virtual School;
- support sensitive transitions;
- ensure relevant information is shared appropriately; and
- help ensure the child's care circumstances remain confidential and are only known by those who need the information to fulfil their role.

Individual planning and support
Where appropriate, the key person, designated person and/or Nursery Manager will work with carers, the social worker and other relevant professionals to establish clear arrangements for the child's care and education.
Existing statutory plans, including the child's care plan and PEP, will be used rather than unnecessarily duplicating professional plans.

Arrangements may include:

- the child's emotional needs and strategies that help them feel safe and regulated;
- supporting attachment, relationships, sociability and friendships;
- responding sensitively to behaviour as communication;
- the child's interests, abilities, learning and development;
- SEND, medical or additional needs;
- culture, language, religion and identity;
- supporting the child's sense of self and belonging;
- relevant routines, comfort strategies or known triggers;
- who holds parental responsibility and who can make particular decisions;
- who may collect the child from nursery;
- who may receive information about the child;
- arrangements for communication with carers, parents and professionals; and
- any agreed arrangements relating to family contact.

Any arrangements for birth parents or other family members to visit, collect the child, attend nursery activities or receive information will be agreed with the appropriate person/professional and reflect the child's care arrangements and legal status.
Staff must not independently alter agreed contact or collection arrangements.

Child's voice
The child's views, wishes and feelings will be considered according to their age, development and communication.
For very young children, this includes observing and understanding their behaviour, play, relationships, preferences, emotional responses and non-verbal communication.
Staff will ensure the child's strengths, interests and achievements remain central to planning and professional discussions and that the child is not defined by their care status or previous experiences.

Personal Education Plans (PEPs)
We will actively contribute to the Personal Education Plan process for children in care attending Leapfrog where required.
For children in care attending nursery in Enfield, PEPs are undertaken in partnership with the child's social worker, carer, nursery and Enfield Virtual School. PEPs support everyone involved to work together to promote the child's educational progress, wellbeing and successful transitions.
The designated person and/or appropriate member of nursery staff will:

- contribute relevant information about the child's development, learning, strengths, interests and wellbeing;
- contribute to appropriate, measurable targets;
- identify support or interventions that may benefit the child;
- consider SEND and other additional needs;
- ensure the child's views are represented in an age-appropriate way;
- contribute to reviews of progress; and
- attend PEP meetings where appropriate.

PEPs will be reviewed in accordance with local authority/Virtual School requirements and whenever significant changes require the child's educational arrangements to be reconsidered.

Multi-agency working and safeguarding
All staff understand and follow our Safeguarding and Child Protection Policy.
Where appropriate, Leapfrog will contribute to assessments, care planning, Early Help, child protection processes and multi-agency meetings relating to the child's welfare, learning and development.

This may include PEP meetings, looked-after child reviews, Child in Need meetings, child protection conferences, strategy discussions or other professional meetings where our involvement is appropriate.
The designated person, DSL, Nursery Manager and/or child's key person will attend or contribute according to the purpose of the meeting.
A child's looked-after status does not replace normal safeguarding responsibilities. New concerns about a child's safety or welfare must be reported immediately to the DSL and responded to through our safeguarding procedures.

Information sharing and confidentiality
Information about a child's care status, family circumstances or history is sensitive and will only be shared where there is a legitimate need to know.
Staff will be given sufficient information to safely and effectively support the child but will not routinely be given details of the child's history that are unnecessary for their role.
We will work with the social worker/carer to establish:

- who holds parental responsibility;
- who can consent to particular decisions;
- who may receive nursery information;
- who may collect the child;
- any restrictions relating to family contact; and
- what information should be shared with other professionals.

Relevant information will be recorded and stored securely in accordance with our Data Protection and Confidentiality Policy.

Working with carers and families
We recognise carers as important partners in the child's care and education and will maintain regular, respectful communication with them.
Where appropriate and consistent with the child's care plan, we will also support positive involvement from birth parents and family members.
We recognise that family relationships and care arrangements can be complex and may change. Staff must therefore follow agreed arrangements and seek clarification from the Nursery Manager/social worker rather than making assumptions about who may receive information, provide consent or collect the child.

Transition and changes in care arrangements
Transitions will be carefully planned because changes in carers, relationships, environments and routines may be particularly significant for children who have already experienced disruption, separation or loss.
This includes transitions:

- into nursery or between Leapfrog settings;
- to school or another early years setting;
- between foster or kinship placements;
- returning to the care of birth parents or family members; and
- moving to live with prospective adoptive parents or another permanent placement.

Where a child is moving to a new care arrangement, including adoption, we will work closely with the child's social worker, current carers and new carers to follow the agreed transition plan. The pace and arrangements will be led by the child's individual needs and the professionals responsible for their care.
Staff will recognise that even a positive and carefully planned move may involve significant feelings of loss, uncertainty and change for a young child. The child's key person will provide

consistency, reassurance and familiar routines and will respond sensitively to changes in the child's behaviour, emotions or relationships during this period.
Where appropriate, new carers may be supported to become familiar to the child through nursery visits or other arrangements agreed as part of the child's transition plan. Staff will follow professional guidance regarding what the child has been told, the language being used with them and how current and new family relationships should be represented.
The key person and designated person will work with carers, the child's social worker, receiving school/setting and other relevant professionals to support continuity of care, safeguarding, learning and development.
Information will be shared securely, proportionately and only with those who need it. Collection permissions, parental responsibility, consent arrangements and who may receive information about the child will be reviewed whenever the child's care arrangements change.
Personal nursery materials such as artwork, photographs and learning memories, including downloading of child's Famly journal will be handled sensitively and provided to the child/carer as appropriate. Statutory, safeguarding and professional records will be retained or transferred in accordance with our record-retention and information-sharing procedures.

Previously looked-after children and kinship care
Children who are previously looked after or living in kinship care may continue to experience the effects of earlier separation, loss, trauma or disrupted relationships.
Where we are made aware of these circumstances, we will work sensitively with parents/carers to understand the child's needs and provide appropriate support without unnecessarily sharing or highlighting the child's history.
Where appropriate, advice may be sought from the local authority Virtual School or other relevant professionals.

Private fostering
Private fostering is different from being looked after by the local authority.
A private fostering arrangement is generally a private arrangement for a child under 16 years of age, or under 18 if disabled, to be cared for and accommodated for 28 days or more by someone who is not:

- their parent;
- a person with parental responsibility for them; or
- a close relative as defined in legislation.

Private fostering may include arrangements involving family friends or some members of the extended family who are not legally defined as close relatives.
Where Leapfrog becomes aware of an arrangement which may constitute private fostering, we will inform Children's Social Care in accordance with our statutory safeguarding responsibilities.
Staff should not attempt to determine themselves whether an arrangement legally constitutes private fostering where there is uncertainty; this should be discussed with the DSL and advice sought from Children's Social Care.

Key contacts
London Borough of Enfield Children's Social Care / MASH
020 8379 5555
Enfield Virtual School
Current contact details will be accessed through Enfield Council's Virtual School service.
https://www.enfield.gov.uk/services/children-and-education/virtual-school/virtual-school-contactsContact

This policy was adopted on	Signed on behalf of the nursery	Date for review

April 2022 October 2024 March 2025 August 26	M.Topal	September 2027

Lost Child Procedure from Outings

At Leapfrog, we take all reasonable steps to keep children safe while on outings and visits.
All outings are appropriately planned and risk assessed. This includes considering the location, transport where applicable, children's ages and individual needs, SEND or medical needs, appropriate staff deployment and adult:child ratios, supervision arrangements and procedures for emergencies.
Staff remain responsible for actively supervising children throughout an outing and will carry out regular head counts at appropriate points, including when moving between locations.
In the unlikely event of a child becoming separated from the group or going missing, the following procedure will be implemented **immediately**.

Immediate action
As soon as a child is identified as missing:

- The member of staff in charge/most senior practitioner will be informed immediately and will take control of the response.
- Staff will establish where and when the child was last seen and immediately check the immediate area.
- **The police will be contacted on 999 without unnecessary delay.** Staff should not delay contacting the police while undertaking a prolonged search.
- Where applicable, venue staff, security or other appropriate personnel will be immediately alerted and given the child's description.
- Staff will provide the police/security with relevant information, including the child's name, age, description, clothing, photograph where available, where they were last seen and any SEND, communication, medical or other needs relevant to locating and safeguarding them.
- The nursery and Senior Leadership Team (SLT) will be informed as soon as practicable.
- The child's parents/carers will be contacted promptly by the nursery/SLT or designated member of staff and kept appropriately informed.

The member of staff leading the response will maintain communication with the police and follow their instructions.

Searching and safeguarding the remaining children
Staff will be deployed according to the circumstances so that an immediate search can take place **without compromising the safety and supervision of the remaining children**.
Some staff may search the immediate area while other staff remain with the group. Children must not be left inadequately supervised in order to increase the number of adults searching.
The member of staff in charge will consider:

- the number of children remaining;
- their ages and individual needs;
- required staff:child ratios and safe supervision;
- who will continue searching;
- who will liaise with police/security;
- whether the remaining children should stay at the location or return to nursery; and
- whether additional Leapfrog staff need to be called to assist.

Staff should not unnecessarily alarm the other children. They will be kept together, reassured and appropriately occupied while the incident is managed.

Information and communication
The member of staff in charge of the outing will have access to appropriate emergency information, including children's parent/carer contact details.
Famly may be used to access relevant information where available, but emergency arrangements must not rely solely upon internet or mobile-data access.
SLT/nursery management will support communication with parents/carers so that staff on the outing can prioritise the immediate safety of the missing child and the remaining group.
Parents/carers will be given factual information and updated as appropriate. Staff must not speculate about how the incident occurred while the emergency response is ongoing.

When the child is found
When the child is located:

- the police and all relevant people involved in the search will be informed immediately;
- the child's physical and emotional wellbeing will be checked;
- first aid or medical attention will be sought where required;
- the child will be calmly reassured and **will not be blamed, criticised or made to feel responsible for becoming separated from the group**;
- parents/carers will be informed immediately and advised of the child's wellbeing;
- the remaining children will also be reassured appropriately; and
- staff will follow any further instructions from the police or other relevant authority.

The child will be supported by a familiar practitioner/key person wherever possible.

Safeguarding and notifications
A child becoming lost or missing from a nursery outing will be treated as a significant safeguarding incident.
The DSL and SLT will be informed and will consider whether any further safeguarding action or referral is required.
Where the circumstances indicate that the conduct of a member of staff may meet the threshold for an allegation against a person working with children, the nursery will follow its safeguarding procedures and consult/refer to the **Local Authority Designated Officer (LADO)** 020 8379 4392/2850 safeguardingservice@enfield.gov.uk as appropriate.
LADO involvement is not automatic simply because a child has gone missing; the circumstances and actions of the adults involved will determine whether the allegations-management threshold is met.
The nursery will notify **Ofsted as soon as possible and always within 14 days**, in accordance with current notification requirements. https://www.gov.uk/guidance/report-a-serious-childcare-incident?
Any other required notifications or referrals will be made according to the circumstances of the incident.

Recording the incident
A full written record will be completed as soon as practicably possible and will include:

- the child's name;
- date, location and circumstances of the outing;
- time and place the child was last known to be with the group;
- time the child was identified as missing;
- supervision and staff deployment at the time;
- action taken and areas searched;
- when and how the police were contacted;

- when parents/carers, nursery management and SLT were informed;
- relevant conversations and instructions received;
- time and location the child was found;
- the child's physical and emotional presentation when found; and
- any further action or referrals made.

Staff directly involved may be asked to provide individual factual accounts as soon as reasonably practicable.
Relevant records and information relating to the incident will be retained securely.

Supporting children, families and staff
We recognise that a missing-child incident can be extremely distressing for the child, their family, other children and staff.
Management will ensure appropriate reassurance and support is provided and will seek additional professional support where necessary.
Information will be shared sensitively and confidentially. Staff must not discuss the incident with other parents or people who do not need the information.
Staff must not speak to the media, post information on social media or respond publicly to enquiries about the incident. All external communication will be managed by SLT and/or the appropriate authorities.

Post-incident review
Following the immediate incident, SLT and nursery management will undertake a thorough review to establish what happened and identify any learning.
This will consider:

- the outing risk assessment;
- staff deployment and supervision;
- adult:child ratios and whether these were appropriate for the particular group and activity;
- head-count and transition procedures;
- how and when the child became separated from the group;
- the individual needs of the child;
- communication and emergency-response arrangements;
- whether policies, procedures or risk assessments need to change; and
- whether staff require additional training, supervision or support.

Any immediate measures required to prevent a recurrence will be implemented without waiting for the full review to be completed.
Where there are concerns regarding staff practice, these will be addressed separately through the appropriate safeguarding, supervision, disciplinary or capability procedures.
Learning from the incident will be shared with relevant staff and, where appropriate, across Leapfrog s.

Prevention
All outings will continue to be planned and risk assessed according to the needs of the particular children and location.
Staff must understand:

- which children they are responsible for;
- how children will be supervised and accounted for;
- agreed head-count/checking arrangements;
- boundaries and expectations for the outing;
- arrangements for children with additional needs;
- what to do if a child becomes separated from the group; and
- who is leading the outing.

Ratios are a minimum requirement and do not, by themselves, determine whether an outing is safely staffed. Managers will consider the needs and behaviour of the individual children, the environment, activity and experience of staff when deciding appropriate deployment.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 March 2025 August 26	M.Topal	September 2027

Lost Child From Nursery Procedure

At Leapfrog, we take all reasonable steps to ensure children remain safe and appropriately supervised while on our premises.
Children are only released into the care of parents/carers or other individuals authorised to collect them in accordance with our collection procedures.
Nursery exits are controlled by a fob system and only authorised permanent staff are permitted to use the fob to open controlled nursery exits. Staff must remain vigilant when entering or leaving the premises and must never allow a child to leave unsupervised.
As Leapfrog nurseries operate within shared-use premises, site-specific risk assessments and security arrangements take account of entrances, exits and access by other premises users.
In the unlikely event that a child cannot be located within the nursery, the following procedure will be implemented immediately.

Immediate action
As soon as a child is identified as potentially missing:

- The Nursery Manager/most senior member of staff will be informed immediately and will take control of the response.
- All relevant staff will be alerted and SLT informed as soon as practicable.
- Staff will establish where and when the child was last seen and who was responsible for their supervision.
- An immediate and thorough check will be made of the nursery, including rooms, toilets, sleep areas, storage or quiet areas accessible to children, outdoor areas and other places where the child could reasonably be.
- Entrances and exits will be checked immediately and, where relevant, other users of the shared premises will be alerted.
- Staff will check whether there is any possibility that the child has been collected or moved to another area without this having been communicated.
- Staff will have available a recent photograph and description of the child, including their clothing and any SEND, communication, medical or other needs relevant to locating them.

The remaining children must continue to be appropriately supervised. Children must not be left inadequately supervised in order to increase the number of adults searching.

Police and parent/carer notification
Where immediate checks confirm that the child cannot be located, or there is information indicating that the child may have left the nursery premises, **the police will be contacted on 999 without delay**.
Staff must not undertake repeated or prolonged searches before contacting the police.
The child's parents/carers will also be contacted promptly and given factual information about what has happened.
The Manager/SLT will liaise with the police and parents/carers and follow police instructions.

Search arrangements
Staff will be deployed according to the circumstances so that searching can continue without compromising the safety and supervision of the other children.
The Manager will determine:

- which staff remain with the children;

- which staff search the nursery and immediate surrounding area;
- who liaises with the police and parents/carers;
- whether additional Leapfrog staff should be called to assist; and
- any additional security measures required.

Staff searching outside the premises must not place themselves or the remaining children at additional risk.
The normal routine will be maintained for the other children as far as reasonably possible. Staff will remain calm and avoid unnecessarily alarming them.

When the child is found
When the child is located:

- the police, parents/carers, SLT and everyone involved in the search will be informed immediately;
- the child's physical and emotional wellbeing will be checked;
- first aid or medical attention will be sought where required;
- the child will be calmly comforted and reassured;
- the child will not be blamed, criticised or made to feel responsible for the incident; and
- staff will follow any further instructions from the police or other relevant authority.

A familiar practitioner/key person will support the child wherever possible.

Safeguarding and notifications
A child becoming lost or missing from nursery will be treated as a significant safeguarding incident. The DSL and SLT will review the circumstances and determine whether any additional safeguarding action or referral is required.
Where the circumstances indicate that the conduct of a member of staff may meet the threshold for an allegation against a person working with children, the nursery will follow its safeguarding procedures and consult/refer to the **Local Authority Designated Officer (LADO)** 020 8379 4392/2850 safeguardingservice@enfield.gov.uk as appropriate.
LADO involvement is not automatic simply because a child has gone missing. The circumstances of the incident and the actions of the adults involved will determine whether the allegations-management threshold is met.
Ofsted will be notified as soon as possible and always within 14 days, in accordance with current notification requirements https://www.gov.uk/guidance/report-a-serious-childcare-incident?
Any other required safeguarding or local authority notifications will be made according to the circumstances.

Recording the incident
A full written record will be completed as soon as practicably possible, including:

- the child's name;
- date and location;
- where and when the child was last seen;
- time the child was identified as missing;
- staff deployment and supervision arrangements at the time;
- searches undertaken;
- checks made of exits and security arrangements;
- when the police, parents/carers, DSL and SLT were informed;
- relevant conversations and instructions received;
- when and where the child was found;
- the child's physical and emotional presentation; and
- any further action or referrals made.

Staff directly involved may be asked to provide separate factual accounts while events remain fresh in their memory.
Relevant information, including registers, staff deployment records, risk assessments and any available access/security information, will be retained where it may assist the subsequent review or investigation.

Supporting children, families and staff
We recognise that an incident of this nature can be extremely distressing for the child, their family, other children and staff.
Management will provide appropriate reassurance and support and seek additional professional support where necessary.
Information will be managed sensitively and confidentially. Staff must not discuss the circumstances with other parents or people who do not need the information.
Staff must not speak to the media, post information on social media or respond publicly to enquiries about the incident. External communication will be managed by SLT and/or the appropriate authorities.

Post-incident review
Following the incident, SLT and nursery management will undertake a thorough review to establish what happened and identify any learning.
The review will consider:

- how and when the child became separated from appropriate supervision;
- staff deployment and supervision;
- registers and procedures for accounting for children;
- entrances, exits and the fob/security system;
- the child's individual needs and circumstances;
- the layout of the premises and any shared-use considerations;
- whether policies, procedures or risk assessments need to change; and
- whether staff require additional training, supervision or support.

Any immediate measures necessary to prevent a recurrence will be implemented without waiting for the full review to be completed.
Where the review identifies concerns about staff practice or conduct, these will be addressed separately through the appropriate safeguarding, supervision, disciplinary or capability procedures.
Learning will be shared with relevant staff and, where appropriate, across Leapfrog s.

Prevention
All staff share responsibility for preventing children from leaving the nursery unsupervised.
Staff must:

- maintain effective supervision and deployment;
- know which children they are responsible for;
- ensure registers accurately reflect children's attendance;
- remain vigilant around doors, gates and transitions between areas;
- ensure controlled exits are not opened by unauthorised people;
- prevent children following adults through controlled exits;
- immediately report faults or concerns relating to doors, gates, locks or fob systems; and
- take particular account of children whose development, behaviour, SEND or communication needs may increase the risk of leaving an area unexpectedly.

Security arrangements form part of our ongoing premises risk assessment and will be reviewed following any incident, near miss or significant change to the premises.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 March 2025 August 26	M.Topal	September 2027

Low-Level Concerns Policy

At Leapfrog, we are committed to safeguarding children and promoting their welfare at all times. We recognise that the early identification and appropriate management of concerns about adults working with children is an important part of creating a strong safeguarding culture.
Staff are encouraged to speak up about any concern regarding the behaviour of an adult working with children, however small it may appear. Staff do not need to decide for themselves whether behaviour is a low-level concern or whether it meets the threshold for referral to the Local Authority Designated Officer (LADO). Their responsibility is to **recognise it, report it and record it**. Management/DSL will determine the appropriate response.
This policy applies to concerns about all adults working in or on behalf of Leapfrog, including:

- employees;
- managers and members of SLT;
- agency staff;
- students;
- apprentices;
- volunteers; and
- contractors or other professionals working within the nursery where appropriate.

This policy should be read alongside our:

- Safeguarding and Child Protection Policy;
- Staff Code of Conduct;
- Whistleblowing Policy;
- Disciplinary Procedure;
- Data Protection, Confidentiality and Information Sharing Policy
- Mobile Phone and Electronic Device Policy;
- Manager BYOD Agreement
- Famly – Operational Management and Learning Journal Policy
- Online Safety Policy
- Cyber Security policies; and
- Recruitment and Safer Recruitment procedures.

What is a low-level concern?
A low-level concern is any concern, however small and even if it creates no more than a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the nursery may have acted in a way that:

- is inconsistent with our Staff Code of Conduct, including inappropriate behaviour outside work; and
- does not appear to meet the threshold for an allegation requiring referral to the LADO.

The term low-level does not mean that the concern is unimportant. A seemingly minor concern may help identify inappropriate practice, a training or supervision need, or a developing pattern of behaviour.
The behaviour may not relate directly to a particular child but may still raise concerns about professional boundaries, judgement or the person's suitability to work with children.

Examples of low-level concerns
Examples may include, but are not limited to:

- being overly friendly or familiar with children;
- showing favouritism;
- unnecessary or inappropriate physical contact;
- interactions which are inconsistent with our expectations of professional love and appropriate professional boundaries;
- speaking to a child in an intimidating, humiliating, belittling or otherwise inappropriate way;
- using inappropriate, sexualised, intimidating, discriminatory or offensive language;
- engaging with a child one-to-one in circumstances which are unnecessarily secluded or inconsistent with nursery procedures;
- inappropriate or unauthorised use of mobile phones, cameras, smartwatches or other electronic devices;
- taking, attempting to take, retaining or sharing photographs or videos of children using a personal or unauthorised device outside the specific arrangements permitted within the Mobile Phone and Electronic Device Policy and Manager BYOD Agreement;
- accessing, storing, downloading or sharing children's or families' information through an unauthorised personal device, account, application or platform;
- inappropriate use of Famly, WhatsApp, social media or another digital communication platform which breaches professional boundaries, confidentiality or the Staff Code of Conduct; or
- communicating with children or families through inappropriate personal channels.
- sharing inappropriate information about themselves with children or families;
- communicating with children or families through inappropriate personal channels;
- inappropriate discussion of children, families or colleagues;
- thoughtless or unprofessional behaviour which could compromise safeguarding;
- behaviour outside work which raises a concern about professional boundaries or suitability to work with children; or
- conduct which causes a member of staff to feel uncomfortable or concerned, even where they cannot immediately identify why.

Some behaviour may initially appear minor but, when considered alongside previous concerns, may indicate a pattern requiring further action.

Digital, Data Protection and Cyber-Security Concerns
A mistake involving Famly, a nursery system, personal data or cyber security will not automatically constitute a low-level safeguarding concern about the member of staff involved.
Data and cyber-security incidents should be reported and managed in accordance with the Data Protection, Confidentiality and Information Sharing and Cyber Security policies.
However, a low-level concern should also be considered where an individual's behaviour raises a concern about their professional judgement, boundaries, confidentiality, compliance with authorised device arrangements or suitability to work with children.
This may include deliberate, reckless, repeated or concealed misuse of information, photographs, devices, accounts or communication platforms.
Staff are not expected to decide which procedure applies before reporting a concern. Where in doubt, report it and management/DSL will determine the appropriate response.

Professional love and appropriate relationships
Leapfrog promotes professional love: warm, nurturing, responsive and secure relationships are an important part of high-quality early years practice.
A low-level concerns culture must not make staff afraid to appropriately comfort, nurture, reassure or show affection to children.

Professional love must, however, always be child-centred, appropriate to the child's needs and consistent with our Staff Code of Conduct and safeguarding expectations.
Concerns should be raised where interactions appear inappropriate, excessive, secretive, preferential, boundary-crossing or primarily meeting the emotional needs of the adult rather than the child.

Why we identify and respond to low-level concerns
We respond to low-level concerns in order to:

- maintain a culture in which children's safety is prioritised;
- encourage openness, trust and professional accountability;
- identify inappropriate behaviour at an early stage;
- provide staff with support, guidance, supervision or training where required;
- identify patterns of concerning behaviour;
- identify weaknesses in nursery practice, policies, induction or training;
- prevent inappropriate behaviour becoming normalised; and
- protect children and staff by ensuring concerns are considered fairly, consistently and proportionately.

Staff will not be criticised for raising a genuine concern in good faith simply because it is subsequently found not to require further action.

How concerns may arise
Concerns may arise through:

- staff observation or suspicion;
- a disclosure or comment made by a child;
- information from a parent/carer;
- information from another member of staff or professional;
- a complaint;
- self-referral by the member of staff concerned;
- information arising outside the nursery;
- information identified through recruitment or suitability checks; or
- a pattern of behaviours which individually appeared insignificant.

Reporting a low-level concern
All low-level concerns should be reported as soon as possible to the DSL and/or Nursery Manager in accordance with our safeguarding procedures.
Staff should use the nursery Low-Level Concerns Reporting Form to provide a factual written account.
However, completing a form must never delay an urgent verbal report.
Staff should record:

- what they saw, heard or were told;
- when and where it happened;
- who was present;
- the context of the concern; and
- any immediate action taken.

Staff should record facts rather than assumptions or conclusions.

Concerns about senior staff
Where a concern relates to the Nursery Manager, it must be reported directly to an appropriate member of SLT.

Where a concern relates to a member of SLT or another person who would normally receive the concern, it must be reported to another appropriate senior person in accordance with our Safeguarding/Whistleblowing procedures.
No person should be responsible for determining the response to a concern about their own behaviour.
Staff who feel unable to raise a concern through normal management arrangements should follow the Whistleblowing Policy.

Self-referral
Staff are encouraged to self-refer where they recognise that they may have acted in a way which:

- could be misinterpreted;
- fell below expected professional standards;
- may have unintentionally crossed a professional boundary; or
- could otherwise give rise to concern.

Self-referral supports an open safeguarding culture and allows situations to be understood and addressed promptly.
Self-referral does not automatically mean disciplinary action will be taken.

Responding to concerns
The DSL/Manager/appropriate senior person will consider the concern promptly and determine the appropriate next steps.
They will establish the facts as far as reasonably possible, which may include:

- speaking to the person who raised the concern;
- reviewing the written report;
- speaking to relevant witnesses;
- reviewing relevant records or information; and
- speaking to the person about whom the concern has been raised.

However, where there is any possibility that the concern meets the LADO threshold, management will seek appropriate advice before undertaking an internal investigation which could compromise an external safeguarding or police process**.**
The response will be proportionate to the circumstances.
This may include:

- no further action other than recording the concern;
- professional discussion or reflective supervision;
- additional support, guidance or training;
- clarification of expected professional practice;
- management instruction;
- increased supervision or monitoring;
- action under the Disciplinary Procedure;
- seeking advice from the LADO; or
- referral to the LADO or another appropriate agency.

The reasons for decisions and actions taken will be recorded.

When a concern may meet the harm threshold
A concern must not continue to be managed solely as a low-level concern where information suggests that an adult working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;

- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Where this threshold may be met, the nursery will follow its Managing Allegations Against Staff procedures and contact the LADO for advice/referral as appropriate.
Where management is uncertain whether the threshold has been met, advice will be sought from the LADO.
Staff are not expected to determine the threshold themselves before reporting a concern.

Immediate risk to a child
Where information indicates that a child may be at immediate risk of harm, protecting the child takes priority over the low-level concerns process.
The DSL/Manager will follow the nursery Safeguarding and Child Protection Policy and contact Children's Social Care and/or the police where appropriate.
Emergency services will be contacted on **999** where there is an immediate danger.

Allegations and Ofsted
Where an allegation of harm is made against anyone working or looking after children at the premises, Leapfrog will follow the notification requirements within the current EYFS statutory framework.
Management will ensure that any required notification to Ofsted is made within the required timescale.
This is separate from the internal low-level concerns process and from any LADO referral requirements.

Agency staff, students and other organisations
Where a concern relates to an agency worker, student or person employed by another organisation, Leapfrog will take appropriate safeguarding action and inform their employer, agency or training provider where appropriate.
We will work collaboratively with that organisation and the LADO where required.
Responsibility for safeguarding children remains with Leapfrog while the individual is working within our setting.

Confidentiality and anonymity
Concerns will be handled sensitively and information will only be shared with those who need it for safeguarding or management purposes.
If the person raising the concern does not wish to be named, we will respect this as far as reasonably possible.
However, anonymity cannot be guaranteed, as there may be circumstances where identifying the person is necessary to fairly investigate or manage the concern.
Staff will never be promised absolute confidentiality when raising a safeguarding concern.

Recording and record keeping
All low-level concerns will be recorded in writing.
Records will include:

- details of the concern;
- the context in which it arose;
- information gathered;
- actions taken;
- decisions made;
- the rationale for those decisions; and
- the outcome, where applicable.

Records will be stored securely and confidentially in accordance with the Data Protection Act 2018, UK GDPR and our Data Protection and Confidentiality Policy.
Low-level concern records will be kept separately from children's records and access will be appropriately restricted.
Records will be retained for at least until the individual leaves their employment or engagement with Leapfrog, and longer where required because the information has become part of another safeguarding, disciplinary or allegations-management record.

Reviewing concerns and identifying patterns
Management/DSL will periodically review low-level concerns to identify patterns of:

- concerning or inappropriate behaviour by an individual;
- repeated boundary concerns;
- concerns associated with a particular room, team, activity or time of day;
- weaknesses in staff deployment or supervision;
- gaps in induction, training or understanding of procedures; or
- wider cultural or organisational issues.

Where a pattern is identified, management will determine appropriate action.
This may include:

- professional supervision;
- additional training;
- changes to working practices;
- review of policies or risk assessments;
- disciplinary investigation;
- increased monitoring or supervision; or
- consultation/referral to the LADO where the cumulative information may meet the harm or suitability threshold.

A pattern of individually low-level concerns may become significantly more concerning when considered collectively.

References
Low-level concerns will not normally be included in an employment reference.
They may be included where:

- a concern or group of concerns has resulted in substantiated safeguarding information which meets the relevant threshold for inclusion in a reference; or
- the matter relates to information which would ordinarily and appropriately be included in a reference, such as substantiated misconduct or poor performance.

Unsubstantiated, unfounded, false or malicious safeguarding allegations will not be included in references.
References will be factual, fair and provided in accordance with current safer recruitment requirements.

Learning and safeguarding culture
Low-level concerns are not intended to create a culture in which staff feel watched, mistrusted or afraid to interact naturally with children.
Our aim is to create a culture where staff:

- understand appropriate professional boundaries;
- feel confident to respectfully challenge practice;
- are comfortable asking for advice;

- can acknowledge mistakes or lapses in judgement;
- understand that concerns will be considered fairly;
- know that children's safety comes first; and
- recognise that safeguarding is everyone's responsibility.

Managers will use supervision, induction, training, observations of practice and staff discussions to reinforce these expectations.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
October 2024 March 2025 August 26	M.Topal	September 2027

Manual Handling Policy

At Leapfrog, we recognise that manual handling forms a regular part of our work.
All Leapfrog nurseries operate from shared-use premises which require nursery environments, including indoor and garden areas, to be regularly set up and packed away. Staff may therefore be required to move tables, chairs, storage boxes, play equipment, resources and outdoor equipment as part of their normal duties.
Our staff also care for children from approximately nine months old and may need to lift or carry babies and young children as part of their care. Some older children, including children with SEND, medical or physical needs, may require additional physical support, including during nappy changing, toileting, transitions or movement around the nursery.
We recognise that moving and handling children is different from handling static objects. A child's movement may be unpredictable and their dignity, comfort, development and individual needs must also be considered.
We aim to prevent manual-handling injuries by avoiding hazardous handling wherever reasonably practicable, assessing handling tasks that cannot be avoided and reducing the risk of injury as far as reasonably practicable.

Responsibilities
Management will:

- identify significant manual-handling risks within each nursery;
- consider manual handling within site and activity risk assessments;
- provide appropriate equipment to reduce unnecessary lifting and carrying;
- ensure staff receive appropriate instruction and training;
- ensure significant or repetitive set-up and pack-away tasks are organised safely;
- consider individual staff needs and capabilities;
- complete individual risk assessments where required; and
- ensure individual moving-and-handling arrangements are established for children who require significant physical assistance.

All staff have a responsibility to:

- follow safe working practices;
- use equipment provided;
- ask for assistance when required;
- not attempt a lift or movement they do not feel able to undertake safely;
- follow individual children's moving-and-handling arrangements;
- report hazards, defective equipment and unsafe practices; and
- report manual-handling injuries or symptoms promptly.

Risk assessment
Where hazardous manual handling cannot reasonably be avoided, the risks will be assessed and appropriate control measures put in place.
When assessing manual handling, we consider:
The task – what needs to be moved, how often, how far and whether bending, reaching, twisting, pushing, pulling or repetitive movement is involved.

The individual – the person's capability, experience, training and any individual factors which may affect the task.
The load – including its weight, size, shape, stability and ease of handling. Where the 'load' is a child, their age, development, physical ability, movement, communication and individual needs must be considered.
The environment – including space, floor surfaces, steps, doorways, lighting, storage arrangements, weather and outdoor conditions.
Where circumstances change, the assessment and control measures will be reviewed.

Set-up and pack-away of nursery environments
As setting up and packing away our shared-use halls and garden areas is a regular part of working at Leapfrog, staff must work together to minimise repetitive and unnecessary lifting. Managers/Leads will consider how equipment is stored and moved so that set-up and pack-away can be completed as safely and efficiently as reasonably possible.
Staff must:

- plan before moving heavy, large or awkward items;
- use trolleys, wheeled storage or other handling aids where available;
- avoid carrying items unnecessarily where they can safely be pushed or transported using appropriate equipment;
- use team lifting where an item cannot safely be moved by one person;
- agree who will lead a team lift before moving the item;
- avoid overfilling storage boxes so that they become unnecessarily heavy;
- where possible, divide heavy loads into smaller manageable loads;
- avoid stacking or storing frequently used heavy items unnecessarily high or at floor level;
- ensure routes are clear before moving equipment;
- take particular care with doorways, steps, uneven surfaces and changes between indoor and outdoor areas;
- avoid rushing set-up or pack-away;
- not attempt to catch or stop a heavy item which is falling where doing so may cause injury; and
- tell the Lead/Manager if an item or task cannot be completed safely.

Set-up and pack-away should be organised between the staff available so that repetitive or strenuous tasks are shared where practicable.
Children must remain appropriately supervised and must not be placed at risk while furniture or heavy equipment is being moved.

Moving outdoor and garden equipment
Additional care must be taken when moving garden and outdoor equipment because surfaces may be uneven, wet or slippery.
Before moving equipment, staff should consider:

- weather and ground conditions;
- the weight and stability of equipment;
- whether equipment can be dismantled or moved in smaller parts;
- whether wheels or a trolley can be used;
- the distance involved;
- gates, steps, slopes and narrow access points; and
- whether two or more people are required.

Large or heavy equipment must not be moved while children are in a position where they could be struck, trapped or injured.

Lifting and carrying babies and young children

There will be occasions when babies and young children appropriately need to be lifted or carried for their care, safety and emotional wellbeing.
Staff should not avoid appropriate nurturing physical care because of this policy. However, unnecessary lifting should be reduced where children can safely participate themselves.
When lifting or carrying a child, staff should:

- consider whether lifting is necessary or whether the child can safely move themselves with appropriate support;
- explain what is happening in a way appropriate to the child's age and understanding;
- encourage children who are able to participate in the movement;
- position themselves as close to the child as possible before lifting;
- maintain a stable position and secure hold;
- support babies appropriately according to their developmental stage, including supporting the head and neck where required;
- keep the child close to their body;
- avoid twisting while carrying a child and move their feet to change direction;
- avoid carrying a child for unnecessary distances;
- avoid carrying equipment or other items at the same time;
- normally carry only one child at a time;
- ensure they can see where they are going; and
- lower the child safely onto a stable surface.

Staff should avoid routinely carrying children on one hip for prolonged periods because this places an uneven load on the body. Brief, natural positioning of a child on the hip is not prohibited, but staff should be mindful of posture and avoid prolonged or repetitive asymmetric carrying.
If a child becomes distressed, struggles significantly or moves unpredictably during a lift, staff should place the child safely down where possible and reassess how best to support them.

Nappy changing and toileting
Babies and some older children may need to be lifted or physically supported during nappy changing and toileting.
Where children are developmentally and physically able, they should be encouraged to participate independently, for example by walking to the changing area or using suitable steps to access a changing surface where these are provided and it is safe to do so.
This promotes independence and reduces unnecessary lifting.
Where lifting is required, staff must consider the child's size, movement and individual needs.
Older or larger children must not automatically be lifted onto a changing surface simply because they require a nappy change.
Where a child's size, physical ability, SEND, medical needs or behaviour means that routine changing involves significant moving-and-handling risks, an individual moving-and-handling assessment will be completed.
This will identify the safest and most dignified way of supporting the child and may include:

- how much of the movement the child can undertake independently;
- how the child communicates and understands what is happening;
- appropriate positioning;
- whether changing can safely take place at an alternative level or using different equipment;
- whether one or more staff are required;
- any specialist equipment required; and
- advice from parents/carers or relevant health professionals.

Moving and handling arrangements must preserve the child's dignity and be consistent with their Individual Healthcare Plan, SEND support and/or Intimate Care and Routine Care Plan where applicable.

Children with SEND, physical or medical needs
Some children may require regular physical assistance with movement, positioning, transfers or personal care.
Generic manual-handling techniques may not be sufficient for these children.
An individual assessment will be undertaken where significant moving and handling is required and, where appropriate, advice will be sought from parents/carers and relevant professionals such as physiotherapists, occupational therapists or other health professionals.
The assessment should establish:

- when physical assistance is required;
- what the child can do independently;
- how the child can participate;
- the safest method of providing assistance;
- the number of staff required;
- any equipment required;
- relevant communication, sensory or emotional needs; and
- what staff should do if the planned method cannot safely be followed.

Staff must follow the agreed plan and must not improvise an unsafe lift or transfer.
Any significant change in the child's mobility, size, physical needs or behaviour should prompt a review.

Safe handling principles
Before lifting or moving an object, staff should:

- stop and consider the task;
- assess whether the movement is necessary;
- consider the weight, size, stability and shape of the load;
- consider where it is going and how it will get there;
- clear the route;
- check for slippery or uneven surfaces;
- ensure there is sufficient space and lighting;
- decide whether equipment or assistance is required; and
- ensure they are physically able to undertake the task.

When lifting:

- adopt a stable position;
- position themselves close to the load;
- get a secure grip;
- bend appropriately through the hips and knees rather than stooping;
- keep the load close to the body;
- lift smoothly without jerking;
- avoid twisting the back – turn by moving the feet; and
- lower the load carefully onto a stable surface.

Staff must not assume that an item is safe to lift simply because they have lifted it previously.
There is no single safe weight that every member of staff can lift.

Pushing and pulling

Where possible, appropriate wheeled equipment should be used rather than carrying heavy items.
When pushing or pulling:

- check that the equipment is suitable and in good condition;
- do not overload trolleys or wheeled storage;
- ensure the route is clear;
- take care on slopes, thresholds and uneven surfaces;
- maintain control of the load; and
- seek assistance where the force required feels excessive.

Where reasonably practicable, pushing is generally preferable to pulling because it allows better visibility and body positioning.

Pregnancy, health conditions and individual capability
Manual-handling ability varies between individuals and may also change temporarily.
Pregnancy does not automatically prevent a member of staff from lifting or carrying children or undertaking manual-handling duties.
An individual risk assessment will be completed for pregnant staff and appropriate adjustments made according to the stage of pregnancy, the individual and the tasks involved.
Adjustments may include reducing or avoiding:

- heavy or awkward lifting;
- repetitive lifting;
- lifting from floor level;
- prolonged carrying;
- particular set-up and pack-away duties; or
- lifting larger children.

Staff must tell management if a health condition, injury, pregnancy or other circumstance may affect their ability to safely undertake manual-handling duties so appropriate support and adjustments can be considered.
Staff will never be expected to undertake a lift they do not feel physically capable of completing safely.

Students, apprentices and new staff
Students and apprentices are not automatically prohibited from all manual handling.
They must receive appropriate instruction and supervision and must not undertake manual-handling tasks for which they have not been trained, assessed as competent or appropriately supervised.
Students must not independently undertake specialist moving and handling of a child unless this is appropriate to their role, training, competence and agreed arrangements.

Equipment
Manual-handling equipment must:

- be appropriate for its intended purpose;
- be maintained in good condition;
- be used in accordance with instructions; and
- be removed from use and reported if damaged or unsafe.

Specialist moving-and-handling equipment must only be used by staff who have received appropriate instruction or training.

Training

Staff will receive information and instruction on safe manual handling as part of their induction and further training appropriate to their role and the tasks they undertake.
Training will reflect the practical nature of work at Leapfrog, including:

- daily set-up and pack-away;
- moving furniture and storage;
- garden equipment;
- lifting and carrying babies and young children;
- nappy-changing arrangements;
- pushing and pulling equipment; and
- recognising when a task requires assistance or individual assessment.

Additional training will be provided where staff are required to use specialist techniques or equipment for an individual child.
Training does not replace risk assessment or the need to use professional judgement at the time of the task.

Accidents, injuries and concerns
Staff must report manual-handling accidents, injuries, strains, pain or near misses to their Lead/Manager.
Staff should not continue with a manual-handling activity if they experience pain or believe that continuing may cause injury.
Management will review relevant accidents, incidents and near misses to identify whether:

- the task needs to change;
- equipment is required;
- storage arrangements need to improve;
- staffing or deployment should change;
- additional training is required; or
- an individual or general risk assessment needs reviewing.

Work-related injuries will be recorded and reported in accordance with our Health and Safety Policy and statutory reporting requirements where applicable.

Review
Manual-handling arrangements and risk assessments will be reviewed following:

- an accident, injury or significant near miss;
- changes to premises or storage arrangements;
- introduction of new equipment;
- changes to set-up or pack-away arrangements;
- changes in an individual child's moving-and-handling needs;
- concerns raised by staff; or
- other significant changes which may affect risk.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2024 August 26	M.Topal	September 2027

Medication Policy

At Leapfrog, we promote the good health of children attending nursery and take appropriate steps to prevent and manage illness and infection. Please also see our Sickness and Illness, Infection Prevention and Control, Allergy and Anaphylaxis and Individual Healthcare/Medical Needs policies.
Where a child requires medication, we will obtain appropriate information about the child's needs and ensure this information is kept up to date.
We follow strict procedures when receiving, storing, administering and recording medication in order to safeguard children and minimise the risk of medication errors.
Medication will only be administered where the nursery has the required parental/carer permission and where staff are satisfied that it can be administered safely.

General principles
Before administering any medication, staff will ensure that:

- the medication is for the individual child;
- the correct written parental/carer permission has been obtained on Famly;
- the medication is within its expiry date;
- where prescribed as a course, it is still within the dates/duration for which it was prescribed;
- the medication and instructions are clear and legible;
- the correct medicine, child, dose, route and time have been identified;
- any dose already given at home has been established;
- appropriate storage requirements have been followed; and
- staff administering specialist medication have received any necessary training.

The child's individual healthcare plan, allergy action plan, seizure plan or other medical plan will also be followed where applicable.
Medication must never be administered simply because another child has similar symptoms or uses the same medication.

Prescription medication
Prescription medication will only be administered where it has been prescribed for the individual child by a doctor, dentist, nurse or pharmacist.
Medicines containing aspirin will only be given where prescribed by a doctor.
Prescription medication:

- must be in its original container;
- must be clearly labelled with the child's name;
- must have clear, legible instructions;
- must show the required dose and frequency;
- must be within its expiry date;
- must be within the prescribed treatment/course period; and
- where dispensed by a pharmacy, should retain the dispensing label, pharmacist details and relevant instructions.

Leapfrog requires medication instructions to be available in English so that staff can safely understand and follow them. Where information from a family or health professional is provided in

another language, appropriate clarification/translation will be sought before medication is administered.
Medication with a damaged, illegible or altered label will not be administered until the information can be safely confirmed.

Prescribed treatment period and missed doses
Leapfrog will only administer prescription medication within the dates and duration for which it has been prescribed**.**
The fact that medication remains in the bottle or container does not mean that the prescribed course can be extended.
Where a medication has been prescribed:

- for a specified number of days;
- between particular dates; or
- for a defined course of treatment,

Leapfrog will not administer it beyond that period, even where previous doses have been missed and medication remains.
Parents/carers cannot authorise Leapfrog to extend a prescribed course themselves.
Where doses have been missed and a parent/carer believes the course should therefore continue for longer, they must obtain advice from the prescribing doctor, nurse, pharmacist or other appropriate healthcare professional.
Leapfrog will only continue administration beyond the original course where revised instructions from an appropriate healthcare professional confirm that this is required.
This is separate from the manufacturer's/pharmacy expiry date**.** Medication must be both:

- within its expiry date; and
- being administered within the period for which it was prescribed.

Where either requirement is not met, Leapfrog will not administer the medication.
Where there is any uncertainty about whether a missed dose should be given, repeated or the course extended, staff will not make that decision themselves and appropriate professional advice must be obtained.

Receiving medication
A person with parental responsibility should hand the medication directly to an appropriate member of staff.
The member of staff will record the required information on the child's medication record/Famly medical file and another member of staff will check these details.
Staff will establish and record:

- the name of the medication;
- the child's name;
- the prescribed dose;
- method/route of administration;
- frequency/time required;
- date the medication was prescribed/dispensed where applicable;
- prescribed duration/end date where applicable;
- expiry date;
- storage requirements;
- reason for administration where relevant;
- when the most recent dose was given at home; and
- any relevant special instructions.

Medication must not be left in children's bags, lunch bags, coat pockets or other areas accessible to children.

Parental permission – Famly
Those with parental responsibility must provide prior written permission on Famly for each medication before Leapfrog administers it.
We will accept written permission once for a complete course of medication or for the ongoing use of a particular medication, subject to the following Leapfrog requirements:

1. **Permission applies only to the specific named medication/brand recorded.** It cannot automatically be applied to another medicine or preparation. For example, if an antibiotic changes, a new medication record must be created.
2. **Only the dose authorised on the medication record will be administered.** A different dose will not be given unless the medication instructions and parental permission have been updated.
3. **Medication will only be administered within the dates/duration prescribed.** Missed doses do not automatically extend the course.
4. Parents/carers must notify Leapfrog immediately if circumstances change, including where:
    - a dose has been given at home;
    - a dose has been missed;
    - the prescribed dose or strength has changed;
    - the medication has been stopped;
    - the prescribed course or treatment period has changed;
    - a different preparation or brand has been prescribed where this affects administration; or
    - there has been any change to the child's medical needs or treatment plan.

The nursery will not administer a dosage exceeding the manufacturer's/prescription instructions unless this is supported by written instructions from an appropriate health professional.

Administration
At the prescribed time, a senior member of staff will administer or support the child to take the medicine in accordance with the prescription, healthcare plan and parental permission.
Where possible, another member of staff will check the medication details before administration in accordance with Leapfrog's medication procedure.
Before giving medication, staff will check:

- the child's identity;
- the medicine;
- the dose;
- the time;
- the route;
- the expiry date;
- the prescribed course/end date where applicable; and
- the child's medication record and most recent dose.

Medication will be offered in a calm and child-appropriate manner.
Staff must never disguise medication in food or drink unless this forms part of explicit written medical advice and agreed arrangements for the individual child.

Recording medication
Each time medication is administered, staff will record this on the child's Famly medication/medical record.
The record will include, as applicable:

- medication;
- dose;
- time;
- date;
- member of staff administering it; and
- any relevant observations.

Parents/carers will be informed of medication administered during the nursery day.
When the child is collected, if the parent/carer has not yet acknowledged the medication record on Famly, staff will ask them to do so.
Parents/carers therefore receive precise information about the medication, dose and time given so that subsequent doses can be safely managed at home.

Refused, missed or vomited medication
If a child refuses medication, staff will not force them to take it.
The refusal will be recorded and the parent/carer informed.
Where medication is time-critical, essential or emergency medication, staff will follow the child's individual healthcare/emergency plan and seek appropriate medical advice or emergency assistance where necessary.
If a dose is missed at nursery, this will be recorded and the parent/carer informed.

Staff will not alter the timing of later doses, double a dose or extend a prescribed course to compensate for a missed dose unless this is supported by appropriate professional instructions.
If a child spits out or vomits medication, staff will not automatically repeat the dose, because it may not be possible to establish how much has been absorbed.
Parents/carers and/or an appropriate health professional will be contacted for advice where necessary and the circumstances will be recorded.

Long-term, life-saving and specialist medication
For children requiring long-term, emergency or life-saving medication, Leapfrog will work closely with parents/carers and relevant health professionals.
Examples may include:

- adrenaline auto-injectors;
- inhalers;
- buccal midazolam;
- seizure rescue medication;
- medication associated with diabetes; or
- other specialist medicines.

Where administration requires medical or technical knowledge beyond staff's existing approved training, **staff will receive appropriate child-specific or specialist training before undertaking the procedure**.
For long-term life-saving medication not covered within approved paediatric first aid or other relevant existing training, Leapfrog will work with parents/carers and specialist services to arrange appropriate training.
Until suitable arrangements and sufficient trained staff are in place, the nursery will discuss with the family and professionals how the child's needs can safely be met. This may initially require the parent/carer or another appropriately trained nominated person to remain available or accompany the child.
We will make every reasonable effort to put appropriate support and training in place so that a child is not unnecessarily prevented from accessing nursery because of a medical need.
Where required, an **Individual Healthcare Plan, Allergy Action Plan, Seizure Plan or other emergency medical plan** will set out:

- the child's condition;
- medication and dosage;
- when it should be given;
- signs/symptoms staff need to recognise;
- action required before and after medication;
- when emergency services must be called;
- known side effects;
- storage arrangements; and
- staff authorised/trained to administer it.

Emergency medication
Emergency medicines must be readily accessible to staff while remaining inaccessible to children. This includes medication such as:

- inhalers;
- adrenaline auto-injectors such as EpiPen/Jext;
- buccal midazolam or other prescribed seizure rescue medication; and
- other individually prescribed emergency medication.

Emergency medication must not be locked or stored away in a way that could unnecessarily delay access during an emergency.
Staff working with the child must know:

- where the medication is kept;
- how to access it quickly;
- what symptoms require its use; and
- what emergency action should follow administration.

Where a child has prescribed emergency medication, arrangements must ensure it remains accessible during outdoor play, transitions and outings.

Allergy and anaphylaxis medication
Children with diagnosed allergies will have appropriate individual arrangements in accordance with our Allergy and Anaphylaxis Policy and, where applicable, an approved Allergy Action Plan. Where a child shows signs of anaphylaxis, staff will follow their Allergy Action Plan/emergency procedure, administer prescribed adrenaline without delay where indicated and call **999**. Antihistamine must never be used as a substitute for adrenaline or delay the administration of adrenaline where anaphylaxis is suspected.
Please refer to our Allergy and Anaphylaxis Policy for the full emergency procedure.

Non-prescription medication
Non-prescription medication will **not usually be administered** at Leapfrog.
However, there are limited circumstances in which it may be administered in accordance with this policy and with prior written parental/carer permission.
The nursery will not administer non-prescription medication containing aspirin.
The nursery will only administer non-prescription medication for a short initial period, dependent on the medication and circumstances. Where symptoms persist or recur, parents/carers may be advised to seek medical advice.
If the nursery believes that a child's condition requires medical assessment rather than continued use of non-prescription medication, we reserve the right to ask that the child is medically assessed and/or collected where they are not well enough to remain at nursery.

Nursery emergency supply – liquid paracetamol and antihistamine

Leapfrog maintains an emergency nursery supply of one specific liquid paracetamol preparation and one specific antihistamine preparation for use in the limited circumstances set out within this policy.
The medication will:

- be stored securely;
- remain in its original packaging;
- be stored according to the manufacturer's instructions;
- have the batch/expiry information available; and
- be checked regularly by the designated trained first aider/appropriate senior member of staff to ensure it remains in date and suitable for use.

On registration, parents/carers are asked through Famly whether they consent to their child receiving the specific nursery brand/type of liquid paracetamol or antihistamine in the agreed circumstances.
This permission relates only to the specific medicine identified within the child's Famly record.

Use of emergency non-prescription medication
If a child develops symptoms during the nursery day for which prior written permission has been given, staff will first consider the child's overall wellbeing and whether they need to be collected or receive medical attention.
Examples may include:

- a significant increase in temperature where liquid paracetamol is considered appropriate; or
- a mild allergic/local reaction such as a wasp or bee sting where antihistamine is appropriate.

The nursery will make **every reasonable attempt to contact the parent/carer before administration**.
The parent will be asked whether any medication has already been administered and, if so, the medication, dose and time.
Where the parent/carer cannot be contacted, the Nursery Manager may authorise administration only where prior written permission for that particular medication and circumstance is already recorded on Famly**.**
The Manager will consider:

- the amount of time the child has been at nursery;
- whether medication may already have been given before arrival;
- the child's known medical history;
- the symptoms/circumstances;
- the manufacturer's dosage instructions;
- the child's age and, where relevant, weight;
- any known allergy or contraindication; and
- whether medical advice or emergency assistance is more appropriate.

Where staff cannot safely establish whether administration would be appropriate, **the medication will not be given and medical advice/emergency assistance will be sought as necessary**.
Administration of emergency non-prescription medication will be a last resort where appropriate. Staff will first use appropriate non-medication measures to support the child's comfort and wellbeing.
The child will be closely monitored and parents/carers will be asked to collect where their child is unwell or requires ongoing monitoring at home.

Famly permission for emergency nursery medication
Leapfrog's Famly medical file will record:

- the specific brand/type of medication;
- the dose that may be administered;
- the circumstances in which it may be given;
- any agreed trigger, such as a specified temperature where appropriate;
- the parent's/carer's written permission for administration; and
- permission for administration where Leapfrog **cannot contact the parent/carer** beforehand.

A new or updated permission will be obtained if the medication, dose or circumstances change. Each individual administration will be recorded and the parent/carer must acknowledge it through Famly.
Leapfrog does not administer medication without the required prior parental/carer permission.

Creams, ointments and teething preparations
For non-prescription creams, ointments or gels used for skin or teething conditions, such as Sudocrem or teething gel:

- a medical file will be created on Famly;
- prior written parental permission must be obtained;
- the parent/carer will provide the product;
- the product must be in its original container where applicable;
- it must be clearly labelled with the child's name;
- staff will follow the manufacturer's/parentally agreed instructions; and
- administration/use will be recorded in accordance with nursery procedures.

Where a skin condition is persistent, severe, unexplained or worsening, parents/carers may be advised to seek medical assessment.

Children arriving at nursery requiring medication
If a child arrives at nursery in a condition where they may require medication during the day, the Manager will consider whether the child is well enough to attend nursery.
If the child remains at nursery, the parent/carer will be asked:

- what medication has already been given;
- the dose;
- the time given; and
- when the next dose is due.

This information will be recorded on the medication record.
Medication must never be used simply to enable a child who is significantly unwell to remain at nursery.

Injections, suppositories, pessaries and other specialist routes of administration
Some medication may require a specialist or more invasive method of administration.
Leapfrog will not undertake such procedures unless appropriate arrangements, risk assessment, consent and training are in place.
Where administration requires medical or technical knowledge, appropriate training will be obtained from a relevant health professional or specialist service.
Training will be specific to the individual child's needs and medication where required, rather than relying solely on generic training.
Leapfrog will work with parents/carers and professionals and make reasonable adjustments wherever practicable so that children with medical needs are able to access nursery safely.

Emergency adrenaline auto-injectors

Adrenaline auto-injectors such as EpiPen/Jext are an exception to the general wording above regarding injections. They will be administered by appropriately trained staff in accordance with the child's Allergy Action Plan and Leapfrog's Allergy and Anaphylaxis Policy.

Buccal midazolam and other seizure rescue medication
Buccal midazolam or other prescribed seizure rescue medication will only be administered in accordance with the child's individual seizure/emergency plan by staff who have received the appropriate training and are confident and competent to administer it.
Staff will follow the child's individual instructions regarding when medication is required and when **999** must be called.

Medication errors
If a medication error occurs or is suspected, including:

- incorrect medicine;
- incorrect dose;
- administration at the incorrect time;
- duplicate administration;
- medication given to the wrong child; or
- failure to administer time-critical medication,

staff will immediately:

1. ensure the child is safe and assess their condition;
2. inform the Nursery Manager;
3. seek appropriate medical/pharmacy advice and contact **999** where there is an emergency;
4. inform the parent/carer as soon as possible;
5. record exactly what occurred and the action taken; and
6. inform SLT.

Medication errors and significant near misses will be reviewed to identify learning and whether procedures, training, supervision or risk assessments need to change.
Any required safeguarding, Ofsted or other statutory notification will be considered according to the circumstances.

Storage of children's medication
All medication for children must have the child's name clearly identified and be stored appropriately.
Routine medication will normally be kept in a closed medication box, out of reach and inaccessible to children while remaining accessible to authorised staff.
Emergency medication, including inhalers, adrenaline auto-injectors and seizure rescue medication such as buccal midazolam, will be readily accessible to staff in an emergency while remaining inaccessible to children**.**
Medication requiring refrigeration will be kept in accordance with the manufacturer's/pharmacy instructions in a refrigerator inaccessible to children and appropriately separated from food where required.
Medication must not be stored where children or unauthorised persons can access it.
Staff will check storage instructions for individual medicines, including any temperature requirements.

Expiry, prescribed dates and stock checks
Children's long-term and emergency medication will be checked regularly for:

- expiry date;

- prescribed treatment dates where applicable;
- quantity;
- integrity of packaging;
- correct labelling; and
- appropriate storage.

Parents/carers will be informed in sufficient time where replacement medication is required.
It remains the parent's/carer's responsibility to provide prescribed individual medication and replacements as required.
Nursery emergency stock will also be checked regularly by the designated trained first aider/appropriate senior member of staff. When new stock is opened medication will be labelled with appropriate expiry date from opening.
Expired medication or medication outside its prescribed treatment period will not be administered.

Disposal and return of medication
Unused, discontinued, out-of-date or completed-course medication supplied for an individual child will normally be returned to the parent/carer for appropriate disposal.
Medication will not ordinarily be disposed of in nursery general waste or poured away.
A record will be made where appropriate when long-term or emergency medication is returned/replaced.

Outings
Medication required by a child must accompany them on an outing where there is any reasonable possibility that it may be needed.
This includes emergency medication such as:

- inhalers;
- adrenaline auto-injectors;
- seizure rescue medication; and
- other medication identified within the child's healthcare plan.

The medication will remain:

- accessible to designated staff;
- appropriately stored;
- inaccessible to children; and
- clearly identifiable.

The outing lead will ensure that relevant staff know which children require medication and understand the emergency procedure.
Where administration requires specialist training, an appropriately trained member of staff will accompany the child.

Staff, students and volunteers – medication
Staff, students and volunteers must only work with children where they are fit to do so.
They must inform the Nursery Manager if medication, illness or another substance may affect their ability to care for children safely. Where medication may cause drowsiness, impaired concentration, judgement or reaction times, appropriate medical advice should be sought.
Where management has reasonable concern that an individual's medication or health may be affecting their ability to work safely, the Nursery Manager/General Manager will consider whether they are fit to continue working, taking account of medical or occupational health advice where required.

Storage of routine medication

Routine personal medication may be kept securely within the individual's bag, provided that the bag is stored in the designated staff belongings area and remains inaccessible to children.
Medication:

- should remain in its original packaging where practicable;
- should be clearly identifiable as belonging to the individual;
- must not be stored within children's medication boxes; and
- must not be stored within the nursery first aid box.

Life-saving and emergency medication
Anyone who carries prescribed life-saving or emergency medication, such as an adrenaline auto-injector, emergency inhaler or seizure rescue medication, must inform the Nursery Manager as part of induction or as soon as the need arises.
A simple **Staff/Student/Volunteer Emergency Medication Plan** will be agreed and will record:

- the individual's name;
- the emergency medication required;
- where it will be kept while at nursery;
- relevant emergency instructions;
- when 999 should be called; and
- emergency contact details.

Only information necessary to respond safely to an emergency will be shared with relevant staff.
Emergency medication must be:

- brought to nursery when required;
- in date and in suitable condition;
- readily accessible to adults;
- inaccessible to children; and
- kept in the agreed location.

Where emergency medication would normally be stored in a personal bag, it should be placed on arrival in a clearly labelled named pouch/container in the designated emergency medication location, unless it needs to remain physically with the individual.
This ensures staff are not required to search through personal bags during an emergency.
The individual is responsible for informing the Nursery Manager if their medication is unavailable, expired, replaced or their emergency arrangements change.

Emergency response
If a staff member, student or volunteer becomes unwell:

- their agreed emergency procedure will be followed;
- their medication will be accessed promptly;
- 999 will be called where required;
- emergency-service instructions will be followed; and
- the individual will be supported appropriately.

Staff may assist the individual to access or administer their prescribed emergency medication where appropriate and where they understand the agreed procedure or are acting on instructions from the individual or emergency services.
Accessing medication must never delay calling 999 where emergency medical assistance is required.

Monitoring and review
Managers will monitor implementation of this policy through:

- medication records;
- Famly permissions and acknowledgements;
- checks of storage, expiry dates and prescribed treatment dates;
- staff training and competence;
- individual healthcare plans;
- emergency medication arrangements;
- incident and medication-error reviews; and
- discussions with parents/carers and health professionals.

Medication arrangements will be reviewed whenever:

- a child's medication changes;
- their medical condition changes;
- new professional advice is received;
- a prescribed course changes;
- a medication error or near miss occurs;
- staff or student emergency medication arrangements change;
- training needs are identified; or
- legislation or statutory guidance changes.

Related policies
This policy should be read alongside our:

- Individual Healthcare/Medical Needs Policy
- Allergy and Anaphylaxis Policy
- First Aid Policy
- Sickness and Illness Policy
- Infection Prevention and Control Policy
- Intimate Care and Routine Care Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Outings Policy.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 August 26	M.Topal	September 2027

Menopause Policy

Leapfrog is committed to providing a supportive, inclusive and respectful working environment for employees experiencing perimenopause, menopause or related symptoms.
Menopause is a natural stage of life caused by changing hormone levels. Menopause is reached when a person has not had a period for 12 months. Perimenopause is the time leading up to menopause, when hormone levels change and symptoms may begin, often while periods are still occurring.
Menopause and perimenopause affect people differently. Some people experience few or no symptoms, while for others symptoms can have a significant effect on their physical health, emotional wellbeing and working life. Symptoms may continue for a number of years and can change over time.
Menopause can also occur earlier than expected or as a result of surgery or medical treatment.
https://www.nhs.uk/conditions/menopause-and-perimenopause/
The purpose of this policy is to ensure that employees feel able to seek support where menopause-related symptoms affect them at work and that Managers respond sensitively, fairly and practically.

Aims
We aim to:

- create an environment where menopause can be discussed without embarrassment or stigma;
- increase understanding of perimenopause and menopause;
- ensure staff know where and how to seek support;
- support employees experiencing symptoms to remain well and successful in their roles;
- consider appropriate workplace adjustments according to individual need;
- ensure menopause-related concerns are treated sensitively and confidentially; and
- promote a respectful culture in which colleagues support one another.

Understanding menopause
Menopause and perimenopause can cause a wide range of physical and psychological symptoms.
These may include:

- hot flushes and night sweats;
- changes to periods, including heavy or irregular bleeding;
- difficulty sleeping and fatigue;
- headaches or migraines;
- muscle and joint aches;
- palpitations;
- low mood, anxiety or changes in mood;
- difficulties with memory or concentration, sometimes referred to as 'brain fog';
- urinary symptoms;
- dizziness; and
- other physical or emotional changes.

This list is not exhaustive and no assumptions should be made about an individual's experience.

Employee responsibilities
Employees are encouraged to:

- look after their health and seek appropriate medical advice where needed;
- speak to their Nursery Manager where symptoms are affecting them at work or where support may be helpful;
- explain, as far as they feel comfortable, what workplace difficulties they are experiencing;
- contribute to discussions about adjustments that may help;
- inform their Manager if agreed adjustments are no longer effective or their needs change; and
- contribute to a respectful and supportive working environment for colleagues.

Employees are not expected to disclose more personal medical information than is reasonably necessary to consider appropriate workplace support.
We recognise that an employee may not feel comfortable discussing menopause with their direct Manager. They may instead approach another Nursery Manager, General Manager or appropriate member of SLT.

Management responsibilities
Managers will:

- listen and respond sensitively and without judgement;
- treat personal information confidentially;
- avoid making assumptions about an individual's symptoms, capabilities or needs;
- discuss what aspects of work, if any, are being affected;
- consider practical adjustments and support;
- consider an individual health and safety risk assessment where appropriate;
- record agreed adjustments where necessary;
- agree with the employee what, if anything, needs to be communicated to colleagues;
- review arrangements as symptoms and needs change; and
- seek appropriate HR, occupational health or other professional advice where required.

Employees must not experience inappropriate or less favourable treatment because they are experiencing menopause-related symptoms.

Workplace adjustments and flexible working
Leapfrog is committed to considering reasonable workplace adjustments that help employees experiencing menopause symptoms remain safe, well and successful in their role.
https://www.acas.org.uk/menopause-at-work

Support will be based on an individual discussion between the employee and their Nursery Manager. Every person's experience is different and adjustments will be considered according to the employee's symptoms, role, the needs of the children and the operational requirements of the nursery.
Minor day-to-day adjustments may be agreed with the Nursery Manager where they can be safely accommodated. These may include:

- flexibility around comfort breaks where ratios and safe supervision allow;
- ready access to drinking water and toilet facilities;
- reasonable flexibility within the Leapfrog dress code;
- opportunities to cool down following a hot flush;
- use of a suitable fan or other cooling measures where safe;
- temporary movement to a cooler working area where practicable;
- consideration of fatigue, disrupted sleep, headaches, migraines or difficulties with concentration; and

- temporary adjustments to physically demanding duties where appropriate.

Working in an early years environment can be physically and mentally demanding. Where symptoms such as significant fatigue, dizziness, migraines or difficulties with concentration could affect an employee's ability to undertake particular duties safely, this should be discussed with their Manager.
An individual risk assessment may be appropriate, particularly where symptoms could affect manual handling, setting up or packing away equipment, prolonged outdoor duties, physically demanding activities or other responsibilities where the employee's or children's safety could be affected.
The purpose of these discussions is to support the employee to work safely and effectively, rather than to make assumptions about what they can or cannot do.

Requests to change contracted hours, working patterns or core duties
Where an employee wishes to make a temporary or permanent change to their **contracted hours, usual working pattern or core duties**, they must submit a formal request by email to SLT.
Requests will be considered fairly and individually, taking account of the employee's circumstances, any relevant medical or occupational health advice and the operational requirements of the nursery.
Leapfrog has a responsibility both to support its employees and to ensure that the nursery can continue to operate safely. When considering a request, SLT will therefore consider the impact on:

- statutory staff-to-child ratios and safe deployment;
- safeguarding and effective supervision of children;
- the safe opening and closing of the nursery;
- continuity of care for children and families;
- the essential responsibilities of the employee's role;
- the availability of appropriately qualified and experienced staff;
- the impact on other members of the staff team; and
- the safe and effective operation of the nursery.

Requests that would directly compromise safeguarding, statutory ratios or the safe opening and closing of the nursery may not be able to be accommodated.
Where the particular arrangement requested cannot reasonably be accommodated, this does not end the discussion. SLT and the employee will explore whether another reasonable arrangement could support the employee while also meeting the needs of the nursery.
This may include an alternative adjustment, a different working pattern, temporary changes to particular duties, a trial arrangement or seeking occupational health or other appropriate professional advice.
Any temporary adjustment will have an agreed review date and does not automatically become a permanent contractual change.
Where a permanent change to contracted hours or working arrangements is agreed, this will be confirmed formally in writing by SLT.

Sickness absence
Please refer to our Absence Management Procedure.
Where an employee is unable to attend work because of menopause-related symptoms, they are encouraged to tell their Manager so that appropriate support can be considered.
Menopause-related absence will be approached sensitively. Managers should consider whether workplace support or adjustments could help the employee remain at work or return successfully following absence.
Where symptoms are persistent or significantly affecting an employee's wellbeing or ability to work, they may be encouraged to seek advice from their GP or another appropriate healthcare professional.

Performance or changes in working practice

Where an employee experiences a change in performance, concentration, attendance or working practice which may be connected with menopause symptoms, Managers should discuss this sensitively with them before making assumptions about the cause.
Where appropriate, consideration should be given to whether additional support, workplace adjustments or medical/occupational health advice may help.
This does not prevent normal performance, conduct or capability procedures being followed where appropriate, but menopause-related circumstances and any agreed adjustments should be properly considered.

Confidentiality
Information about an employee's menopause, symptoms, health or treatment is personal and will be treated confidentially.
Managers will not disclose this information to colleagues without the employee's agreement unless there is an exceptional legal or safety reason for doing so.
Where colleagues need to know about a practical adjustment, the Manager will agree with the employee what information should be shared. It will not normally be necessary to disclose the medical reason for an adjustment.

Equality and dignity at work
Menopause is not itself a separate protected characteristic under the Equality Act 2010. However, depending on the individual circumstances, menopause-related symptoms and treatment may engage protections relating to **sex, age, disability or gender reassignment**.
Leapfrog will not tolerate inappropriate jokes, comments, ridicule, harassment or discrimination relating to menopause, age, symptoms or workplace adjustments.
All staff are expected to treat colleagues with dignity, sensitivity and respect.

Available support
Employees experiencing symptoms are encouraged to seek support at an early stage rather than feeling they must manage difficulties alone.
Support may include:

- their Nursery Manager;
- another Manager, General Manager or member of SLT where they would feel more comfortable;
- their GP or another healthcare professional;
- occupational health where appropriate;
- NHS information and guidance; and
- ACAS menopause-at-work guidance.

Monitoring and review
Support and workplace adjustments will be reviewed with the employee as appropriate because menopause symptoms and their impact can change over time.
This policy will be reviewed in response to changes in legislation or employment guidance, or where experience within Leapfrog identifies that our arrangements could be strengthened.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2024 August 26	M.Topal	September 2027

Mobile Phone, Electronic Device, Photography and Screen Use Policy

At Leapfrog, we recognise that mobile phones, tablets, cameras and other electronic devices support the effective running of the nursery and can enhance children's learning when used appropriately.
However, devices with photography, recording, messaging, internet or sharing capabilities also present safeguarding, privacy and data-security risks.
This policy sets out how personal and nursery-owned devices may be used so that children are safeguarded, staff maintain appropriate professional boundaries and personal information is protected.
This policy applies to electronic devices including, but not limited to:

- mobile phones;
- tablets;
- cameras;
- laptops;
- smart watches and fitness trackers;
- smart glasses;
- devices capable of audio or video recording;
- internet-connected devices; and
- emerging technology with imaging, recording, communication or sharing capabilities.

The nursery will review and adapt its arrangements as technology develops.
This policy should be read alongside our Safeguarding and Child Protection, Staff Code of Conduct, Cyber Security, Data Protection, Confidentiality and Information Sharing, Acceptable Use of IT, Online Safety, Social Networking and Whistleblowing Policies.

Staff Personal Mobile Phones and Devices
Staff must remain attentive and available to children throughout their working time. Personal devices must not distract staff from their responsibility to safeguard, supervise, care for and interact with children.
As a general rule, staff must:

- store personal mobile phones securely in their bag within a designated staff-only area or other designated storage arrangement when working directly with children;
- not use personal devices for personal calls, messages, social media or other personal activity while working with children;
- normally access personal devices for personal purposes only during an authorised break and away from children;
- never use a personal device to photograph, film or make an audio recording of nursery children;
- not routinely access, download or store nursery records or confidential information on personal devices; and
- only use personal devices for nursery purposes where this has been specifically approved by Leapfrog.
- Staff must not access their staff/employee Famly profile on a personal device, unless specifically authorised under the Manager BYOD arrangements.

- Where a member of staff is also a Leapfrog parent/carer, they may have the Famly app on their personal device **solely to access their Parent profile and information relating to their own child**. They must not access their Employee profile through their personal device.
- Please refer to the Famly Policy for further guidance.id

Approved Staff WhatsApp Communication
Leapfrog uses WhatsApp as an approved communication platform across the staff team and staff may access approved Leapfrog WhatsApp communication through their personal mobile phones.
This is a specific exception to the general restriction on personal mobile-phone use.
Where WhatsApp needs to be checked during working time, this must be **brief, necessary and related to nursery business** and must not compromise the supervision, care or interaction of children.
WhatsApp must not become the nursery's formal record system or be used as a reason for unnecessary personal-phone use during working time.
Detailed requirements relating to the professional use of WhatsApp are contained within the Staff Code of Conduct and Cyber Security Policy.

Managers and SLT
Authorised Managers and members of SLT may use approved personal phones, laptops or other personal devices for wider legitimate management and operational purposes.
This may include accessing approved nursery systems, management email, Egress, staff communication and other information necessary to fulfil their management responsibilities.
Managers and SLT using personal devices in this way must comply with the **Manager Bring Your Own Device (BYOD) Agreement** and Cyber Security Policy.
The guiding principle is: ACCESS – DON'T STORE

Managers and SLT – Authorised Photography and Video
As a specific exception to the general prohibition on using personal devices to photograph or record nursery children, authorised Managers and members of SLT may use an approved personal mobile phone to take photographs or videos for legitimate and authorised Leapfrog purposes.
This may include:

- uploading photographs or videos to Famly for children's learning records, observations or to share nursery experiences with families;
- authorised Leapfrog website content;
- Instagram and other approved nursery social-media content; and
- other specifically authorised nursery publicity or communication purposes.

This is permitted only where:

- the appropriate parental permissions have been checked;
- the photograph or video is appropriate for its intended purpose and complies with Leapfrog's safeguarding, photography, data-protection and social-media requirements;
- photographs and footage are purposeful and not excessive;
- the image or video is uploaded promptly to the appropriate approved Leapfrog system, account or platform;
- it is **not retained as a personal copy**;
- it is deleted from the personal device as soon as it has been successfully uploaded and is no longer required;
- where applicable, it is also removed from **Recently Deleted/Trash and any personal cloud or automatic photo-backup service**; and
- the personal device is being used in accordance with the Manager BYOD Agreement and Cyber Security Policy.

Where photographs or videos are taken for Famly, they must be uploaded to the appropriate child's record or other appropriate area of the Famly system and handled in accordance with the nursery's usual permissions, confidentiality and data-protection arrangements.
Authorisation to use a personal device does **not** permit photographs or videos of children to be retained on the device, shared through personal accounts, transferred to unauthorised applications or storage, or used for any personal purpose.
Staff who are not specifically authorised under this arrangement must **never use a personal device to photograph, film or record nursery children.**

Wherever reasonably possible, nursery information should be accessed through approved systems rather than downloaded or permanently stored on a personal device.
Authorisation to use a personal device for nursery work never authorises the device to be used to photograph, film or record nursery children, unless it is in line with

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Smart Watches, Fitness Trackers and Wearable Technology
Smart watches, fitness trackers or similar devices that can actively receive messages, make or receive calls, take photographs, record or otherwise communicate externally must not ordinarily be worn or accessed while working directly with children.
A simple device used solely for functions such as counting steps may be worn where it has no active communication, imaging or recording capability and does not interfere with safe practice.
Where a member of staff requires a personal electronic or wearable device because of a medical need, disability or other agreed reasonable adjustment, this should be discussed confidentially with management.
Appropriate arrangements will be agreed which meet the staff member's needs while maintaining safeguarding requirements.

Nursery-Owned Devices
Nursery-owned tablets, mobile devices, cameras, computers and other electronic equipment may only be used for authorised nursery purposes.
Staff must:

- use nursery devices responsibly and professionally;
- only access applications, systems and information required for their role;
- not install applications or software unless authorised by management;
- keep devices secure when not in use;
- lock devices when left unattended;
- protect passwords, PINs and other security information;
- never allow unauthorised people to access nursery devices or accounts; and
- immediately report lost, damaged, compromised or unusually behaving equipment.

Nursery devices may be used for appropriate operational, administrative and curriculum purposes.
Social-media or messaging applications must not be installed or used on nursery devices unless specifically approved by management for legitimate nursery purposes.
Any applications downloaded onto nursery devices must be approved by management to ensure that they are appropriate for their intended use.
Nursery devices must not ordinarily be taken home by staff.
Where equipment needs to leave the premises for an authorised operational, maintenance or technical reason, this must be approved by management and handled securely.
Technical requirements relating to passwords, accounts, software, updates, suspicious messages and cyber incidents are contained within our Cyber Security and Acceptable Use of IT Policies.

Personal Devices and Nursery Wi-Fi
Personal devices must not routinely be connected to nursery Wi-Fi or nursery systems.

Where an authorised Manager or member of SLT requires access for legitimate management purposes, this may be permitted where appropriate and in accordance with the Manager BYOD Agreement and Cyber Security Policy.
Other staff must not connect personal devices to nursery systems or Wi-Fi unless specifically authorised by management for a legitimate purpose.

Use of Devices During Outings

Appropriate communication must remain available when children are away from the setting.
A designated and management-approved mobile phone or device will be available during outings for emergency and nursery communication.
A nursery-owned device should normally be used where available.
Where a personal mobile phone is exceptionally designated or authorised for this purpose, it must only be used in accordance with the outing arrangements and must never be used to photograph, film or record children.
Nursery information should not be unnecessarily stored on the personal device.
Staff must continue to follow safeguarding, confidentiality and professional-boundary requirements throughout the outing.
Please refer to our Outings and Critical Incident Policies and relevant outing risk assessments.

Parents/Carers and Personal Devices

We ask parents/carers to refrain from using mobile phones, smart watches, smart glasses or other personal recording devices within nursery rooms and gardens.
This helps us to:

- safeguard the privacy of all children;
- prevent unauthorised photography or recording; and
- ensure drop-off and collection remain valuable opportunities for appropriate communication about children.

Where a parent/carer needs to take or continue a call, they may be asked to do so outside the children's nursery areas.
Parents/carers must not photograph, film or make audio recordings within the nursery unless specific permission has been given by management.
These expectations are also reflected within our Parents/Carers Code of Conduct.

Children's Personal Devices

Parents/carers are asked not to send children to nursery with personal devices capable of photography, recording, messaging, internet access or external communication, including children's smart watches or similar devices.
Current DfE screen-use guidance for early years providers advises settings to discourage children from bringing their own devices into early years settings and to work with families where individual circumstances need to be considered.
Where a child requires a device as assistive technology or because of SEND, communication, disability or medical need, appropriate arrangements will be agreed with parents/carers, the SENCO and management and incorporated into relevant individual plans or risk assessments.

Visitors, Contractors and Students

Visitors, contractors, students and other adults must not use personal devices with photography, recording or sharing capabilities within areas used by children unless specifically authorised.
Where appropriate, visitors may be asked to store such devices securely for the duration of their visit.
Any authorised device use must have a legitimate purpose and be appropriately supervised or managed.

Visitors, contractors and students must never photograph or record children without specific management authorisation and the necessary safeguarding and permission arrangements being in place.

Photographs and Videos

Photographs and recordings can provide useful evidence of children's experiences, learning and development and help families share in nursery life.

Photographs and videos of children will only be taken for legitimate and authorised nursery purposes using nursery-approved equipment and systems.

Parents/carers will be informed about how photographs and videos may be used and will be asked to record their permissions or choices where relevant, including for:

- children's electronic learning records;
- nursery displays;
- nursery publications;
- website or promotional material;
- social media; and
- press or publicity.

Different uses will be considered separately so that parents/carers understand what they are agreeing to.

If a family does not wish their child's image to be used for a particular purpose, this will be respected and alternative ways of recording or celebrating the child's learning will be used where appropriate.

Recognisable photographs are personal information and must be handled in accordance with data-protection requirements.

Taking, Storing and Sharing Images

Staff must:

- only use nursery-approved devices to photograph or record children;
- take images only for an appropriate nursery purpose;
- take account of recorded parental permissions and choices;
- maintain children's dignity at all times;
- never photograph or record children during intimate care;
- avoid unnecessary or excessive photography or video recording;
- upload or share images only through approved nursery systems or authorised arrangements; and
- remove images from temporary authorised storage once they have been securely transferred and are no longer required there.

Digital photographs and videos must be securely stored with access restricted to those with a legitimate professional need.

Images must not be transferred to or stored on:

- personal mobile phones or personal devices;
- personal photo libraries;
- personal email accounts;
- personal cloud storage;
- personal USB drives; or
- unapproved applications or AI systems.

Where hard-copy photographs containing personal information are retained, they must be stored appropriately and securely.

Group photographs or images containing more than one child will only be shared where this is consistent with the nursery's permissions and safeguarding arrangements.
Please refer to our Data Protection, Confidentiality and Information Sharing Policy.

Students and Apprentices – Training Evidence
Where a student or apprentice is required to gather photographic evidence for an approved qualification or training programme, photographs of children must not be taken using the student's or apprentice's personal device. Photographs must be taken using an authorised nursery device, only involving children for whom the appropriate parental permission is in place and with the child's identity protected so that their face is not visible. A Manager/Supervisor must check and approve the image before it leaves the nursery device and may then email the approved photograph to the student/apprentice solely for upload to their approved training platform. Once successfully uploaded, the student/apprentice must delete the photograph and email from their device/account and must not save, forward, share or upload it anywhere else.

No video or audio recording of children is permitted for training evidence. Staff, students and apprentices must follow the separate **Student, Apprentice & Training Evidence Agreement** and report any accidental disclosure or data breach immediately.

Instagram, Website and Public Content
Only staff specifically authorised by Leapfrog may prepare or publish content through official nursery social-media or website accounts.
Leapfrog may appoint an authorised Social Media Representative to take the lead on preparing and publishing content.
The Social Media Representative may publish routine content without obtaining individual Manager approval for every post, provided that the appropriate permissions have been checked and the content complies with Leapfrog's safeguarding, photography and social-media requirements.
Where there is uncertainty about:

- photographic permission;
- the suitability of an image;
- potentially sensitive content;
- safeguarding or privacy;
- identifying information; or
- whether publication is appropriate,

the Social Media Representative must seek advice or approval from the Nursery Manager or SLT before publishing.
Management retains overall oversight of official nursery social-media activity.
Children's photographs or personal information must not be transferred to personal devices or accounts for the purpose of preparing social-media content.
Children's photographs must not be uploaded to generative AI or other unapproved applications.
Detailed requirements are contained within our Cyber Security Policy, Social Networking Policy and Good Practice Guidance – Taking Photographs for Instagram and Our Website.

Events and Celebrations
At some nursery events, parents/carers may wish to take photographs or videos.
The nursery will decide in advance whether photography or recording is appropriate and communicate the arrangements to families.
Where photography is permitted, families will be reminded that photographs or recordings containing other people's children must not be shared publicly or on social media without appropriate permission.
Where the nature of an event, children's individual circumstances or safeguarding considerations make photography inappropriate, the nursery may prohibit or restrict recording.

Children's Screen Use

At Leapfrog, digital technology will be used purposefully, carefully and only where it adds value to children's learning, communication or individual needs.

Leapfrog has due regard to DfE guidance on children's screen use, adhering to screens not replacing high-quality interactions, physical activity, outdoor play, sleep, stories, exploration or relationships with adults and other children. We will avoid any screen time for under two's except in limited circumstances and limiting screen time for children aged two to five.

Screen-based assistive technology for children with SEND may be treated differently where it is important for communication, wellbeing, access or participation.

Where children use screens:

- use will be limited and purposeful;
- content will be checked by staff and appropriate for the child's age and development;
- children will be supported by an adult rather than accessing digital content unsupervised;
- staff will consider whether a non-screen experience would better meet the intended learning outcome;
- digital activity should promote active engagement rather than passive viewing; and
- individual SEND, communication or accessibility needs will be appropriately considered.

Please refer to our Online Safety, Acceptable Use of IT and SEND arrangements for further guidance.

Online Safety

Any internet-enabled nursery device used with or around children must be appropriately managed.

Staff must only access appropriate and authorised content and should remain alert to unexpected material, links, advertising or other online risks.

Children must not independently browse the internet or use internet-connected devices without appropriate adult involvement.

Where internet-connected technology such as Alexa or other smart devices is used, it must be used in accordance with approved nursery arrangements and relevant guidance.

New internet-connected, smart, AI-enabled or emerging technology must not be introduced for nursery use without appropriate management consideration and authorisation.

Technical security, suspicious messages, phishing, malware and compromised devices or accounts are addressed within our Cyber Security Policy.

Secure Communication and Egress

Where staff need to share confidential or sensitive information about a child electronically, they must use the appropriate approved nursery system or secure communication method.

Egress is Leapfrog's approved secure email platform for sharing confidential or sensitive information about children with authorised external recipients, including professionals and other agencies where appropriate.

Ordinary email should not routinely be used to transmit detailed safeguarding, SEND, medical, developmental, family or other sensitive child information where Egress or another approved secure method is required.

Detailed requirements are contained within our Cyber Security, Acceptable Use of IT and Data Protection, Confidentiality and Information Sharing Policies.

Artificial Intelligence and Unapproved Applications

Leapfrog recognises that Artificial Intelligence (AI) can be a valuable professional tool and permits the use of approved AI services, for legitimate nursery and business purposes where their use is appropriate, proportionate and consistent with nursery policies.

AI may be used to support professional practice, administration, communication, planning, reflection, SEND work, research and other appropriate nursery functions. The specific ways in which approved AI is used may develop as technology and nursery practice evolve.

Staff must use AI responsibly and maintain appropriate confidentiality and data protection. As a general principle, information entered into AI should be anonymised or de-identified wherever reasonably possible and limited to the minimum information necessary for the task.

Staff must not enter children's or adults' names, contact details, addresses, dates of birth, photographs or other direct identifiers into AI unless a specific use involving personal information has been separately considered and authorised by management.

Particular care must be taken with safeguarding, SEND, medical, developmental, family and other sensitive information. Such information must not be entered unnecessarily and any authorised use must follow Leapfrog's Data Protection, Confidentiality and Information Sharing requirements.

AI is a supporting tool and not a substitute for professional judgement or accountability. Staff remain responsible for checking the accuracy, appropriateness and relevance of AI-assisted work before it is used, shared or incorporated into nursery records or decision-making.

Staff must only use AI services or features that have been approved by Leapfrog for the intended purpose. New or significantly different uses involving personal, confidential or sensitive information should be discussed with management before use.

Further requirements for the appropriate use of AI are contained within our Online Safety, Acceptable Use of IT, Cyber Security and Data Protection, Confidentiality and Information Sharing Policies.

Loss, Misuse or Safeguarding Concerns

Any concern about inappropriate device use, photography, recording or sharing must be **reported immediately to the Nursery Manager/DSL as appropriate**.
This includes where:

- a personal device has been used contrary to this policy;
- an unauthorised photograph or recording may have been taken;
- nursery information or images have been sent to the wrong person;
- a nursery device is lost or stolen;
- a device or account appears to have been compromised; or
- staff observe behaviour that raises concerns about another adult's use of technology.

Staff must not investigate safeguarding concerns themselves.
Where the concern relates to an adult working with children, it will be considered under our Safeguarding and Child Protection, Low-Level Concerns/Allegations and Staff Code of Conduct procedures.
Where personal information may have been lost, disclosed or compromised, the Data Protection, Confidentiality and Information Sharing Policy will also be followed.
Where the issue relates to unauthorised access, phishing, malware, system compromise or another cyber-security concern, the Cyber Security Policy will be followed.
Staff are not expected to decide whether an incident constitutes a reportable data breach or to investigate a technical cyber-security incident themselves. Their responsibility is to report concerns promptly so that management can assess and respond appropriately.

Management Oversight

Managers are responsible for ensuring that this policy is understood and consistently implemented.

This includes:

- ensuring staff understand device expectations through induction and safeguarding training;
- monitoring the appropriate use of nursery devices;
- ensuring personal-device permissions are clearly understood;
- ensuring Managers/SLT authorised for wider personal-device use follow the Manager BYOD Agreement;
- reviewing access and authorised applications where appropriate;
- ensuring parental permissions and choices are appropriately recorded;
- ensuring Social Media Representatives and other authorised publishers understand their responsibilities;
- responding promptly to concerns or breaches;
- ensuring new technologies are considered before being introduced; and
- reviewing this policy where technology, guidance or nursery arrangements change.

Staff are expected to use the nursery's Whistleblowing Procedure where they observe inappropriate or unsafe device use and do not feel the matter is being appropriately addressed.

Related Policies and Procedures
This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Parents/Carers Code of Conduct
- Cyber Security Policy
- Data Protection, Confidentiality and Information Sharing Policy
- Acceptable Use of IT Policy
- Online Safety Policy
- Social Networking Policy
- Whistleblowing Policy
- Outings Policy
- Critical Incident and Emergency Response Policy
- SEND Policy
- Manager Bring Your Own Device (BYOD) Agreement
- Good Practice Guidance – Taking Photographs for Instagram and Our Website
- Using Alexa Safely at Leapfrog – Staff Good Practice Guide
- relevant individual risk assessments, healthcare plans and support plans
- Student, Apprentice & Training Evidence Agreement

'Safeguarding children and protecting professionals in early years settings: online safety considerations'.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022,October 2024 March 2025 August 26	M.Topal	September 2027

Modern Slavery and Human Trafficking Policy

The **Modern Slavery Act 2015** consolidates offences relating to slavery and human trafficking and provides the legislative framework for tackling modern slavery in the UK.

Child trafficking and modern slavery are forms of **child abuse and exploitation**. Children may be recruited, moved, transported, harboured or received for the purpose of exploitation.
Modern slavery includes:

- slavery;
- servitude and forced or compulsory labour; and
- human trafficking.

Children who experience modern slavery or trafficking may also experience other forms of abuse, including physical, sexual and emotional abuse, neglect and criminal exploitation.
This policy should be read alongside our:

- Safeguarding and Child Protection Policy;
- Whistleblowing Policy; and
- Equality and Inclusion Policy.

Human Trafficking and Exploitation

Human trafficking involves the recruitment, transportation, transfer, harbouring or receipt of a person for the purpose of exploitation.
Exploitation may include:

- sexual exploitation;
- forced labour or domestic servitude;
- slavery or practices similar to slavery;
- criminal or financial exploitation;
- illegal adoption; or
- removal of organs.

Where a child is concerned, it is not necessary to demonstrate that force, threats, coercion or deception have been used. A child cannot consent to their own trafficking or exploitation.

Signs of Concern

There is no single sign that identifies modern slavery or trafficking. Staff should remain alert to changes, behaviours or circumstances which cause concern.
Possible indicators may include a child or adult:

- appearing to be under the control of another person;
- being reluctant or unable to interact freely with others;
- having limited personal belongings;
- wearing the same or unsuitable clothing;
- having restricted freedom of movement;
- appearing frightened, withdrawn or anxious;

- being reluctant to speak to professionals or authorities;
- showing signs of physical, emotional or psychological abuse; or
- presenting with circumstances or behaviour which suggest exploitation.

Indicators should always be considered within the wider context of the child or adult's circumstances.

Procedure

Any concern that a child may be experiencing trafficking, modern slavery or exploitation will be treated as a **safeguarding concern** and managed in accordance with our Safeguarding and Child Protection Policy.
Staff must report concerns immediately to the **Designated Safeguarding Lead (DSL)** and must not investigate the matter themselves.
Where a child is at immediate risk of harm or in immediate danger, **call the police on 999**.
Otherwise, the DSL will consider the information and make a referral to Children's Social Care/MASH in accordance with our safeguarding procedures.
Where there is concern that an adult may be a victim of modern slavery, appropriate safeguarding and referral procedures will be followed.
Staff should **not confront a suspected trafficker or exploiter**, or take action which could place the child, adult or themselves at increased risk. Where it is not safe or appropriate to speak privately with a potential victim, concerns should be passed to the appropriate safeguarding authorities.

Concerns may also be reported to the:
Modern Slavery & Exploitation Helpline – 08000 121 700
or **Crimestoppers – 0800 555 111**.
Current information and online reporting are available through the Modern Slavery & Exploitation Helpline.

Local Safeguarding Referral

Leapfrog will follow the current referral arrangements set out within our Safeguarding and Child Protection Policy**.**
For an immediate child protection concern requiring an urgent safeguarding response, the DSL will contact **Enfield Children's MASH** and complete the required referral through the Children's Portal.
For safeguarding concerns outside normal working hours, the **Enfield Emergency Duty Team** will be contacted.
If a child or other person is in immediate danger, call 999.

Current Enfield contact details and referral routes must be checked against the nursery's Safeguarding and Child Protection Policy/current safeguarding contact information before making a referral.
Where a child is already open to Children's Social Care, the allocated Social Worker should be contacted directly wherever possible.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 August 26	M.Topal	September 2027

Staff Behaviour Policy

At Leapfrog, we take the safety and welfare of our children and staff seriously. We expect all staff to behave professionally, maintain appropriate boundaries and act as positive role models for the children in their care.
We recognise that changes in an individual's behaviour, conduct or circumstances may sometimes indicate a need for support or raise a concern about their ongoing suitability to work with children. Concerns will be considered **fairly, sensitively and proportionately**, with safeguarding children remaining our priority.
This policy should be read alongside our **Staff Code of Conduct, Safeguarding and Child Protection, Low-Level Concerns, Whistleblowing, Mobile Phone and Electronic Device, Social Networking and Safer Recruitment policies and procedures.**

Expected Staff Behaviour
Within our nursery, we expect staff to:

- put children first, recognising that their safety, welfare, wellbeing and development are central to their role;
- behave as positive professional role models and demonstrate warm, caring and respectful relationships consistent with our expectations of professional love and appropriate professional boundaries**;**
- work openly, respectfully and collaboratively with managers and colleagues;
- understand and follow their responsibilities under the Statutory Framework for the EYFS, nursery policies, procedures and safeguarding training;
- recognise, report and respond appropriately to safeguarding concerns without unnecessary delay;
- maintain confidentiality and handle information about children, families, staff and the nursery appropriately;
- maintain professional relationships with parents/carers and inform management where a pre-existing or developing personal relationship may create a conflict of interest or professional-boundary concern;
- behave in a way that maintains trust and confidence in their professional role and does not bring the nursery into disrepute;
- follow the nursery's requirements regarding mobile phones, electronic devices, social media, communication and information security; and
- inform management promptly of any relevant change in circumstances which may affect their suitability or ability to work safely with children.

This responsibility to disclose relevant changes is ongoing. This may include an investigation, caution, conviction, allegation, involvement with the police or social services, or another significant circumstance which may affect their suitability to work with children. Where a member of staff is unsure whether information is relevant, they should discuss it with management so that the appropriate decision can be made.

Monitoring and Supporting Ongoing Suitability
Leapfrog monitors and supports professional practice and ongoing suitability through:

- observations of practice and staff interactions with children;

- regular supervision, appraisal and professional discussion;
- peer on peer observations
- safeguarding and suitability declarations;
- the Staff Code of Conduct and Low-Level Concerns procedures;
- a Whistleblowing Policy which enables staff to raise concerns about practice or colleagues;
- appropriate recruitment, DBS and suitability checks; and
- ongoing management oversight, training and support.

Staff also have a responsibility to speak up promptly if they observe a change in a colleague's behaviour or practice which causes concern about children's safety, professional boundaries or suitability.
Staff do not need to determine whether something is a low-level concern or meets the threshold for an allegation. **If in doubt, speak out.**

Changes in Behaviour or Practice
A change in someone's mood, health, appearance, beliefs or personal circumstances does not in itself indicate that they present a safeguarding risk**.**
Management may, however, appropriately explore a change where there is a reasonable concern about the person's wellbeing, professional conduct, ability to carry out their role safely or suitability to work with children.
Concerns may include, for example:

- a significant or unexplained change in interactions with children or colleagues;
- inappropriate, excessive, secretive or preferential relationships with children;
- changes in professional boundaries;
- intimidating, aggressive, discriminatory or otherwise inappropriate behaviour;
- concerning use of mobile phones, electronic devices, social media or communication platforms;
- secrecy or attempts to conceal conduct relevant to safeguarding;
- repeated or significant deterioration in professional practice which may affect children's safety or welfare;
- failure to follow safeguarding procedures or reasonable management instructions;
- behaviour inside or outside work which raises a concern about suitability to work with children; or
- any other behaviour which creates a safeguarding concern or a reasonable sense of unease.

These examples are not exhaustive. Concerns will always be considered in their individual context and, where relevant, alongside any previous concerns or emerging patterns.

Responding to Concerns
Where management identifies a change in behaviour or practice, the response will depend upon the nature and seriousness of the concern.
Where appropriate, a Manager may meet privately with the member of staff to understand the circumstances, discuss expectations and identify whether support, guidance, supervision, training or other reasonable measures are required.
Where the information raises a concern about professional conduct or boundaries, the Low-Level Concerns procedure will be considered.
Where there is any indication that an adult may have harmed a child, may pose a risk of harm, may have committed an offence relating to a child, or may not be suitable to work with children, the **Safeguarding and Managing Allegations Against Staff procedures will be followed and advice/referral sought from the LADO as appropriate**.
Staff and managers should not undertake an internal investigation which could compromise a safeguarding, LADO or police process.
Where a child may be at immediate risk, **protecting the child takes priority** and the Safeguarding and Child Protection procedure will be followed immediately.

Relevant discussions, concerns, decisions and actions will be recorded and stored securely and confidentially in accordance with nursery procedures.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 August 26	M.Topal	September 2027

Leapfrog Nursery School

Supporting and Extending More Able Children Policy

At Leapfrog, we recognise that every child is unique and develops at their own pace. We plan our teaching, environment and experiences so that all children are supported to build upon their individual starting points, make progress and fulfil their potential.
Some children may demonstrate knowledge, skills, understanding or abilities which are particularly advanced for their age or stage of development. This may be evident across several areas of learning or within a particular area, interest or talent.
Our responsibility is to recognise these strengths and provide appropriate challenge, depth and opportunity, while continuing to support the development of the whole child.

Identifying Strengths and Abilities
Practitioners get to know children through relationships, conversations with families, observation, play and assessment.
We will:

- work with parents/carers to understand children's experiences, interests, strengths and starting points;
- establish starting points during the child's first month and consider their development in relation to the EYFS;
- use ongoing observations, interactions and our termly Focus Week to build a fuller picture of the child;
- reference Development Matters alongside our professional knowledge to consider the child's stage of development;
- recognise that advanced ability may be demonstrated in different ways and across any area of learning and development; and
- avoid relying on a single skill, assessment or academic achievement to define a child's ability.

A child may, for example, demonstrate particularly advanced language and communication, mathematical thinking, problem-solving, memory, creativity, imagination, physical ability, music, construction, curiosity, knowledge or sustained concentration.

Supporting and Extending Learning
Where a child demonstrates advanced skills, knowledge or understanding, practitioners will provide opportunities which extend their thinking and deepen their learning, rather than simply moving them on to more formal or age-inappropriate activities.
This may include:

- introducing greater challenge, complexity or problem-solving;
- asking open-ended questions and encouraging sustained shared thinking;
- providing rich resources and experiences linked to the child's interests;

- allowing children to investigate ideas in greater depth;
- introducing new vocabulary, concepts and possibilities;
- providing opportunities for creativity, independence and leadership;
- adapting the environment or provision to provide appropriate challenge; and
- drawing upon additional expertise or experiences where this would benefit the child.

Challenge should remain playful, meaningful and developmentally appropriate and should not place unnecessary pressure or expectations upon the child.
We will continue to consider all areas of the child's development. Being particularly advanced in one area does not mean that a child will have the same level of development, confidence or support needs in every area.

Working in Partnership
Parents/carers are encouraged to share children's interests, achievements and experiences from home through conversations and Famly, helping practitioners build a rounded understanding of the child.
Where appropriate, we may work with the nursery Inclusion Coordinator, other professionals or specialist services to understand and support an individual child's needs.
Relevant information about children's strengths, interests, development and successful approaches will be shared appropriately when children transition to another room, setting or school to support continuity and progression in their learning.

Monitoring Progress
Practitioners and management will monitor children's progress from their individual starting points and ensure that the curriculum and environment provide appropriate support and challenge for all children.
Where a child is not being sufficiently challenged, practitioners will reflect upon and adapt their interactions, planning, experiences and provision.
Our aim is not to place labels on young children, but to recognise individual strengths, respond to children's capabilities and provide opportunities that enable every child to continue learning, developing and thriving.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 August 26	M.Topal	September 2027

Multiple Birth Families Policy

At Leapfrog, we recognise that twins, triplets and other children from multiple births share a unique relationship, while also being individual children with their own personalities, interests, strengths, needs and developmental journeys.
We work closely with families to celebrate the children's relationship while ensuring that each child is known, valued and supported as an individual and has opportunities to make progress from their own starting points.
This policy should be read alongside our Settling In, Partnership with Parents, SEND and Famly policies.
To support children and families of multiple births, we will:

- recognise and celebrate the special relationship between children from a multiple birth while supporting each child's individual identity;
- work with parents/carers to understand each child's individual personality, preferences, interests, needs, routines and starting points, including, where necessary, appropriate ways for staff to confidently identify each child;
- maintain individual records and Famly profiles for each child, including their care requirements, permissions, learning and development;
- ensure each child has their own starting points, observations, Focus Weeks and Reflection Summaries which reflect their individual learning and progress;
- recognise and celebrate each child's achievements without unnecessary comparison with their sibling(s);
- communicate meaningfully with parents/carers about each child's individual experiences, care, wellbeing and development;
- provide opportunities for children to develop their own interests, friendships, confidence and independence while respecting the security and enjoyment they may gain from being together;
- consider opportunities for children to participate separately where this is appropriate and beneficial for the individual children, rather than routinely separating them because they are twins or multiples;
- involve parents/carers and, where appropriate, the children when considering whether and how opportunities apart may be beneficial;
- provide an individual parent consultation for each child, giving each child the same consideration and time as any other child within the setting;
- consider each child's progress from their own individual starting points, rather than comparing their development with their sibling(s);
- discuss any concerns about an individual child's learning, development or wellbeing with parents/carers and follow our SEND procedures where appropriate; and
- share relevant individual information during transitions to another room, setting or school to support continuity of care, learning and development.

We recognise that children from a multiple birth may develop at different rates, have different interests, form different relationships and require different levels or types of

support. We will not expect them to behave in the same way, achieve at the same time or enjoy the same experiences.
Our aim is to celebrate their relationship while ensuring that each child is seen, heard and supported as an individual.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 August 26	M.Topal	September 2027

Leapfrog Nursery School

Nappy Changing and Toileting Policy

Please also see our Intimate Care Policy.
At Leapfrog, we support children's care, dignity, health and welfare in accordance with their individual needs.
Intimate care is an important part of children's wellbeing and provides an opportunity for warm, responsive and respectful interaction. Wherever reasonably possible, intimate care will be provided by familiar and consistent practitioners, including the child's Key Person, while ensuring that children's needs are met promptly and appropriate safeguarding arrangements are maintained.
Our procedures have regard to current UK Health Security Agency (UKHSA) guidance on preventing and controlling infections in children and young people's settings.
UKHSA – Preventing and controlling infections in children and young people's settings

We work in partnership with parents/carers to share relevant information about nappy changing, toileting and children's individual care routines.
When developmentally appropriate, we work closely with parents/carers to sensitively support toilet learning in a way which reflects the child's individual development, readiness and needs and promotes consistency between home and nursery.

Nappy Changing Facilities and Hygiene

We provide appropriate designated facilities for nappy changing.
We will ensure that:

- changing facilities are, wherever possible, separate from children's play areas and areas where food or drink is prepared or consumed;
- appropriate handwashing facilities are available;
- changing mats have a sealed, wipeable covering and are checked regularly for cracks, tears or other damage and replaced where damaged;
- changing mats are cleaned after each use and at the end of each day using the appropriate cleaning product in accordance with current UKHSA guidance and manufacturer's instructions;
- clean nappies and care products are stored in a clean, dry place;
- soiled disposable nappies are securely bagged and disposed of appropriately;
- nappy waste is stored safely away from children and removed in accordance with the nursery's waste arrangements;
- nappy bags, gloves, aprons, creams and cleaning products are kept out of children's reach; and
- the changing area is maintained in a clean, safe and hygienic condition.

Where a child requires a non-prescribed barrier or nappy cream, such as Sudocrem, this should normally be supplied by the parent/carer, clearly labelled with the child's name and used with the appropriate parental permission.

Nappy Changing Procedure

Before beginning a change, staff will ensure that all necessary equipment is available so that the child is never left unattended.
Staff will:

- follow appropriate hand-hygiene procedures;
- use appropriate single-use PPE, including gloves and an apron where required in accordance with infection-control procedures and the nature of the care being provided;
- maintain the child's dignity and privacy throughout;
- talk and interact positively with the child, explaining what is happening in a developmentally appropriate way;
- clean the child appropriately using their individual care products;
- remove and dispose of contaminated PPE appropriately, avoiding cross-contamination of clean clothing and equipment;
- dispose of the nappy and other waste promptly;
- clean the changing mat and area after the change;
- wash and dry their hands thoroughly after the change; and
- record the nappy change on Famly after the intimate care routine has been completed.

Children will be encouraged to participate in their own care and develop independence according to their age, stage of development and individual abilities.

Famly and Electronic Devices
Nappy changes and relevant toileting information will be recorded on Famly in accordance with our Famly – Operational Management and Learning Journal Policy**.**
No mobile phones, cameras, tablets, smartwatches or other electronic devices with imaging, recording or sharing capabilities are permitted within toilet, nappy-changing or intimate-care areas.
This applies to personal and nursery devices and includes the authorised Manager/SLT personal-device arrangements contained within our Mobile Phone and Electronic Device Policy and Manager BYOD Agreement.
Famly records must therefore be completed after the intimate care routine and away from the intimate-care area**.**

Reusable Nappies
Where a child uses reusable nappies, the same principles of hygiene, dignity and safeguarding apply.
In addition, we will:

- ask parents/carers to provide information or demonstrate how their child's reusable nappy should be fitted where required;
- carefully dispose of faecal matter into the toilet where appropriate, without rinsing the nappy by hand;
- dispose of disposable liners appropriately;
- place the used reusable nappy in the child's designated sealed, waterproof wet bag;
- store the wet bag securely and away from children; and
- return the wet bag to the parent/carer for laundering at the end of the child's day.

Reusable nappies will not be washed or rinsed by hand at nursery.

Safeguarding, Dignity and Professional Practice
We aim to protect children's dignity and welfare while ensuring that staff undertaking intimate care are supported to carry out their responsibilities safely and confidently.
We will:

- promote familiar, consistent and caring relationships through our Key Person approach;
- use intimate-care routines as opportunities for positive interaction, communication and developing independence;
- ensure children's privacy and dignity while maintaining appropriate safeguarding arrangements;

- ensure that intimate care does not take place in circumstances which unnecessarily prevent appropriate safeguarding oversight;
- ensure no child is left unattended during an intimate-care routine;
- ensure staff undertaking intimate care have completed the appropriate suitability and recruitment checks;
- provide staff with appropriate induction and guidance in nappy changing, toileting, hygiene, safeguarding and intimate-care procedures;
- ensure students undertaking intimate care are appropriately supported and supervised in accordance with their role, competence and nursery arrangements;
- consider the needs of pregnant staff or staff with health conditions through an appropriate individual workplace risk assessment rather than applying an automatic restriction;
- ensure staff understand how to recognise and report safeguarding concerns;
- use supervision, observations of practice and management oversight to ensure procedures are followed consistently; and
- encourage staff to raise concerns about practice immediately in accordance with our Safeguarding, Low-Level Concerns and Whistleblowing procedures**.**

Warmth, reassurance and professional love remain important during intimate care. Staff should communicate respectfully with children, respond to their cues and never rush, shame, humiliate or unnecessarily restrain a child during an intimate-care routine.
Where a child becomes distressed or consistently resists intimate care, staff will consider the reason for this and work with the child, parents/carers and, where appropriate, the Inclusion Coordinator or other professionals to identify a sensitive and safe approach.

Individual, SEND and Medical Needs
Children with SEND, disabilities or medical needs will be supported according to their individual requirements and without unnecessary restriction or exclusion.
Where a child requires specific intimate or medical care, we will work closely with parents/carers and relevant health professionals to establish:

- the child's individual needs and routines;
- appropriate equipment and facilities;
- any required risk assessment or healthcare plan;
- staff training and competency requirements; and
- appropriate staffing and safeguarding arrangements.

Where specialist training is required, this must be completed before staff independently undertake the procedure.
For children requiring procedures such as Clean Intermittent Catheterisation (CIC), only staff who have received the required training and are considered competent will undertake the procedure. Staff will follow the child's individual healthcare plan and any specialist guidance.
Where the child's healthcare plan or individual risk assessment requires two members of staff to be present, this arrangement will be followed.

Toilet Learning
Toilet learning will be approached positively, sensitively and according to the individual child's readiness and development**.**
We will work in partnership with parents/carers to provide consistency between home and nursery wherever possible.
Children will be encouraged and supported to develop independence with toileting, dressing, handwashing and personal hygiene according to their individual abilities.
Children will not be shamed, punished or placed under inappropriate pressure in relation to toileting or accidents.
Where there are concerns about a child's toileting, continence, development or medical needs, these will be discussed sensitively with parents/carers and appropriate professional advice sought where necessary.

Partnership with Parents/Carers

Parents/carers should provide sufficient nappies, wipes, creams, spare clothing and any other agreed individual care items required for their child.

Relevant information about nappy changes and toileting will be recorded through Famly, with important information communicated directly where appropriate.

Where a child requires a new or specialist intimate-care arrangement, we will meet with parents/carers and, where appropriate, relevant professionals before implementing the arrangement to ensure staff understand how to meet the child's needs safely and respectfully.

Any parent/carer or member of staff with concerns or questions about nappy changing, toileting or an individual child's intimate-care arrangements should speak to the Nursery Manager at the earliest opportunity.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 March 2025 August 26	M.Topal	September 2027

Smoking and Vaping Policy

At Leapfrog, we are committed to promoting and protecting the health, safety and wellbeing of children, staff and families and to providing children with positive role models.
Leapfrog operates a strict no-smoking and no-vaping policy throughout all nursery buildings and grounds.
Smoking is prohibited by law in enclosed workplaces and public places. Although vaping is not currently subject to the same smoke-free legislation, Leapfrog does not permit vaping within its buildings or grounds. This reflects our commitment to children's health and wellbeing, maintaining a safe environment and ensuring positive adult role modelling.
This policy applies to staff, students, volunteers, parents/carers, contractors, visitors and any other person on nursery premises.

Staff
Staff must not smoke or vape:

- anywhere within nursery buildings or grounds;
- at nursery entrances or immediately outside the nursery where children and families are entering or leaving;
- while accompanying or supervising children on outings;
- while directly responsible for nursery children; or
- in view of children while representing the nursery.

Staff must not smoke or vape while visibly wearing Leapfrog uniform.
Where staff choose to smoke or vape during an authorised break, they must leave the nursery premises and move appropriately away from entrances, children and families.
Staff who smoke should:

- cover or change their nursery uniform while smoking;
- wash their hands thoroughly before returning to work with children; and
- take reasonable steps to minimise children's exposure to smoke residue or odour on their clothing or person, particularly when caring for babies and very young children.

Staff must ensure that cigarettes, tobacco, vapes, e-liquids, lighters and associated equipment are never accessible to children.

Outings and Visitors
Staff accompanying children away from the nursery must not smoke or vape while supervising or caring for children.
Parents/carers, volunteers and other adults accompanying nursery outings are also expected not to smoke or vape while participating in the outing or caring for nursery children.

Supporting Healthy Choices
We recognise that smoking and vaping may involve nicotine dependence and will treat staff respectfully and without judgement.
Smoking presents significant risks to health and through second-hand smoke. Vaping is not risk-free, but current NHS guidance recognises that it is less harmful than smoking and can be an effective aid for adults trying to stop smoking.

The healthiest option is not to smoke or vape, and we will signpost staff and families who wish to stop to appropriate NHS and local support.
NHS Better Health – Quit Smoking
Where appropriate, information about local stop-smoking services and other evidence-based support will also be made available.

Breaches of this Policy
Any member of staff who does not follow this policy will be reminded of the nursery's expectations and, where appropriate, the matter may be addressed through supervision or the nursery's disciplinary procedures.
Any visitor, parent/carer, contractor or other person smoking or vaping on nursery premises will be asked to stop or leave the premises.
Our priority is to maintain a smoke-free and vape-free environment for children and to ensure that adults working with them model healthy and appropriate behaviour.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 August 26	M.Topal	September 2027

We believe that creating healthy habits and happy mealtimes creates lifelong learning and a love of food.

At Leapfrog, we believe that mealtimes should be happy, relaxed and social occasions for children and staff alike. We promote shared, enjoyable and positive interactions at these times and support children to develop a healthy and positive relationship with food. We are committed to offering children healthy, nutritious and balanced meals and snacks which meet their individual needs and requirements, promote good oral health and support their growth and development.

We have regard to the Department for Education Early Years Foundation Stage Nutrition Guidance and follow relevant NHS and Food Standards Agency guidance.
Food is prepared and provided in accordance with children's individual needs and developmental stage and any agreed dietary, allergy, feeding or healthcare plans. Staff are expected to understand and consistently apply arrangements for managing allergies, food intolerances, dietary requirements and choking risks.
This policy should be read alongside our Packed Lunch Policy, Allergies and Anaphylaxis Policy, Food Safety Risk Assessment and relevant SEND, medical and healthcare procedures.

Our Approach to Food and Healthy Eating
At Leapfrog we promote the following principles:

- **Variety is vital** – children are offered a wide range of tastes, textures and colours.
- **Healthy swaps** – we use whole grains where appropriate and reduce unnecessary sugar and salt.
- **Appropriate portions** – children are initially offered small, developmentally appropriate portions and may have more according to their appetite.
- **No pressure and no food rewards** – children are never forced, pressured, shamed or bribed to eat or required to finish one food in order to receive another.
- **Eat together** – staff join children at mealtimes where appropriate, modelling healthy eating, conversation and positive relationships with food.
- **Food education** – children have opportunities to learn about different foods, nutrition and how food helps our bodies.
- **Flavours from around the world** – menus and experiences introduce children to different foods and celebrate cultural diversity.
- **Healthy cooking experiences** – children are involved in simple, healthy food preparation and cooking activities.
- **Balanced weekly menus** – menus are planned, reviewed and reflected upon to ensure variety and nutritional balance.

We ensure that:

- a balanced and nutritious breakfast, lunch and two daily snacks are provided according to children's attendance and the meals applicable to their session;

- menus are planned in advance and have regard to the Department for Education Early Years Foundation Stage Nutrition Guidance;
- menus provide variety and reflect the cultural diversity of our children and families;
- menus are shared with parents/carers through our website, Famly and nursery displays;
- we provide nutritious food at snack and mealtimes and through cooking experiences, limiting foods high in saturated fat, sugar and salt and unnecessary artificial additives, preservatives and colourings;
- quantities and portion sizes take account of children's ages, stages of development, individual needs and appetites; and
- children's meals and the amount eaten are recorded through Famly, where appropriate.

Individual and SEND Feeding Needs

We recognise that a healthy diet will not look the same for every child.
Some children, including those with SEND, sensory differences, medical conditions, allergies, oral-motor difficulties or feeding difficulties, may have a restricted diet or a very limited range of foods which they can safely and confidently eat.
Where this applies, the child's safety, individual needs, nutritional needs and positive relationship with food take priority over our usual expectations around variety.
We work sensitively with parents/carers and, where appropriate, our Inclusion Coordinator and relevant health professionals to understand the child's needs and agree an appropriate approach.
Children will not be pressured to eat or try particular foods and a child's recognised safe or accepted foods will not be removed simply because they would not ordinarily reflect our usual healthy-eating expectations.
Where appropriate, individual arrangements will be recorded within the child's SEND, feeding, dietary or healthcare plan and communicated to the staff caring for them.

Sustainability

At Leapfrog we aim to make healthy food choices in a sustainable and cost-effective way. We:

- purchase appropriate staple, long-life ingredients in bulk;
- use frozen or tinned fruit and vegetables where appropriate;
- prepare homemade sauces and meals using raw ingredients;
- make appropriate use of leftover food where this can be done safely and in accordance with our food-safety procedures;
- consider seasonal fruit and vegetables when planning menus;
- use a variety of meat, fish and vegetable alternatives; and
- grow and use our own herbs.

Mealtime Environment and Safer Eating

Children must be appropriately supervised whenever they are eating or drinking.
Babies and young children will never be left alone while eating or drinking and must remain within sight and hearing of a member of staff.
A member of staff holding a valid full Paediatric First Aid certificate will be present in the room while children are eating.
Staff supervising children while they eat must remain alert and focused on the children and must not undertake activities which compromise their ability to supervise eating safely.

Food will be prepared and presented according to the child's age, developmental stage and individual eating abilities to minimise choking risks.
At Leapfrog:

- staff set a positive example, eat with children where appropriate and model good table manners and healthy relationships with food;
- meals and snacks are social occasions, with children and staff participating in small groups and conversation encouraged;
- children develop independence through making choices, serving appropriate food and drinks and feeding themselves;
- independence is encouraged through handwashing, washing faces where appropriate and helping to tidy after meals;
- children are supported to make healthy choices and develop an understanding of healthy eating and good oral health;
- children are given sufficient time to eat at their own pace and are not rushed;
- children are never forced, pressured, shamed or bribed to eat;
- if a child becomes distressed by a particular food or meal, this is managed sensitively and without fuss;
- children are still offered subsequent courses regardless of whether they have finished their main course;
- children may be gently encouraged to explore and try unfamiliar foods but are not required to eat them;
- where a child does not eat at the usual mealtime, consideration is given to their individual needs and appropriate food may be offered later;
- positive attitudes towards food and healthy eating are promoted through conversation, play and practical experiences;
- parents/carers are provided with relevant information about their child's food intake through Famly**,** unless otherwise agreed; and
- individual placemats identifying dietary requirements and relevant medical needs are used where appropriate so that adults serving and supervising meals can readily identify children's individual requirements.

Any choking incident requiring staff intervention will be appropriately responded to, recorded and communicated to parents/carers in accordance with nursery procedures.

Drinks
To promote healthy habits and good oral health:

- only milk and water are routinely provided as drinks;
- fresh drinking water is always available and accessible;
- water is frequently offered to children and babies and their intake monitored where appropriate;
- children are encouraged to drink more frequently during hot weather; and
- we may provide fresh herb, fruit or vegetable-infused water, enabling children to explore different natural flavours while encouraging water consumption.

Baby Feeding and Weaning
We:

- follow babies' individual feeding patterns in partnership with parents/carers and regularly review these as their needs change;

- feed babies responsively according to their individual needs;
- support breastfeeding by providing a suitable place for parents to breastfeed and making appropriate arrangements for expressed breastmilk;
- prepare infant formula where required in accordance with current NHS guidance;
- introduce and support weaning in collaboration with parents/carers, considering the foods, textures and feeding approaches the baby is already experiencing at home;
- make decisions according to the baby's individual development and needs rather than making assumptions based solely on age;
- follow current NHS Best Start in Life guidance on introducing solid foods and weaning; and
- record babies' feeding routines through Famly.

Food provided to babies will be prepared and presented in a way that is appropriate for their individual stage of development and minimises choking risk.

Nut-Free Environment

Leapfrog operates a completely nut-free environment.
Nuts, peanuts and foods containing nuts or peanuts must not be brought onto nursery premises. This applies to food provided by the nursery, packed lunches, snacks, food brought in by staff and food provided for celebrations, cooking activities or any other purpose.
Parents/carers and staff are expected to check ingredients carefully and follow this requirement at all times.
Being nut-free does not remove the need to manage other allergens. Children may have serious allergies to many different foods and individual allergy plans, risk assessments and additional controls will continue to be followed.

Management of Food Allergies and Dietary Needs

We take children's allergies, intolerances, dietary requirements and medical needs extremely seriously.
Before a child starts at Leapfrog, we obtain information from parents/carers about their allergies, intolerances, dietary requirements, preferences and relevant health needs.
Parents/carers are responsible for informing us promptly of any changes.
We:

- ensure relevant allergy and dietary information is clearly communicated to staff preparing, serving and supervising food;
- maintain clear information about children's allergies in appropriate food preparation and mealtime areas;
- provide allergen information relating to the meals and food provided;
- complete individual risk assessments and dietary/allergy plans where appropriate and review these when children's needs change;
- carefully consider seating and food-service arrangements to minimise food sharing and allergen cross-contact;
- where appropriate, ensure the child's Key Person or another designated adult remains with the child throughout the meal;
- check food against children's dietary and allergy requirements before it is served;
- sensitively help children understand allergies and the importance of not sharing certain foods where this is developmentally appropriate;

- never use an allergy, intolerance or dietary requirement as a label for a child or make them feel unnecessarily singled out; and
- apply any additional controls identified within a child's individual allergy or healthcare plan.

Allergen Matrix
Leapfrog maintains an allergen matrix for the meals and food we provide, identifying the relevant allergens contained within our menu items.
The allergen matrix is shared with families alongside our menus and supports parents/carers and staff to identify foods and ingredients which may need to be avoided because of a child's allergy or intolerance.
The matrix supports, but does not replace, individual conversations with families, allergy information provided by parents/carers, individual allergy plans or staff checks before food is served.
The allergen matrix will be reviewed and updated when menus, recipes, products or ingredients change so that the information remains current.
Parents/carers must continue to tell us directly about all known or suspected allergies, intolerances and changes to their child's dietary or medical needs, even where an allergen is already identified on the matrix.
Any allergic reaction will be managed in accordance with the child's individual plan and our Allergies and Anaphylaxis Policy, including the administration of emergency medication and seeking emergency medical assistance where required.

Cultural and Dietary Preferences
We respect the cultures, beliefs and dietary choices of our children and families.
Where reasonably possible, we provide foods reflecting children's cultural backgrounds, giving children opportunities to enjoy familiar foods while also introducing them to new tastes, textures and cuisines.
Cultural differences in food and eating practices are treated respectfully.

Learning About Food and Cooking
Food is an important part of children's learning.
Children are given opportunities to:

- explore different tastes, textures, colours and smells;
- learn about healthy choices and oral health;
- talk about food, vitamins, minerals and how food helps our bodies in a developmentally appropriate way;
- grow and harvest foods and herbs;
- participate in healthy cooking and food-preparation activities;
- experience foods from different cultures; and
- develop independence, curiosity and confidence around food.

Celebrations and Special Occasions
We recognise that birthdays, cultural celebrations and other special occasions are important to children and families.
In keeping with our healthy-eating ethos, we do not routinely serve cakes, sweets or other treat foods brought in by families to children during nursery sessions.
Parents/carers are encouraged to consider alternatives such as:

- fruit platters;

- stickers or badges;
- bringing in a favourite story;
- allowing the birthday child to become a special helper;
- playing a party game; or
- dancing and singing a favourite song.

A birthday cake may be brought in and used as part of singing Happy Birthday, but it will not be distributed to children to eat during the nursery session.
Any food brought into nursery must comply with our completely nut-free environment, allergy arrangements, food-safety requirements and children's individual dietary needs and must have sufficient ingredient and allergen information for staff to determine whether it is safe.

Food Brought From Home and Packed Lunches
Where parents/carers choose to opt out of the nursery's All inclusive funded meal provision, they are required to provide snacks and an appropriate packed lunch for their child on each day that they attend nursery.
Food brought from home should reflect the principles of this policy so that children receive consistent messages about healthy eating, nutrition and oral health**,** whether their food is provided by Leapfrog or their family.
Packed lunches must:

- comply with our completely nut-free environment**;**
- be healthy, balanced and appropriate for the child's age, developmental stage and individual eating abilities;
- be prepared in a way which minimises choking risks;
- be transported in an appropriate insulated lunchbox with ice pack(s) where chilled food is included
- be stored in thermal flasks for any hot meals, including
- not require cooking or reheating, as Leapfrog will not reheat food in line with our food safety risk assessments and procedures.

We ask parents/carers to understand that foods which are particularly high in sugar, saturated fat or salt are not consistent with our healthy-eating approach and should not routinely be provided. Foods which are specifically prohibited within our Packed Lunch Policy will not be accepted.
Children's packed lunches are checked before food is served to identify potential allergens, prohibited foods, choking hazards or other immediate food-safety concerns**.**
We recognise that children with SEND, sensory differences, medical conditions, allergies or feeding difficulties may have a restricted diet or limited range of safe and accepted foods. Individual needs will be considered sensitively and agreed with parents/carers and relevant professionals including dieticians where appropriate.
A child's recognised safe or accepted food will not be removed simply because it would not ordinarily meet our healthy-eating expectations.
Please see our Packed Lunch Policy for full requirements.

Food Safety and Hygiene
We ensure that staff responsible for preparing and handling food are competent to do so and receive appropriate food-safety and hygiene training for their responsibilities.
Staff involved in preparing or serving food are expected to:

- follow SFBB, the nursery's food-safety procedures and risk assessments;
- all staff preparing food hold an up to date Level 2 Food Safety certificate including Allergy Awareness training
- prepare and serve food safely and hygienically;
- understand how the size, shape and texture of food can create a choking risk and prepare food appropriately for babies and children under five;
- understand children's individual allergies and dietary requirements;
- use the current menu, allergen information and individual allergy arrangements when checking food;
- recognise the signs and symptoms of an allergic reaction and anaphylaxis and know how to respond;
- understand the distinction between allergies and intolerances;
- remain vigilant to the possibility that a child may develop an allergy even where there has been no previous known reaction; and
- take appropriate precautions to prevent allergen cross-contact.

We follow relevant Food Standards Agency guidance on food safety, allergen management and preparing food safely to reduce choking risks for children under five**.** Where food poisoning affects two or more children looked after on the premises, we will notify Ofsted as required and inform other relevant health or regulatory agencies, following any advice provided.

Monitoring and Review

Managers monitor menus, mealtimes, allergen information, children's individual requirements and staff practice to ensure this policy is consistently followed.

Menus, recipes and the allergen matrix are reviewed when necessary to ensure information remains accurate, particularly following changes to ingredients, products or suppliers.

Our approach to food is regularly reviewed, taking account of children's needs and experiences, feedback from families and current nutrition, allergy and food-safety guidance.

Our aim is for every child to experience safe, happy and relaxed mealtimes, develop independence and curiosity around food and establish positive, healthy habits which can continue throughout childhood.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022, Jan 2025 April 2025 August 26	M.Topal	September 2027

Online Safety and Responsible Use of Technology Policy

Leapfrog recognises that the internet, digital technology and Artificial Intelligence (AI) are increasingly part of everyday life and can provide valuable opportunities for communication, learning, inclusion and the effective operation of our nurseries.
We also recognise the potential risks associated with technology. We therefore aim to support children, staff and families to use technology **safely, responsibly, purposefully and proportionately**.

Children learn most effectively through relationships, conversation, movement, exploration, play and first-hand experiences. Technology should enhance these experiences where appropriate and should not replace high-quality interactions between children and practitioners.
Online safety forms part of our wider safeguarding responsibilities.
This policy should be read in conjunction with our:
- Safeguarding and Child Protection Policy;
- Data Protection, Confidentiality and Information Sharing Policy;
- Privacy Notice;
- Acceptable Use of IT Policy;
- Cyber Security Policy;
- Mobile Phone and Electronic Device Policy;
- Manager BYOD Agreement;
- Famly Policy;
- Social Networking/Social Media Policy; and
- Staff Code of Conduct.

The Designated Safeguarding Lead (DSL) has oversight of online safeguarding concerns. All concerns must be raised promptly with the appropriate DSL in accordance with our Safeguarding and Child Protection Policy.

Statutory Guidance and Supporting Information
Leapfrog has regard to current statutory requirements and government guidance relating to safeguarding, online safety, children's screen use, data protection, cyber security and responsible use of technology.
This includes:
Early Years Foundation Stage (EYFS) statutory framework
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
UK Council for Internet Safety (UKCIS) – Safeguarding children and protecting professionals in early years settings: online safety considerations
https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations
This includes specific guidance for both early years managers and practitioners and supports our whole-setting approach to online safeguarding.
Department for Education – Screen use in early years settings
https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/screen-use
Department for Education – Generative AI and data protection
https://www.gov.uk/guidance/data-protection-in-schools/generative-artificial-intelligence-ai-and-data-protection-in-schools
Department for Education – Generative artificial intelligence in education
https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education

National Cyber Security Centre (NCSC) – Cyber security for early years practitioners
https://www.ncsc.gov.uk/guidance/early-years-practitioners-using-cyber-security-to-protect-your-settings

As technology and associated guidance develop rapidly, Leapfrog will refer to the current version of relevant government and regulatory guidance, rather than relying solely on the date on which this policy was last reviewed.

Online Safety and Safeguarding
Technology can form part of safeguarding concerns and may provide a platform through which children or adults are exposed to harm.
Online risks can broadly include:
Content – being exposed to inappropriate, harmful, misleading or illegal material.
Contact – harmful or inappropriate interaction with other people online.
Conduct – online behaviour which causes or increases the risk of harm.
Commerce – risks associated with advertising, scams, inappropriate marketing, in-app purchasing or other commercial activity.
All staff have a responsibility to remain alert to online safety concerns and report concerns promptly.
Under no circumstances should any member of staff, either at work or elsewhere, make, deliberately access or download, possess, share or distribute material they know or suspect to be illegal, including child sexual abuse material.

Children's Screen Use at Leapfrog
Leapfrog takes a **precautionary approach to children's screen use** in accordance with current DfE guidance.
For children:
· under two years – screen time should be avoided other than in exceptional circumstances, for example a video call with a parent/carer or where appropriate assistive technology is required;
· aged two to five years – total screen time across the child's day should be limited to no more than one hour and less where possible.
We recognise that children may already use screens at home and therefore do not treat one hour as an allowance to be used within nursery. Screen use at Leapfrog is intentionally limited.
The above time limits do not apply in the same way to screen-based assistive technology for children with SEND. Technology may be important for an individual child's communication, participation, wellbeing and inclusion. Its use will be considered individually using professional judgement and, where appropriate, in partnership with families and other professionals.

How We Use Technology with Children
We recognise that technology forms part of the world in which children are growing up. Children should have opportunities to develop an age-appropriate understanding of technology and how it can be used safely.
At Leapfrog, screens are not routinely available for children to independently access.
Where technology or a screen is used with children, there must be a clear purpose. This may include:
· researching something arising from children's interests;
· looking together at appropriate photographs, maps, information or resources;
· supporting a planned learning experience;
· exploring how everyday technology works;
· communicating with a parent/carer or another appropriate person through a planned video call;
· supporting communication, SEND or inclusion; or
· developing children's age-appropriate understanding of technology and online safety.

Practitioners should consider whether a real-life, practical or screen-free experience would meet the intended purpose more effectively before choosing to use a screen.

Screen use should be short, purposeful, planned and supported by an adult.
Adults should co-engage with children by talking, commenting, narrating, describing, questioning and encouraging children to think, predict and respond.
Children should not independently browse the internet or use internet-connected devices without appropriate adult involvement.

When Screens Should Not Be Used
Screens should not routinely be used:
· simply to occupy children;
· as background entertainment;
· to manage children's behaviour;
· as a routine means of calming or distracting children;
· to occupy children during transitions or waiting periods;
· during mealtimes;
· within approximately one hour of a sleep period; or
· as a replacement for practitioner-led stories, songs, rhymes, conversation, physical activity or social interaction.
Screens should not displace children's opportunities for sleep, outdoor play, physical activity, creative experiences, communication or relationships with children and adults**.**

Choosing Digital Content
Practitioners must check digital content before it is used with children.
Content should be:
· appropriate for the children's age and stage of development;
· purposeful and relevant;
· safe and appropriate for an early years environment;
· preferably slow-paced, repetitive and predictable;
· free from inappropriate advertising;
· free from inappropriate scrolling or autoplay features wherever possible; and
· used for short periods.
Fast-paced or overstimulating material with excessive cuts, flashing, movement, overlapping sounds or complex content should be avoided.
Apps, programmes, videos, websites and other resources describing themselves as "educational" or "for children" should not automatically be assumed to be suitable. Practitioners must use professional judgement.

Artificial Intelligence and Children
In accordance with current DfE guidance, children should not routinely use generative AI or AI-enabled toys or applications directly while evidence about the impact of AI on young children continues to develop.
This does not prevent Leapfrog from using appropriate assistive technology where this supports an individual child's SEND, communication, accessibility or inclusion.
AI-enabled toys, applications or other technologies must not be introduced for children's use without prior management consideration and approval.

Artificial Intelligence – Professional Use
Leapfrog recognises that Artificial Intelligence is an evolving technology which can provide valuable professional support across nursery practice, management and business operations.
Leapfrog supports the responsible use of approved AI tools, for legitimate nursery and business purposes**.**
AI may be used to support areas such as:
· professional writing and communication;
· reflection and planning;
· research;
· administration;
· policy development;

·SEND practice; and
·other appropriate professional and business tasks.
The ways in which approved AI is used may develop as technology and nursery practice evolve.

Privacy and confidentiality when using AI
Staff must consider privacy, confidentiality and data protection before entering information into AI.
Wherever reasonably possible, information should be anonymised or de-identified and limited to the minimum information necessary for the task.
Names and other direct identifiers should not be entered where they are unnecessary.
Children's photographs, videos, Famly screenshots or complete nursery records must not be uploaded to AI tools unless a specific use has been separately assessed and authorised by SLT.
Particular care must be taken with SEND, safeguarding, medical, developmental, family, staff and other sensitive or confidential information. Such information must never be entered unnecessarily.
Any authorised use involving personal or sensitive information must comply with Leapfrog's Data Protection, Confidentiality and Information Sharing Policy and any additional management controls in place.

Professional responsibility when using AI
AI is a supporting tool and does not replace professional judgement or accountability.
Staff remain responsible for anything they create with the assistance of AI and must:
·check outputs for accuracy;
·ensure wording genuinely reflects the child, family, staff member or situation;
·consider whether information produced is appropriate, fair and professional;
·critically consider AI-generated information, recommendations or suggestions rather than automatically accepting them;
·never allow AI to fabricate observations, evidence or information about a child; and
·ensure professional assessments, safeguarding decisions and decisions affecting children remain the responsibility of appropriately qualified or authorised people.
Staff may only use AI for purposes appropriate to their role and within the permissions provided by Leapfrog.
More sensitive or complex uses may be restricted to Managers, SLT, SEND leads or other specifically authorised staff.
The availability of an AI application or feature does not mean that it has automatically been approved for nursery use. New AI tools or significantly different uses should be discussed with management before being introduced.
Leapfrog will keep its use of AI under review as technology, legislation, guidance and nursery practice develop.

Nursery Devices and Security
Leapfrog predominantly uses Apple devices, including MacBooks, iPads and iPhones.
Apple operating systems include integrated security and malware protection. We ensure that operating systems, applications and security updates are kept up to date and that built-in security protections are not intentionally disabled.
Where other devices or systems are introduced, appropriate antivirus, anti-malware or other security measures will be considered according to the device and level of risk.
Nursery devices should:
·be appropriately password/passcode protected;
·use screen locks;
·receive appropriate operating system and application security updates;
·have access appropriately restricted;
·use only appropriate and authorised applications and services; and
·be securely stored when not in use.
Passwords and account credentials must be kept secure and must not be unnecessarily shared.
Staff must follow the Cyber Security, Acceptable Use of IT and Mobile Phone and Electronic Device Policies when accessing nursery systems and information.

Internet Access, Filtering and Applications
Leapfrog takes proportionate measures to reduce the risk of children accessing inappropriate online material.
Children do not have unrestricted or unsupervised access to the internet.
Appropriate filtering, privacy and safety controls should be used on internet-connected devices accessible to children.
However, technical filters can never replace appropriate adult supervision and professional judgement.
Websites, applications, games and digital resources must be checked before they are used with children.
New applications, internet-connected devices or online services must not be introduced into nursery practice without appropriate consideration and management approval.

Smart and Internet-Connected Technology
Internet-connected technology, including smart speakers such as Alexa, must only be used for appropriate and authorised nursery purposes.
Before introducing new smart technology, consideration should be given to:
· what information the device collects;
· whether information or voice recordings are retained;
· privacy and security settings;
· whether children could access inappropriate content;
· whether parental controls or restrictions are required; and
· whether there is a safer or simpler way of achieving the same purpose.
Smart devices must not be used to record or process confidential information about children, families or staff unless specifically authorised.

Photographs, Videos and Digital Records
Photographs and videos of children should only be taken where there is a legitimate nursery purpose and appropriate permissions are in place.
The number of photographs and videos taken should be proportionate and limited to what is reasonably necessary.
Recording children's experiences should never become more important than practitioners being present, interacting and engaging with children.
Photographs, videos and children's information must be stored and shared through approved systems and in accordance with our Data Protection requirements.
Detailed requirements relating to:
· nursery devices;
· staff personal devices;
· authorised Manager/SLT personal-device use;
· authorised Manager/SLT photography;
· the Social Media Representative;
· storage and deletion of images; and
· photography on outings
are contained within our Mobile Phone and Electronic Device Policy, Manager BYOD Agreement and Social Media Policy.

Famly and Digital Administration
Leapfrog uses Famly as an important operational, communication and record-keeping system.
Digital administration should be proportionate and should not result in practitioners spending unnecessary periods looking at screens when they should be interacting with children.
Children's development should be assessed through observation, knowledge of the child and professional judgement. Children should not be asked to complete activities on a screen simply to demonstrate or assess their level of development.

Staff should keep photographs and videos used for assessment or recording children's experiences to a reasonable minimum.
Staff must use Famly in accordance with our Famly Policy, including requirements relating to staff accounts, personal devices, staff who are also Leapfrog parents and authorised Manager/SLT access.

Electronic Communication
Electronic communication with families should take place through appropriate, approved nursery communication channels, including Famly, nursery email and nursery telephone arrangements, subject to the specific provisions within our related policies.
Sensitive information shared electronically must be handled in accordance with our Data Protection and Confidentiality requirements.
Approved secure methods, including Egress where required, should be used when sending sensitive information externally.
Leapfrog's approved staff WhatsApp arrangements are governed by our Staff Code of Conduct and Acceptable Use requirements. WhatsApp should not be used as a substitute for formal nursery records where information needs to be retained.

Cyber Security
Good cyber security protects the information we hold about children, families and staff and helps ensure the safe and continued operation of our nurseries.
Cyber criminals may target any organisation, including childcare providers, because of the personal, financial and business information they hold.
All staff share responsibility for maintaining good cyber security.
Staff should:
· protect passwords and account credentials;
· use strong passwords and follow Leapfrog's password requirements;
· lock devices when unattended;
· keep devices and applications appropriately updated;
· use only approved systems, applications and services for nursery business;
· protect personal, confidential and sensitive information;
· be alert to phishing, suspicious messages, links, attachments and requests for information;
· never disclose passwords or security information in response to an unexpected request;
· report lost or stolen nursery devices promptly; and
· report suspected unauthorised access, data loss, phishing, malware or other cyber incidents immediately.
Particular caution should be exercised where a message creates urgency or unexpectedly asks someone to:
· reset a password;
· open an attachment or link;
· provide account or security details;
· scan a QR code;
· make or change a payment;
· transfer money; or
· provide personal or confidential information.
Staff should not interact further with a suspicious message and should report it promptly to the Nursery Manager/SLT.
Leapfrog maintains appropriate arrangements for protecting and recovering important information and uses approved systems to support secure information management.
Detailed arrangements relating to cyber incidents, backups, phishing, breaches, recovery and business continuity are contained within our Cyber Security Policy.

Personal Devices and BYOD
Personal devices may only be used for nursery purposes where this is permitted under Leapfrog policy.
Detailed requirements relating to:

· personal mobile phones and electronic devices;
· approved staff WhatsApp use;
· staff who are also Leapfrog parents accessing their Parent Famly profile;
· Manager/SLT BYOD;
· authorised Manager/SLT photography;
· smart watches and wearable technology; and
· devices used on outings
are contained within the Mobile Phone and Electronic Device Policy, Famly Policy and Manager BYOD Agreement.
Authorisation to use a personal device for one purpose does not automatically authorise its use for another purpose.

Teaching Children About Online Safety
Online safety should be introduced in an age-appropriate, positive and practical way.
Practitioners should help children begin to understand that:
· technology can be useful and enjoyable but needs to be used safely;
· adults help us decide what is safe to look at or use;
· not everyone we see or communicate with through technology is someone we know;
· children should tell a trusted adult if something they see, hear or experience makes them worried, frightened, uncomfortable or confused;
· photographs and information about other people should be treated respectfully; and
· it is always appropriate to ask a trusted adult for help.
We do not rely solely on the concept of "stranger danger", as online risks can also involve people a child knows.
Staff should model safe and responsible technology use when working with children.

Supporting Parents and Carers
Leapfrog works in partnership with families to promote healthy and safe use of technology.
We will:
· explain how and why screens and technology are used within the nursery;
· share current information about healthy screen use where appropriate;
· support parents to understand online safety risks;
· share useful information and resources through Famly;
· offer practical support where families raise concerns about children's screen use or online safety; and
· signpost families to appropriate sources of current support.
Discussions with families about screen use should be supportive, respectful and non-judgemental, recognising the different circumstances and challenges families may experience.

Staff Training and Responsibilities
Staff receive appropriate online-safety and cyber-security information and training, including through Leapfrog training and **NoodleNow**.
Online safety forms part of our safeguarding culture and staff should understand their responsibilities from induction onwards.
Staff are expected to:
· understand and follow this policy and associated policies;
· model safe and responsible technology use;
· understand the boundaries relating to personal and nursery devices;
· understand the appropriate and authorised use of AI;
· remain alert to online safeguarding concerns;
· protect children's, families' and staff information;
· know how to report and escalate concerns; and
· report mistakes, suspected data breaches and cyber-security incidents promptly.
As technology, AI and associated risks develop rapidly, Leapfrog will provide staff with updates where significant changes arise rather than relying solely on annual training.

Reporting Online Safety Concerns
Any concern relating to a child's online safety or safeguarding must be reported promptly to the DSL and managed in accordance with the Safeguarding and Child Protection Policy.
The DSL will ensure that:
· staff understand how to report and escalate concerns;
· safeguarding concerns are appropriately recorded, assessed and actioned;
· external referrals are made where required;
· children and families are appropriately supported; and
· learning from incidents is used to strengthen nursery practice.
Cyber-security or data-protection incidents which do not constitute safeguarding concerns should be reported promptly to the Nursery Manager/SLT and managed under the appropriate Cyber Security and/or Data Protection procedures.
Where an incident raises both safeguarding and data/cyber concerns, the relevant procedures should operate alongside one another.

External Reporting and Support
Where appropriate, the DSL/SLT may use relevant external reporting services.
Internet Watch Foundation (IWF) – reporting child sexual abuse imagery and other content falling within the IWF's reporting remit:
https://www.iwf.org.uk/
CEOP Safety Centre – reporting concerns relating to online sexual abuse, grooming or inappropriate online communication with a child:
https://www.ceop.police.uk/Safety-Centre/
National Cyber Security Centre (NCSC) – cyber-security guidance and reporting suspicious emails. Suspicious emails can be forwarded to:
report@phishing.gov.uk
https://www.ncsc.gov.uk/collection/phishing-scams
External reporting does not replace Leapfrog's internal safeguarding procedures or any requirement to make a referral or notification to children's social care, police, LADO, Ofsted or another relevant agency.

Monitoring and Review
SLT will keep Leapfrog's use of technology, digital systems, children's screen use and AI under review.
New technologies and significantly different uses of existing technology will be considered in relation to:
· children's safeguarding and wellbeing;
· developmental appropriateness;
· privacy and data protection;
· cyber security;
· educational or operational benefit;
· professional accountability; and
· relevant legislation and government guidance.
Online safety policies and procedures will be reviewed regularly and sooner where there is a significant change in legislation, statutory guidance, technology, identified risks or Leapfrog practice.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 March 2025 Sept 26	M.Topal	September 2027

Leapfrog Nursery School

Outdoor Play and Physical Activity Policy

At Leapfrog, we recognise the importance of daily outdoor play, movement and physical development and are committed to ensuring that all children have regular opportunities to be active outdoors, regardless of their age or stage of development.
Where our premises allow, children are provided with free-flow access between the indoor and outdoor environments, giving them opportunities to make choices about where and how they play.
We provide inclusive outdoor environments, including designated areas for babies and non-mobile children which are specifically set up each day to support their developmental needs.
We make reasonable adjustments where required in accordance with the Equality Act 2010, recognising that children with SEND, disabilities, medical needs or mobility needs may require individual adaptations or additional support to participate fully.

At Leapfrog, we go outdoors with children in all weathers unless conditions are assessed as unsafe or unsuitable.
Where our usual garden space cannot be accessed for any reason, we will consider alternative outdoor experiences, including walks within the local community and visits to local parks and green spaces. Where reasonably practicable, we will adapt our routines and organisation to maximise children's opportunities to spend time outdoors within the resources and opportunities available to the setting.
Decisions relating to extreme heat, cold, storms, poor air quality or other adverse conditions will be made in accordance with our Managing Extreme Weather Policy and relevant risk assessments.

Why Outdoor Play Matters
We recognise the important contribution that outdoor play and physical activity make to children's health, wellbeing, learning and development.
Regular opportunities to move and play actively support children to:
· develop gross and fine motor skills, strength, balance and coordination;
· build confidence in their physical abilities;
· develop healthy and active habits;
· support physical and emotional wellbeing;
· explore and develop an understanding of the natural world;
· develop independence, curiosity and problem-solving skills;
· build relationships and social skills;
· experience challenge and learn to assess appropriate risk;
· develop resilience and self-esteem; and
· experience learning in different environments.
Outdoor play also provides children with valuable opportunities to experience fresh air, natural daylight, changing weather and seasons and the wider natural environment.

Physical Activity
Leapfrog has regard to the current UK Chief Medical Officers' Physical Activity Guidelines.
Current guidance recommends that:
· **Babies under one** are physically active several times throughout the day in a variety of ways, including interactive floor-based activity. For babies who are not yet mobile, this should include at least **30 minutes of tummy time spread throughout the day while awake**, alongside other opportunities to reach, grasp, roll, push and pull.

· **Toddlers aged one to two** should spend at least **180 minutes (three hours) each day** undertaking a variety of physical activities at any intensity, including active and outdoor play, spread throughout the day.
· **Preschool children aged three to four** should spend at least **180 minutes (three hours) each day** undertaking a variety of physical activities, including active and outdoor play. This should include at least **60 minutes of moderate-to-vigorous physical activity**.
We recognise that these recommendations relate to children's whole day and are not targets which the nursery alone is expected to deliver. However, given the amount of time some children spend at nursery, Leapfrog aims to make a significant contribution through frequent opportunities for movement, active play and outdoor experiences.
UK Chief Medical Officers' Physical Activity Guidelines:
https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report
Physical activity guidance for early years – birth to five:
https://www.gov.uk/government/publications/physical-activity-guidelines-early-years-under-5s

Outdoor Provision and Curriculum
Outdoor provision forms an important part of the Leapfrog curriculum and is not simply an opportunity for children to "let off steam".
We plan outdoor experiences which complement children's indoor learning and provide purposeful activities and quality resources that respond to children's individual interests, needs and the seven areas of learning and development.

Children are provided with both adult-led and child-initiated opportunities to explore, investigate, practise skills, solve problems and develop new knowledge and behaviours.
Our outdoor provision may include opportunities for:
· climbing, balancing, running and jumping;
· bikes, scooters and other wheeled equipment;
· throwing, catching and ball play;
· digging, gardening and growing;
· sand, water and messy play;
· construction and large-scale creative experiences;
· music, movement and dance;
· exploration of nature and the changing seasons;
· imaginative and collaborative play;
· quiet spaces, books and conversation; and
· appropriately challenging physical experiences.
Where appropriate and in line with children's individual needs and our other policies, snacks and meals may be enjoyed outdoors and some children may sleep outdoors.
Outdoor sleeping will be managed in accordance with our Sleep and Safer Sleeping Policy.

Babies and Non-Mobile Children
At Leapfrog, we recognise that babies and children who are not yet independently mobile have an equal need and right to meaningful outdoor experiences.
Our gardens include designated areas for babies and non-mobile children, with areas specifically designed to support their needs set up daily within our garden provision. These provide safe and developmentally appropriate spaces in which children can move freely, explore and engage with their surroundings.
Practitioners provide opportunities for babies and non-mobile children to:
· spend time safely at ground level and move freely;
· reach, grasp, roll, crawl, pull themselves up and explore according to their individual stage of development;
· experience different appropriate textures, sounds and natural materials;
· develop balance, strength, coordination and physical confidence;
· interact and communicate with attentive adults outdoors; and
· experience fresh air, natural daylight and the changing outdoor environment.

Resources and experiences are adapted to children's individual development, interests and needs.
Equipment such as buggies, seats and other restrictive equipment should not unnecessarily limit children's opportunities for free movement and physical development.
Where appropriate, practitioners will bring experiences normally associated with the indoor environment outdoors, ensuring that babies and non-mobile children experience the garden as an extension of their learning environment, rather than simply being taken outside to observe others.

Inclusive Outdoor Play
All children should be supported to participate meaningfully in outdoor experiences.
Practitioners should consider children's individual:
· developmental stage;
· SEND or disability;
· mobility;
· medical needs;
· sensory needs;
· communication needs; and
· emotional wellbeing.
Reasonable adjustments should be made where required and outdoor provision adapted so children can participate safely while still experiencing appropriate challenge, independence and choice.
Children who require additional support should not unnecessarily miss outdoor experiences because of their needs. Staff deployment and reasonable adaptations should be considered to enable participation wherever practicable.

Risky and Challenging Play
Leapfrog recognises that appropriate challenge and an element of risky play are important parts of children's learning and development.
Children need opportunities to test their abilities, solve problems, develop confidence and gradually understand their own physical boundaries.
Our approach is to manage risk rather than remove all risk.
Practitioners should balance the potential benefits of an activity against the likelihood and severity of harm and provide appropriate supervision without unnecessarily restricting children's exploration.
Children should be supported to recognise risks, make choices and develop their own understanding of how to keep themselves and others safe.
Activities and environments will be risk assessed where appropriate, and staff are expected to follow nursery safety procedures and use professional judgement throughout outdoor play.

Safety and Supervision
Outdoor play must be appropriately supervised at all times.
Practitioners remain responsible for knowing where children are and ensuring that supervision reflects the children's ages, abilities and individual needs, the environment and the activities taking place.
Our safety arrangements include:
· appropriate daily checks of outdoor areas;
· removing, isolating or managing identified hazards;
· checking outdoor equipment and resources;
· maintaining secure gates, boundaries and access arrangements;
· appropriate staff deployment;
· regular headcounts in accordance with nursery procedures;
· considering weather and environmental conditions;
· ensuring appropriate access to drinking water and shade; and
· dynamically assessing risks as children's play develops.

Staff should continually observe the environment and act promptly where a new hazard or unacceptable level of risk develops.

Weather and Appropriate Clothing
Outdoor play takes place throughout the year and in a variety of weather conditions.
Families are encouraged to provide children with clothing appropriate to the season and weather, including suitable coats, footwear, sun hats and other items where required.
Outdoor play will not automatically stop because it is raining, cold or hot. Practitioners and managers will consider the actual conditions, children's individual needs and relevant risks.
Where weather or environmental conditions may present a risk, including extreme heat or cold, storms, ice, poor air quality or unsafe surfaces, managers may adapt, shorten, relocate or temporarily suspend outdoor play in accordance with our Managing Extreme Weather Policy.

When Our Garden Cannot Be Accessed
Our commitment to outdoor experiences is not dependent solely on access to our nursery gardens.
If, for any reason, a nursery garden or usual outdoor space is temporarily unavailable, restricted or cannot safely be accessed, managers and practitioners will consider how children can continue to benefit from outdoor experiences.
Where safe and reasonably practicable, alternative provision may include:
· walks within the local community;
· visits to local parks, green spaces or other suitable outdoor areas;
· use of another suitable outdoor space available to the nursery; and/or
· adapting nursery routines, staffing and the organisation of the day to create opportunities for children to spend time outdoors.
Managers will consider children's ages and individual needs, staffing and ratios, weather, accessibility, permissions, risk assessments and the suitability of the alternative environment.
Where access to the usual garden is unavailable for a longer period, we will consider how our routines and provision can be adapted to maximise children's opportunities for regular outdoor experiences within the means reasonably available to the setting.
The temporary loss or restriction of a garden area should therefore not unnecessarily prevent children from benefiting from outdoor play, movement, exploration and experiences within their local community.

Outdoor Experiences Beyond the Nursery
We recognise the value of using the local community and natural environment as an extension of our nursery provision.
Children may take walks and visit local parks, green spaces and other appropriate community locations in accordance with our Visits and Outings Policy.
Parental permission will be obtained in accordance with nursery procedures before children leave the nursery premises.
Where activities take place away from the setting, appropriate safety arrangements will be made. These include:
· appropriate staff deployment and supervision;
· regular headcounts;
· a designated, management-approved mobile phone/device;
· an appropriate first-aid kit;
· emergency contact information;
· any medication or emergency healthcare equipment required by individual children; and
· the presence of a practitioner who holds an appropriate current paediatric first-aid qualification, in accordance with EYFS requirements.
Outings will be appropriately risk assessed and managed in accordance with our Visits and Outings Policy.

Staff Responsibilities

All practitioners are responsible for supporting children's physical development and ensuring outdoor provision remains safe, stimulating, purposeful and inclusive.
Staff should:
· actively engage with children outdoors;
· provide frequent opportunities for movement and sustained physical activity;
· support rather than unnecessarily restrict children's exploration;
· encourage independence and appropriate risk taking;
· ensure babies and non-mobile children have access to their designated and appropriately set-up outdoor provision;
· ensure babies and less-mobile children receive meaningful outdoor experiences;
· adapt experiences to support individual children's needs;
· monitor children's comfort and wellbeing;
· maintain appropriate supervision and headcounts;
· identify and respond to changing risks; and
· report damaged equipment, hazards or concerns promptly.
Outdoor provision is a shared responsibility. Staff should continually consider how the environment can be developed and adapted in response to children's interests, development and needs.

Related Policies
This policy should be read alongside:
· Caring for Babies and Toddlers Policy;
· Health and Safety Policy;
· Managing Extreme Weather Policy;
· Lost Child Policy;
· Parents and Carers as Partners Policy;
· Sleep and Safer Sleeping Policy;
· Supervision of Children Policy;
· Safeguarding and Child Protection Policy; and
· Visits and Outings Policy.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 Sept 26	M.Topal	September 2027

Packed Lunch Policy

At Leapfrog, we are committed to children eating healthy, nutritious and balanced food which supports their health, development and oral health.

Food brought from home should reflect the principles of our Healthy Eating, Nutrition and Mealtimes Policy, so that children receive consistent and positive messages about healthy eating.

In accordance with our All Inclusive Care and Education Policy, where parents/carers choose to opt out of Leapfrog's funded meal provision, they are required to provide snacks and an appropriate packed lunch for their child on each day they attend nursery.

This policy should be read alongside our Healthy Eating, Nutrition and Mealtimes, All Inclusive Care and Education and Allergies and Anaphylaxis Policy.

What We Ask Parents to Provide

Packed lunches and snacks should be healthy, balanced and appropriate for the child's age, developmental stage and individual eating abilities.

We encourage parent/carers to include:

- fruit and/or vegetables;
- a starchy food such as bread, wraps, chapatti, pasta, rice, noodles or potatoes;
- a source of protein such as meat, fish, egg, beans, lentils, chickpeas or another suitable alternative; and
- dairy or an appropriate dairy alternative.

We welcome foods which reflect children's cultural backgrounds and family diets.

Parents/carers may be provided with healthy lunchbox ideas and healthy swaps through Famly.

Foods We Do Not Accept

To remain consistent with our Healthy Eating, Nutrition and Mealtimes Policy, packed lunches should not contain foods which are particularly high in sugar, saturated fat or salt, such as:

- sweets and confectionery;
- chocolate and chocolate bars;
- fizzy or high-sugar drinks; and
- heavily processed high-salt or high-fat snack foods.

Where food provided does not reflect our healthy-eating expectations, we will discuss this sensitively with parents/carers and may suggest suitable alternatives or healthy swaps.

Foods which are specifically prohibited by this policy may not be served to children.

Leapfrog is Completely Nut-Free

Leapfrog operates a completely nut-free environment.

Nuts, peanuts and foods containing nuts or peanuts must not be brought into nursery.

This applies to all packed lunches, snacks and other food brought from home. Parents/carers are responsible for checking ingredient and allergen information carefully.

Any food containing nuts or peanuts will not be served and will be returned to the parent/carer.

Other allergies are managed in accordance with our Allergies and Anaphylaxis Policy and individual allergy plans.

Leapfrog's allergen matrix is shared with families to support understanding of the allergens contained within food provided by the nursery and to help families identify foods and ingredients which their child may need to avoid. Parents remain responsible for checking the ingredients and allergen information of food they provide from home.

SEND, Sensory and Individual Feeding Needs

We recognise that some children, including those with SEND, sensory differences, medical conditions, allergies or feeding difficulties, may have a restricted diet or a limited range of safe and accepted foods.

Where this applies, individual need will take priority over our usual healthy packed-lunch expectations.

A child's recognised safe or accepted food will not be removed simply because it would not ordinarily meet our Healthy Eating Policy. We ask families to work with us to provide the most nutritionally appropriate choices possible within their child's safe and accepted range.

Individual arrangements may be agreed with parents/carers and relevant professionals including dieticians and recorded within the child's appropriate plan.

Food Safety and Storage

Parents/carers must ensure that:

- food is brought into nursery fresh each day and is within its use-by date;
- lunchboxes, containers and bags are clean and clearly labelled with the child's name;
- food is securely packaged;
- an insulated lunchbox with appropriate ice pack(s) is used where food needs to remain chilled
- a thermal flask or packaging for food required to stay warm, and
- the nursery is informed promptly of any change to the child's allergy, dietary or medical needs.

Leapfrog does not cook or reheat children's packed lunches**.** Food must therefore be suitable and ready to eat as provided.

Fresh drinking water and milk are available at nursery, so parents do not need to provide drinks.

Preparing Food Safely

Parents/carers are responsible for preparing food appropriately for their child's age and stage of development and in a way which minimises choking risks.

In particular:

- grapes, cherry tomatoes, cherries and similar small round foods must be cut into quarters lengthways;
- stones and hard pips must be removed;
- firm vegetables should be prepared in appropriate narrow batons;
- sausages should be cut lengthways into thin strips rather than round slices;
- bones must be removed from meat and fish; and
- cheese should be grated or cut into appropriate narrow strips.

Whole nuts, popcorn, chewing gum, marshmallows and hard, boiled, sticky or gummy sweets must not be provided.

Parents should follow current Food Standards Agency safer-eating and choking-prevention guidance for children under five, https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/food-safety .

Checking Packed Lunches

Children's packed lunches will be checked by staff before food is served.

This allows us to identify:

- nuts, peanuts or foods containing them;
- known allergens or prohibited foods;
- choking hazards;
- food which appears unsafe to serve; and
- food requiring cooking or reheating.

Where an item presents an allergy, choking, medical or food-safety risk, or is prohibited under this policy, it will not be served and the parent/carer will be informed.

Where there are repeated concerns about the contents of a child's packed lunch, we will work with the family to agree an appropriate solution.

Children bringing packed lunches will remain fully included in our usual happy, relaxed and social Leapfrog mealtimes and will not be singled out because they bring food from home.

For our full approach to mealtimes, supervision, healthy eating, food education, individual dietary requirements and SEND feeding needs, please refer to our Healthy Eating, Nutrition and Mealtimes Policy.

Guidance for Parents

Our approach has regard to the Department for Education Early Years Foundation Stage Nutrition Guidance.

Families may also be signposted to:

- NHS Healthier Families – Healthier Lunchbox Recipes
- Food Standards Agency – Early Years Choking Hazards Guidance

This policy will be reviewed alongside our Healthy Eating, Nutrition and Mealtimes Policy, Opt-Out Policy and Allergies and Anaphylaxis Policy.

This policy was adopted on	Signed on behalf of the nursery	Date for review
August 26	M.Topal	September 2027

Leapfrog Nursery School

Parents and Carers as Partners Policy

At Leapfrog, we recognise parents and carers as their child's first and most important educators and welcome families as valued partners in nursery life.
We believe that strong, positive relationships between home and nursery are fundamental to children's safety, emotional wellbeing, development and learning. Effective partnership relies on trust, respect, professional communication and an open two-way exchange of information.
Every family is different. We aim to work with parents and carers in an open, respectful, inclusive and sensitive manner, recognising their knowledge of their child while contributing our professional knowledge and experience of early childhood development.
Our aim is always to work together in the best interests of the child.
We are committed to maintaining professional, respectful and child-focused relationships with families. We recognise that questions, concerns and differences of opinion will sometimes arise. These should be discussed openly and constructively through the appropriate nursery communication channels and procedures.
This policy should be read alongside our:
· Parent Code of Conduct;
· Complaints Procedure;
· Conflict Resolution Policy;
· Safeguarding and Child Protection Policy;
· SEND Policy;
· Data Protection, Confidentiality and Information Sharing Policy;
· Famly Policy; and
· Admissions/Terms and Conditions.

Our Partnership with Families
At Leapfrog we aim to:
· recognise and value parents/carers as the people who know their child best;
· build relationships based on trust, honesty, respect and shared responsibility;
· ensure communication remains child-focused, professional and solution-focused, including when there are differences of opinion;
· welcome families into nursery life and provide opportunities for them to contribute;
· listen to parents' knowledge, views, concerns and aspirations for their child;
· provide families with information about their child's care, wellbeing, learning and development;
· ensure parents know who they can speak to when they have a question, concern or need support;
· make communication and nursery information as accessible and inclusive as reasonably possible;
· respect each family's culture, language, beliefs and individual circumstances;
· maintain appropriate confidentiality; and
· seek feedback from families to help us reflect upon and improve nursery practice.

The Key Person Partnership
Our key person system is central to the relationship between home and nursery.
A key person aims to develop a detailed understanding of the child and their family so that the nursery can respond effectively to the child's individual personality, interests, routines, development, communication and needs.

The key person will work in partnership with families to:
· support the child's transition and settling into nursery;
· get to know the child and family;
· establish children's starting points when they join Leapfrog;
· understand important routines, interests, preferences and experiences from home;
· observe and support children's learning and development;
· identify strengths and areas where additional support or challenge may be helpful;
· share meaningful information about the child's nursery experiences;
· discuss children's progress and development;
· provide ideas and strategies which may support learning and development at home; and
· listen and respond to information families share with us.

Parents/carers are encouraged to contribute to their child's starting points and ongoing learning by sharing their knowledge of what their child knows, enjoys, understands and can do at home. Families can contribute verbally and, where appropriate, through Famly observations, photographs, videos and messages.
Key person meetings are offered termly, providing an opportunity for more focused discussion about the child's wellbeing, development, experiences and progress. We will aim to make arrangements accessible and inclusive for families.
The key person is an important point of contact but is part of a wider nursery team. Information relevant to a child's safety, care, development or wellbeing may therefore need to be shared appropriately with other practitioners, the Nursery Manager, SLT or relevant professionals.

Sharing Information with Nursery
Effective partnership relies upon two-way information sharing.
Parents/carers should tell us about information which may affect their child's safety, care, wellbeing or experience at nursery.
This may include relevant changes to:
· health, medication, allergies or medical needs;
· SEND or developmental needs;
· sleep, eating or toileting;
· emotional wellbeing or behaviour;
· family circumstances which may affect the child;
· contact details;
· emergency contacts and authorised collectors;
· legal or court arrangements relevant to the child's care; and
· any other significant change which may help us appropriately support the child.

We recognise that some information may be sensitive. Information will be handled appropriately and confidentially in accordance with our Data Protection, Confidentiality and Information Sharing Policy and Safeguarding procedures.
Where information raises a safeguarding concern, our responsibility to protect the child will take priority and information may need to be shared with appropriate agencies without parental consent where legally permitted or required.

Communication with Families
We value regular, meaningful communication between home and nursery.
Depending upon the nature of the information, communication may take place through:
· face-to-face conversations;
· Famly;
· telephone;
· email;
· planned meetings;
· key person meetings;
· newsletters and nursery updates; and
· the nursery website.

Preferred methods of routine communication can be discussed during induction.

We share appropriate information about children's care routines, food, sleep, activities, wellbeing and experiences, taking account of children's ages and individual needs.
We also keep families informed about nursery activities, events, curriculum experiences and other information relevant to their child's nursery experience.

Handover and Longer Conversations
We value opportunities to speak with parents/carers at drop-off and collection.
However, during nursery sessions, practitioners' first responsibility is always the safe supervision, care and education of the children**.**
Staff may therefore need to keep handover conversations brief, particularly during busy arrival and collection periods.
Where a matter requires a longer, sensitive or confidential conversation, we will arrange an appropriate telephone call or meeting so that it can receive the time, privacy and attention it deserves.
Parents/carers should not interpret a practitioner's inability to have a lengthy discussion while supervising children as an unwillingness to communicate.

Professional Communication Pathways
We encourage parents/carers to raise questions or concerns early, as many matters can be resolved quickly through open communication.
Where possible, routine matters should initially be discussed with the child's practitioner/key person or Nursery Manager, depending upon the nature of the issue.
Where a concern cannot be resolved informally, or where a parent wishes to make a formal complaint, our Complaints Procedure should be followed.
Our communication pathways are designed to ensure that concerns reach the appropriate person, staff are able to respond effectively and matters are dealt with fairly and consistently.
Details regarding unacceptable communication, persistent conflict or behaviour towards staff are contained within our Parent Code of Conduct and Conflict Resolution Policy.

Respectful Partnerships
Leapfrog is committed to creating a safe, welcoming and respectful community for children, families and staff.
We recognise that parenting, family circumstances and concerns about children can sometimes be emotional or stressful. We will listen sensitively and seek to understand concerns.
We ask families in return to communicate with staff respectfully and allow the nursery a reasonable opportunity to understand and respond to matters raised.
Disagreement or dissatisfaction does not prevent a positive partnership. We aim to approach difficulties in a professional, constructive and solution-focused manner**,** keeping the child's wellbeing at the centre.
Aggressive, abusive, threatening, discriminatory or intimidating behaviour is not acceptable within our nursery community.
Where concerns arise regarding parental behaviour or communication, these will be managed in accordance with our Parent Code of Conduct, Conflict Resolution Policy and Complaints Procedure, as appropriate.

Confidentiality and Other Families
Parents/carers are entitled to information about their own child but not confidential information relating to another child, family or member of staff.
There may therefore be occasions when a parent raises a concern but we cannot provide details about another child's circumstances, behaviour, support arrangements or action taken by the nursery.
This does not mean that the concern has not been considered or acted upon.
Similarly, confidential employment, disciplinary, safeguarding or personal information relating to members of staff will not be shared with families.

We ask parents/carers to respect the privacy and confidentiality of other members of the nursery community.

Separated Parents and Family Arrangements
Leapfrog recognises that family structures vary and that children may have parents/carers who live separately.
Our role is to remain child-focused, professional and impartial.
Where parents are separated, we will:
· focus upon the child's welfare and nursery experience;
· communicate appropriately with those who hold parental responsibility;
· avoid becoming involved in disputes between adults;
· not act as an intermediary or messenger between separated parents;
· follow any relevant court orders or legal restrictions of which we have been formally informed; and
· share information appropriately in accordance with parental responsibility, safeguarding and data-protection requirements.
Parents/carers should inform us of significant changes or legal arrangements which may affect collection, contact, communication or the child's welfare.
Where family disagreement affects nursery arrangements, the Nursery Manager/SLT may establish clear communication arrangements in the child's best interests.

SEND and Additional Needs
Partnership with families is particularly important where a child has, or may have, special educational needs, disabilities, medical needs or developmental differences**.**
We recognise parents/carers as important sources of information about their child's strengths, needs, communication and experiences.
Where concerns arise, we aim to discuss these sensitively, openly and at an early stage, recognising that families may need time and support to process information.
We will work collaboratively with parents/carers and, where appropriate, other professionals to understand the child's needs, agree strategies and provide appropriate support.
We encourage families to share reports, professional advice or relevant information which will help us support their child effectively.
Further information is contained within our SEND Policy.

Inclusive Communication and Support
We aim to ensure families can participate meaningfully in nursery life.
Where reasonably possible, we will consider individual communication needs, including:
· English as an additional language;
· literacy needs;
· disability or accessibility requirements;
· alternative formats;
· electronic communication; and
· additional support to understand important nursery information.
Where appropriate, we may signpost families to relevant services, workshops, resources, conferences or training opportunities which may support their child or family.
We welcome breastfeeding/nursing mothers and will provide an appropriate private area where requested.

Parents' Contribution to Nursery Life
We value the skills, knowledge, cultures, occupations, interests and experiences within our nursery community.
Where appropriate, parents/carers may be invited to contribute to nursery life through:
· sharing skills or interests;
· cultural or community experiences;
· nursery events;
· workshops;

· open days;
· celebrations;
· Stay and Play opportunities; and
· other activities which enrich children's experiences.
Any parent/carer involvement with children within the nursery will be managed in accordance with our safeguarding and supervision arrangements.

Information About Nursery Provision
We aim to ensure parents/carers understand the care and education their child receives at Leapfrog.
Information may be shared about:
· our curriculum and approach to learning;
· the Early Years Foundation Stage;
· children's learning and development;
· nursery routines;
· food and drink;
· activities and experiences;
· events;
· SEND provision;
· policies and procedures; and
· ways families can support learning and development at home.
Information is shared through appropriate methods including Famly, newsletters, email, meetings, displays and the nursery website.
Nursery policies are available through our website or can be requested from the nursery leadership team.

Suggestions, Feedback, Compliments and Complaints
We welcome feedback from families and use it to support reflection and improvement.
Feedback may be gathered through:
· everyday conversations;
· questionnaires;
· key person meetings;
· parent meetings;
· suggestion systems; and
· other consultation opportunities.
Parents/carers are encouraged to share positive feedback as well as suggestions and concerns.
Where a parent/carer wishes to raise a formal concern or complaint, this will be managed in accordance with our Complaints Procedure.
Raising a genuine concern or complaint will not adversely affect a child's care or the way a family is treated by Leapfrog.

Our Shared Commitment
Successful partnership requires commitment from both nursery and home.
Leapfrog will:
· listen;
· communicate professionally and respectfully;
· share appropriate information;
· protect confidentiality;
· use our professional knowledge and judgement;
· consider parents' views and knowledge of their child;
· respond appropriately to concerns;
· support children's individual needs; and
· keep children's safety, wellbeing and development at the centre of our decisions.
We ask parents and carers to:
· share relevant information with us;
· keep important information and contact details up to date;

· engage with their child's key person and nursery team;
· read important nursery communications;
· follow nursery policies, procedures and agreed arrangements;
· raise concerns through appropriate communication pathways;
· respect confidentiality and the privacy of other families;
· communicate respectfully with staff and other members of the nursery community; and
· work collaboratively with us in the best interests of their child.

Our priority will always remain the safety, wellbeing, development and best interests of the children in our care.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 Sept 26	M.Topal	September 2027

Personnel and Ongoing Suitability of Staff Policy

Leapfrog recognises that the quality, wellbeing, professionalism and ongoing suitability of our staff are fundamental to providing children with safe, consistent and high-quality care and education. We aim to create a working environment in which staff:

- understand what is expected of them;
- are appropriately inducted and supported;
- receive constructive feedback and professional development;
- feel able to raise questions, concerns and support needs;
- are treated fairly, respectfully and consistently; and
- remain suitable, competent and able to fulfil the responsibilities of their role.

This policy applies **from the point at which an individual has satisfactorily completed Leapfrog's safer recruitment requirements and is authorised to commence employment or an approved placement**.

All recruitment, selection, references, DBS, identity, right-to-work, qualification, overseas and other pre-employment suitability checks are governed by our Safer Recruitment Policy and are not repeated within this policy.

Suitability is not considered complete at appointment. It is an ongoing responsibility throughout employment or placement.

1. Starting Employment at Leapfrog

No employee may commence employment until they have been formally authorised to start following completion of the requirements contained within the Safer Recruitment Policy.

Once authorised to start, the individual will enter Leapfrog's induction and ongoing personnel arrangements.

Employees will receive their contractual terms and the written information about their employment required by law.

Staff are responsible for familiarising themselves with their contract, job description, policies and procedures and for seeking clarification where they are unsure about any aspect of their employment or responsibilities.

2. Induction

All new staff will undertake an appropriate Leapfrog induction programme.

Induction is not simply an administrative process. Its purpose is to help the individual understand our safeguarding expectations, values, curriculum, routines and ways of working and to enable them to become a confident and effective member of the team.

The induction will be appropriate to the individual's role and may include:

- introduction to Leapfrog's ethos, values and curriculum;
- tour of the nursery and introduction to staff;
- explanation of roles, responsibilities and management structure;
- safeguarding and child protection procedures;
- DSLs and safeguarding reporting routes;
- allegations, low-level concerns and whistleblowing;
- Staff Code of Conduct and professional boundaries;
- health and safety and ongoing risk assessment;
- fire, evacuation, lockdown and emergency procedures;
- first aid arrangements;
- children's allergies, medical needs and healthcare plans;

· food safety and allergy procedures where relevant;
· SEND and inclusive practice;
· intimate care and nappy changing where relevant;
· safer sleep where relevant;
· confidentiality, data protection and information sharing;
· mobile phones, electronic devices, photography and social media;
· online safety, cyber security and acceptable use of technology;
· Famly and other systems relevant to the role;
· accident, incident and medication procedures;
· attendance, absence and staff sign-in/out procedures;
· nursery routines and deployment;
· key-person responsibilities;
· expectations for children's learning, development and observations;
· communication with parents/carers;
· site-specific risks and procedures; and
· other policies, training or information relevant to the individual's role.

Induction will be appropriately documented.
New staff are expected to engage actively with induction, read the policies and information provided to them, ask questions and seek clarification where required.

3. Mentor/Buddy Support

New members of staff will be assigned an appropriate mentor or buddy to support them in becoming familiar with Leapfrog's expectations and ways of working.
The mentor/buddy provides a point of support alongside the Nursery Manager, Leads and SLT.
Support may include:
· answering day-to-day questions;
· modelling Leapfrog practice;
· helping the individual understand routines and expectations;
· supporting relationships with children, families and colleagues;
· identifying areas where further explanation or training may be helpful; and
· encouraging reflection and professional development.

The mentor/buddy arrangement does not replace management responsibility for induction, supervision or performance.

4. Initial Reviews, Formal Observation and Probation

Leapfrog recognises that starting a new role involves both assessment and support.
We want new employees to understand our expectations while also having opportunities to discuss how they are settling, what is working well and where they may require further guidance or support.
Reviews of a new employee's progress and working practices will normally be scheduled with the Nursery Manager/General Manager:
· **after week one;**
· **after week two; and**
· **after week four.**

Further meetings will take place throughout the employee's contractual probation or initial review period as appropriate.
As part of the probationary period, the employee will also receive a formal observation of practice carried out by a Nursery Manager and/or member of SLT.
The observation will consider relevant aspects of the practitioner's role and practice, including their interactions with children, quality of teaching and learning, safeguarding awareness, implementation of nursery expectations and the impact of their practice on children's experiences.
Following the observation, the employee will receive formal feedback, recognising strengths and identifying any areas for development, support or further training.

The employee will have an opportunity to reflect on the observation and contribute to the feedback discussion.
Probationary reviews may consider:
· how the employee is settling;
· relationships and interactions with children;
· safeguarding understanding;
· professional conduct and boundaries;
· implementation of nursery policies and procedures;
· knowledge of routines;
· teamwork and communication;
· relationships with parents/carers;
· knowledge of children's needs;
· performance against the job description;
· strengths and positive practice;
· areas requiring development;
· training or support required; and
· any questions or concerns raised by the employee.

Concerns about suitability, conduct or capability will be addressed as they arise rather than being left until a scheduled review or observation.
Where improvement is required, expectations should be made clear and reasonable support, guidance, training, mentoring or additional observation provided where appropriate.
We recognise that the probation/initial review period works both ways. Leapfrog will strive to build a positive professional relationship with new staff and create opportunities for them to discuss concerns, worries or support needs openly.
Successful completion of probation does not end the requirement for ongoing suitability, supervision, observation or professional development.

5. Ongoing Suitability to Work with Children

All staff have an ongoing responsibility to remain suitable to work with children.
Staff must inform their Nursery Manager/SLT promptly of any change in circumstances that may reasonably affect their suitability to work with children or their ability to undertake their role safely.
This includes relevant:
· police involvement;
· cautions or convictions;
· allegations or safeguarding concerns;
· involvement with children's social care or another relevant safeguarding agency where this may affect suitability;
· disqualification circumstances;
· restrictions or professional findings relevant to their work;
· significant changes affecting their ability to undertake their role safely; or
· other circumstances which could reasonably call their suitability to work with children into question.
Staff must not withhold relevant information because an incident occurred outside work.
A change in circumstances does not automatically mean that an employee is unsuitable.
Information will be considered fairly, proportionately and confidentially, with the safety and welfare of children as the overriding consideration.
Where necessary, Leapfrog may seek appropriate safeguarding, HR, legal, medical, LADO, Ofsted or other professional advice.

Where information raises an immediate or unresolved concern about suitability, management may put appropriate interim safeguarding arrangements in place while the matter is considered. This may include changes to duties, increased supervision, restricting particular activities or, where appropriate, suspension in accordance with the relevant procedures.
Failure to disclose information which an employee knew, or should reasonably have known, was relevant to their suitability may itself be considered a serious matter.

6. Annual Suitability Declaration

As an additional Leapfrog safeguarding measure, staff will complete an annual suitability declaration/questionnaire.
The declaration provides a formal opportunity for staff to confirm whether there have been any relevant changes to their circumstances or suitability.
The annual declaration does not replace the employee's responsibility to disclose relevant changes immediately when they occur. Staff must not wait for the annual declaration to report a relevant matter.
Management will review declarations and follow up any information requiring clarification, support, safeguarding consideration or further action.

7. Staff Health, Wellbeing and Ability to Undertake the Role

Leapfrog recognises that staff health and wellbeing can change throughout employment and that employees may at times require support or reasonable adjustments.
Staff should inform management where a health condition, medication, injury, pregnancy, disability or other relevant circumstance affects, or may affect, their ability to undertake aspects of their role safely.
Disclosure of a health condition or disability does not in itself mean that an employee is unsuitable to work with children.
Management will consider the individual's circumstances sensitively and, where appropriate:
· discuss support required;
· consider reasonable adjustments;
· complete or review an individual risk assessment;
· consider medical or occupational-health advice;
· temporarily adjust particular duties where appropriate; or
· agree arrangements to support a safe return to or continuation at work.
Staff health information will be treated confidentially and shared only where there is a legitimate need.

Annual Health Review

As part of Leapfrog's ongoing personnel arrangements, staff will be asked to update relevant health information annually so that management is aware of changes which may require support, reasonable adjustments, risk assessment or additional resources.
Health information may also be reviewed sooner where circumstances change.
Relevant health and wellbeing matters may be discussed during supervision/review meetings.
Further arrangements relating to sickness absence and returning to work are contained within the Absence Management Policy.

8. Supervision and Ongoing Support

Staff support does not end after induction.
Nursery Managers, SLT and Leads have an ongoing responsibility to support staff practice, wellbeing and professional development.
Support may include:
· day-to-day guidance;
· professional supervision;
· mentor support;
· one-to-one meetings;
· coaching;
· work-based observations;

· constructive feedback;
· modelling good practice;
· targeted training;
· discussion following incidents or challenging situations; and
· additional support where a staff member is developing an area of practice.

Staff are encouraged to ask for support and should not wait for a formal appraisal where they need advice, clarification or assistance.

Safeguarding concerns identified through supervision must be acted upon through the appropriate safeguarding procedure and must not be delayed until a future supervision or appraisal.

9. Supervision, Formal Observation and Appraisal

All staff will participate in Leapfrog's ongoing supervision, formal observation and appraisal arrangements.

Following successful completion of probation, staff will receive a formal observation of practice each term, normally as part of the supervision and professional-development process.

Formal observations will be carried out by Nursery Managers and/or members of SLT.

Observations will consider relevant aspects of the practitioner's role and practice, including:

· interactions and relationships with children;

· quality of teaching, learning and engagement;

· understanding of children's individual needs and development;

· safeguarding awareness and professional practice;

· implementation of Leapfrog's curriculum, values and expectations;

· organisation of the environment and provision;

· professional communication and teamwork; and

· the impact of practice on children's experiences and outcomes.

Following each formal observation, the member of staff will receive feedback from the Manager/SLT.

Feedback will:

· recognise strengths and effective practice;

· identify areas for further development where appropriate;

· provide an opportunity for professional reflection;

· agree any relevant actions, objectives, training or support; and

· contribute to the wider supervision and appraisal process.

Formal observations are intended to support professional growth, reflection and consistent high-quality practice. They do not replace the ongoing informal observation, coaching, modelling and feedback that takes place throughout everyday nursery practice.

Supervision

Termly supervision provides an opportunity for staff and managers to discuss:

· practice and performance;

· children's needs and safeguarding;

· workload and wellbeing;

· professional development;

· training needs;

· progress against previous actions;

· learning from formal observations; and

· any support or concerns.

Actions arising from supervision or formal observations should be followed up rather than waiting until the next appraisal.

Appraisal

Staff will also participate in Leapfrog's formal appraisal process.

Appraisal provides a broader review of the individual's performance and professional development over time and will draw upon evidence from:

· supervision meetings;

· formal observations;

· ongoing management feedback;

· professional development and training;

· progress against agreed objectives; and

· the individual's own reflection on their practice.

The appraisal process will recognise strengths and achievements, identify development priorities and agree appropriate objectives for the next period.

Staff should receive feedback throughout the year rather than performance concerns being raised for the first time at appraisal.

Where performance or conduct requires formal management action, the appropriate capability or disciplinary procedure will be followed rather than relying solely upon supervision, observation or appraisal.

10. Professional Development and Training

Leapfrog is committed to continuous professional development because knowledgeable, reflective practitioners provide stronger experiences and outcomes for children.

Training and professional development may include:

· statutory and mandatory training;

· NoodleNow training;

· external courses;

· inset days;

· Leapfrog Spotlights and internal training;

· professional reading and research;

· observations of practice;

· coaching and mentoring;

· one-to-one development;

· team meetings and professional discussion;

· SEND-specific development;

· learning from incidents, safeguarding reviews and risk assessments; and

· other training relevant to the individual's role.

Staff are expected to engage positively with professional development and apply learning to their everyday practice.

Practitioners should use knowledge gained through courses, Spotlights, professional reading and their own professional development to support and inform practice and, where appropriate, share useful learning with colleagues.

Managers and Leads should identify opportunities for staff to develop their knowledge and skills and support them to translate training into meaningful improvements for children.

Training needs may be identified through appraisal, supervision, observation, safeguarding, changes in legislation/guidance, nursery priorities or the employee's own professional reflection.

11. Professional Conduct and Standards

All staff are expected to maintain the professional standards appropriate to working with young children.

Staff must follow:

- their job description;
- Staff Code of Conduct;
- safeguarding procedures;
- nursery policies and risk assessments;
- reasonable management instructions; and
- the professional responsibilities associated with their role.

Detailed expectations relating to professional behaviour, communication, confidentiality, dress, mobile phones, social media, attendance, workplace relationships and professional boundaries are contained within the Staff Code of Conduct and relevant individual policies and are not duplicated here.

Concerns about professional conduct will be addressed fairly and proportionately through the appropriate management, safeguarding, disciplinary, low-level concern or allegations procedure.

12. Equality, Inclusion and Reasonable Adjustments

Leapfrog is committed to providing an inclusive working environment and to treating employees fairly and with dignity and respect.

Employment decisions relating to development, training, promotion, support, performance and working arrangements will be made fairly and without unlawful discrimination.

We will consider reasonable adjustments for disabled employees and others entitled to them under the Equality Act 2010.

Staff should raise any adjustment or accessibility needs with management so that these can be appropriately considered.

Detailed equality requirements are contained within our Equality, Inclusion and Diversity Policy.

13. Staff Wellbeing and Team Culture

Leapfrog aims to maintain a supportive, respectful and solution-focused working culture.

We recognise that working in early years can be physically and emotionally demanding and staff should feel able to seek appropriate support.

Managers should be alert to staff wellbeing and respond appropriately where workload, personal circumstances, health or workplace issues are affecting an individual's ability to work effectively.

Staff also have a responsibility to contribute positively to the working environment through:

- respectful communication;
- teamwork;
- reliability;
- professional kindness;
- appropriate professional boundaries;
- constructive problem-solving; and
- raising concerns through the appropriate route.

Detailed standards of workplace behaviour are contained within the **Staff Code of Conduct**.

14. Changes in Role, Responsibilities or Working Arrangements

Where an employee's role, responsibilities, hours, location or duties change significantly, management will consider whether:

- the job description requires updating;
- additional induction or training is required;
- qualifications or competence need to be confirmed;
- additional safeguarding or suitability considerations arise;
- risk assessments require review;
- contractual documentation needs to be amended; or
- additional support is required.

Staff temporarily working at another Leapfrog must familiarise themselves with relevant site-specific safeguarding, emergency, medical, allergy and risk information.

15. Bank Staff

Leapfrog maintains its own bank of staff to support temporary staffing needs across our nurseries. Once recruited and authorised to work under our Safer Recruitment Policy, bank staff remain subject to Leapfrog's requirements for:

- ongoing suitability;
- safeguarding;
- Staff Code of Conduct;
- policy updates;
- appropriate training;
- confidentiality;
- professional conduct; and
- ongoing management oversight.

The frequency with which a bank member works does not remove their responsibility to remain familiar with current Leapfrog policies and safeguarding requirements.

Where a bank member has not worked recently, management will consider whether they require updated induction, training or information before deployment.

When working at a different Leapfrog , bank staff must receive relevant site-specific information necessary to work safely.

16. Long-Term Students and Placements

The decision to accept a student and all required pre-placement checks are governed by the Safer Recruitment Policy.

Once a long-term student placement begins, the student will receive an appropriate Leapfrog induction and will be assigned a mentor.

Students will be appropriately supervised and supported according to their age, competence, experience, stage of training and placement requirements.

As part of Leapfrog's practice, long-term students will have regular contact with their mentor, including a weekly check-in, to discuss:

- progress;
- learning;
- nursery practice;
- safeguarding;
- responsibilities;
- course requirements;
- feedback; and
- support required.

Concerns about a student's conduct, suitability or progress will be addressed promptly and, where appropriate, discussed with their college or training provider.

The rules governing whether a student may be included within staff:child ratios are contained within the Safer Recruitment Policy and are not repeated here.

17. Personnel Records and Confidentiality

Leapfrog will maintain appropriate personnel records in accordance with legal, regulatory and operational requirements.

Records may include:

- employment and contractual information;
- induction records;
- training and qualifications;
- supervision and appraisal records;
- absence information;
- relevant health and reasonable-adjustment information;
- suitability declarations;
- performance or conduct records where applicable; and
- other appropriate employment information.

Pre-employment vetting and safer recruitment records are maintained in accordance with the Safer Recruitment Policy.

Personnel information will be stored securely, accessed only where there is a legitimate reason and handled in accordance with our Data Protection and Confidentiality Policy and Privacy Notice.

18. Providing Employment References

Requests for references for current or former employees will normally be dealt with by an authorised member of management/SLT.

References will be fair, accurate and based upon factual information.

Where a safeguarding concern or allegation is relevant to a reference, Leapfrog will follow the requirements of the EYFS and relevant safeguarding guidance regarding what information should and should not be included.

Staff who are not authorised to provide formal references on behalf of Leapfrog should refer requests to management.

19. Concerns, Grievances and Whistleblowing

Staff should feel able to raise concerns about:

- their employment;
- workload or working arrangements;
- treatment at work;
- professional practice;
- safeguarding;
- health and safety;
- conduct of another adult; or
- wrongdoing within the nursery.

The appropriate route will depend upon the nature of the concern.

Employment concerns may be managed through supervision, management discussion or the Grievance Procedure.

Safeguarding concerns must be reported through the Safeguarding and Child Protection Policy, including allegations and low-level concern procedures where appropriate.

Concerns about wrongdoing which meet the relevant criteria may be raised through the Whistleblowing Policy.

No member of staff should be discouraged or disadvantaged for raising a genuine safeguarding concern or protected disclosure in good faith.

20. Management Responsibilities

Nursery Managers and SLT are responsible for ensuring that staff are appropriately supported and managed throughout their employment.

This includes:

- ensuring induction is completed;
- providing appropriate support and supervision;
- monitoring ongoing suitability;

· responding to disclosures or changes in circumstances;
· identifying training and development needs;
· addressing concerns promptly;
· maintaining appropriate personnel records;
· considering reasonable adjustments;
· ensuring staff remain familiar with relevant policies; and
· escalating safeguarding, employment or suitability concerns through the appropriate procedure.

Managers should distinguish between matters requiring support or development and those requiring a formal safeguarding, capability or disciplinary response, while recognising that these may sometimes overlap.

21. Related Policies and Procedures

This policy should be read alongside:

· Safer Recruitment Policy;
· Safeguarding and Child Protection Policy;
· Staff Code of Conduct;
· Staff Supervision Policy;
· Managing Allegations Against Staff Procedure;
· Low-Level Concerns Policy;
· Whistleblowing Policy;
· Disciplinary Procedure;
· Grievance Procedure;
· Absence Management Policy;
· Equality, Inclusion and Diversity Policy;
· Data Protection and Confidentiality Policy;
· Health and Safety Policy;
· Mobile Phone and Electronic Device Policy; and
· other relevant employment, safeguarding and nursery procedures.

22. Monitoring and Review

This policy will be reviewed at least annually and sooner where:

· legislation or statutory guidance changes;
· EYFS requirements change;
· employment guidance changes;
· safeguarding learning identifies a need for review; or
· Leapfrog's staffing or personnel arrangements change.

Leapfrog will continue to develop its personnel arrangements to support a workforce which is safe, suitable, knowledgeable, reflective, valued and accountable for providing high-quality experiences for children.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 Sept 26	M.Topal	September 2027

Photography and Video Filming Policy

At Leapfrog, photographs and videos are used to document children's learning and experiences, communicate with families and celebrate children's achievements. Where appropriate, carefully selected images may also be used to promote and represent our nurseries through our website, approved social media channels and other authorised publications.
We recognise that photographs and videos of identifiable children are personal information and must be created, used, stored and shared safely, lawfully and respectfully.
The safety, privacy, dignity and wellbeing of children will always take priority over the taking or use of an image.
This policy should be read alongside our Safeguarding and Child Protection Policy; Data Protection, Confidentiality and Information Sharing Policy; Privacy Notice; Access, Storage and Retention of Records Policy; Mobile Phone and Electronic Device Policy; Manager BYOD Policy; Online Safety and Responsible Use of Technology Policy; Social Networking Policy; Acceptable Use of IT Policy; Cyber Security Policy; Critical Incident Policy; and Supervision of Visitors Policy.

1. Purpose

This policy aims to:
· protect babies and children when photographs or videos are taken;
· ensure images are taken only for appropriate nursery purposes;
· establish clear arrangements for the taking, use, storage, publication and deletion of images;
· respect children's dignity, privacy and individual circumstances;
· ensure parental permissions and preferences are appropriately recorded and followed;
· reduce the risk of images being copied, manipulated, misused or shared outside their intended purpose; and
· ensure photography and filming at Leapfrog complies with our safeguarding, data protection and professional expectations.

2. Safeguarding Children and Their Images

Photographs and videos can provide valuable records of children's experiences and achievements. However, we recognise that images of children can potentially be copied, shared, manipulated or used in ways which were never intended.
Potential risks include:
· images being taken out of context or inappropriately shared;
· images being copied, altered or manipulated, including through AI technology;
· images being used to create abusive or inappropriate material;
· a child being identified or targeted for grooming or abuse;
· a vulnerable child being identified or located by an existing perpetrator;
· information within an image revealing a child's location, nursery or routine; and
· images or associated information being used for impersonation, identity theft or other inappropriate purposes.
Staff must therefore consider what they photograph, why they are photographing it, where the image will be stored and who will be able to see it.
No photograph or video is more important than a child's safeguarding, privacy or dignity.

3. Children's Wishes and Dignity

Parental permission does not mean that a child must be photographed.
Staff should remain sensitive to children's verbal and non-verbal communication and, wherever practicable, respect a child who indicates that they do not wish to be photographed or filmed.

Children should not be repeatedly encouraged to participate in a photograph where they are uncomfortable or unwilling.
Images must always preserve children's dignity and privacy.
Staff must not take photographs or videos:
· during intimate care, nappy changing or toileting;
· where a child is undressed or inadequately dressed;
· where a child is distressed, vulnerable or experiencing a private moment, unless there is an exceptional safeguarding or evidential reason specifically authorised by management;
· which could reasonably embarrass or undermine the dignity of the child; or
· which could easily be misinterpreted or misused.
Photography should not interfere unnecessarily with staff interactions, supervision or children's play and learning.

4. Parental Permissions and Preferences
Parents/carers will be provided with information about how Leapfrog uses children's photographs and videos and will be asked to record relevant permissions and preferences through Famly.
Different permissions may apply to different uses, including images used within children's learning records and images intended for public-facing purposes.
Staff must check and respect the permissions recorded for each child.
Parents may change or withdraw a photography permission or preference. We will apply the change to future use and, where appropriate and reasonably possible, remove existing material within our control.
Parents will be made aware that where an image has already been lawfully published online, shared or distributed, it may not always be possible to retrieve every copy or completely remove it from the internet.
Photography and video will be handled in accordance with our Data Protection Policy and Privacy Notice, including the appropriate lawful basis for the particular use of personal information.

5. Safeguarding Restrictions Override General Permission
There may be circumstances where a child should not be photographed, published or identifiable, regardless of a general permission recorded on Famly.
This may include children where there are:
· safeguarding concerns;
· court orders or legal restrictions;
· risks associated with domestic abuse;
· adoption, fostering or care arrangements;
· risks associated with a child's location becoming known; or
· other individual circumstances identified by the DSL, SLT, parent/carer or relevant professional.
Where such circumstances exist, management will ensure appropriate arrangements are communicated to staff on a need-to-know basis.
These arrangements must be implemented sensitively so that the child is not unnecessarily singled out or excluded from nursery experiences.

6. Photographs and Videos for Learning, Care and Famly
Photographs and videos may be taken to support children's learning records, observations, assessment, communication with parents and documentation of nursery experiences.
Images should have a genuine and proportionate purpose rather than staff taking unnecessary quantities of photographs.
For internal learning and Famly purposes, appropriate images may show children's faces, expressions, interactions and involvement in experiences where this adds value to the observation or communication.
The additional restrictions applying to public-facing images in Section 7 do not automatically apply to photographs securely shared with the child's family through Famly.
Staff should nevertheless remain mindful of other children appearing within photographs and ensure images remain appropriate for their intended audience.

Images uploaded to Famly form part of our digital nursery records and must be managed in accordance with our Famly, Data Protection and Records Retention arrangements.

7. Website, Social Media, Marketing and Public-Facing Images

Images intended for our website, Instagram, social media, advertising, publicity or other publicly accessible material require greater caution because Leapfrog cannot fully control how an image may subsequently be copied, downloaded, shared or manipulated.
Leapfrog will therefore take additional steps to reduce children's identifiability and the potential for images to be misused.
For public-facing material we will:
· only use images where the appropriate parental permission has been recorded;
· not publish children's names alongside their images;
· not publish unnecessary personal information about a child;
· avoid identifying the specific nursery location of an individual child wherever reasonably possible;
· ensure children are appropriately dressed;
· select images which positively and respectfully represent children's involvement in nursery experiences;
· avoid images which could reasonably be misinterpreted or more readily misused;
· where appropriate, favour photographs showing children engaged in an activity rather than posed photographs;
· use activity-focused photographs, photographs taken from a suitable distance, side-on images or photographs showing children's hands or engagement where these effectively communicate the experience without unnecessarily identifying the child;
· avoid unnecessary full-face/full-body close-up photographs where a less identifiable image would serve the same purpose;
· consider reducing image resolution where children's faces are clearly visible and this can reasonably reduce the potential for the image to be repurposed without undermining its intended use; and
· regularly review photographs and videos appearing on our website and social media channels and remove or replace material where it no longer reflects our safeguarding expectations or where a more appropriate generic image or illustration could be used.
These are additional Leapfrog safeguarding precautions for publicly available images.

8. Staff Devices and Taking Photographs

The detailed rules governing which devices may be used are contained within the Mobile Phone and Electronic Device Policy and Manager BYOD Policy.
As a general rule, staff should use nursery-approved devices to photograph or film children.

Authorised Manager/SLT Exception

Authorised Managers and members of SLT may use a personal mobile phone to photograph or film children for a legitimate and authorised nursery purpose where this is permitted under our Manager BYOD arrangements.
This may include authorised use for Famly, our official website, Instagram/approved social media, publicity or other approved nursery communications.
Where a personal device is used:
· the appropriate child permissions must be checked;
· only purposeful and appropriate images may be taken;
· images must be uploaded/transferred promptly to the approved nursery system or destination;
· no personal copy may intentionally be retained;
· the image must be deleted promptly from the device following successful transfer, including from Recently Deleted/Trash and, where applicable, associated personal cloud storage; and
· the requirements of the Manager BYOD and Mobile Phone and Electronic Device Policies must be followed.
Other staff must never use their personal device to photograph, film or record nursery children.

Social Media Representative
A member of staff acting as Leapfrog's designated Social Media Representative must use a nursery-approved device when photographing or filming children for that role.
The Manager/SLT personal-device exception does not extend to another member of staff simply because they have responsibility for social media.
Routine authorised social-media content may be published in accordance with Leapfrog's agreed procedures. Unusual, sensitive or uncertain content must be referred to the Nursery Manager/SLT before publication.

9. Artificial Intelligence and Image Manipulation
Photographs or videos of nursery children must not be uploaded to generative AI, AI image-generation, face-manipulation or similar external tools simply for experimentation, entertainment or convenience.
Images must not be used to:
· create artificial or manipulated versions of children;
· generate new images based upon a child's appearance;
· alter a child's face or body;
· create deepfakes or synthetic representations; or
· otherwise repurpose children's images in a way which is inconsistent with the purpose for which they were taken.
Any proposed professional use of an AI-enabled system involving children's photographs or videos must be specifically considered and authorised by SLT before use, with safeguarding, privacy, data protection, security and the purpose of the processing appropriately assessed.
This should be read alongside our Online Safety and Responsible Use of Technology, Acceptable Use of IT and Data Protection Policies.

10. Storage, Transfer and Deletion
Photographs and videos must only be stored within approved nursery systems, devices and accounts, subject to the authorised Manager/SLT BYOD exception above.
Images must not be:
· unnecessarily downloaded;
· copied to personal photo libraries;
· retained on personal devices after authorised transfer;
· stored in personal cloud accounts;
· sent through unapproved messaging or file-sharing services; or
· retained for longer than necessary for their intended purpose.
Access should be limited to those who require it for a legitimate professional purpose.
Images will be retained and deleted in accordance with their purpose, our Access, Storage and Retention of Records Policy and applicable data protection requirements.
Where an image is no longer required, it should be securely deleted in accordance with nursery procedures.

11. Photography and Filming by Parents/Carers
Leapfrog does not permit parents/carers or visitors to photograph or film children during ordinary nursery sessions or nursery events unless photography has been specifically authorised.
We do allow parents/carers to take photographs or videos for personal use at certain designated events, such as Christmas performances and end-of-year celebrations, where management has specifically confirmed that photography is permitted.
Before such an event, parents/carers will be reminded of Leapfrog's expectations.
Where photography is permitted:
· photographs and videos should be for personal/family use;
· images containing other nursery children must not be posted or shared on social media without the permission of the other child's parent/carer;
· parents should avoid sharing images which reveal unnecessary identifying information about other children or the nursery;

·where parents publicly share photographs of their own child, we encourage them to consider whether nursery logos, uniforms, location information or other identifying information are visible;
·parents should consider the privacy settings of any social-media account they use; and
·any concern about inappropriate photography or sharing should be reported to the Nursery Manager/DSL.
Where a parent/carer has advised us that their child must not appear in photographs for safeguarding or other significant reasons, management will consider what additional arrangements are necessary for events where parent photography is permitted.
We will seek to manage these arrangements sensitively and will not exclude a child from an activity simply because photographic permission has not been provided.

12. External and Professional Photographers

Where Leapfrog engages an external photographer, the arrangement must be approved by management in advance.
We will:
·establish the purpose and scope of the photography;
·provide the photographer with a clear brief regarding appropriate content, professional behaviour and safeguarding expectations;
·ensure appropriate contractual arrangements are in place covering matters such as copyright, permitted use, storage, secure transfer, retention and deletion;
·establish any safer recruitment or DBS requirements applicable to the photographer's particular role and activities;
·ensure appropriate identification and visitor procedures are followed;
·inform parents/carers in advance;
·obtain the appropriate permission for children who will be photographed;
·ensure the photographer is aware of children who must not be photographed, without unnecessarily disclosing the reasons;
·ensure the photographer does not have unsupervised access to children;
·ensure images are securely transferred and appropriately deleted by the photographer in accordance with the agreed arrangements; and
·report any concern regarding inappropriate or intrusive photography through our safeguarding procedures.
Where permission has not been provided, arrangements will be made in advance to ensure the child is not photographed while avoiding unnecessarily singling out or excluding them from the activity.

13. Visitors, Students and Other Adults

Visitors, contractors, students, volunteers and other adults must not photograph or film children unless this forms part of a specifically authorised arrangement agreed by management.
Personal devices belonging to visitors must not be used to photograph nursery children.
Where photography forms part of an authorised professional visit, management will establish the purpose, permissions, device arrangements, storage, sharing and safeguarding requirements before photography takes place.

14. Students and Apprentices – Training Evidence

Where a student or apprentice is required to gather photographic evidence for an approved qualification or training programme;
taken without authorisation;
·photographs of children must not be taken using the student's or apprentice's personal device;
·must be taken using an authorised nursery device;
·photographs, only involving children for whom the appropriate parental permission is in place and with the child's identity protected so that their face is not visible;
·a manager/supervisor must check and approve the image before it leaves the nursery device and may then email the approved photograph to the student/apprentice solely for upload to their approved training platform;

· once successfully uploaded, the student/apprentice must delete the photograph and email from their device/account and must not save, forward, share or upload it anywhere else.
· no video or audio recording of children is permitted for training evidence. Staff, students and apprentices must follow the separate **Student, Apprentice & Training Evidence Agreement** and report any accidental disclosure or data breach immediately.

15. Concerns, Misuse or Unauthorised Images

Any member of staff who becomes aware that a photograph or video of a child may have been:
· taken without authorisation;
· taken using an unauthorised device;
· retained somewhere it should not be;
· lost or accidentally disclosed;
· published contrary to permissions;
· shared inappropriately;
· manipulated or misused; or
· accessed by an unauthorised person
must report the matter immediately to the Nursery Manager/DSL/SLT.
Management will consider the safeguarding, data protection and cyber-security implications and take appropriate action.
Depending upon the circumstances, this may include:
· securing or removing the image;
· requesting deletion;
· informing parents/carers;
· preserving relevant evidence;
· managing a personal-data breach;
· following safeguarding or allegations procedures;
· contacting the LADO, Ofsted, ICO, police or another relevant authority where the applicable threshold is met; and/or
· taking appropriate employment or disciplinary action.
Staff must not attempt to conceal an accidental or unauthorised photograph, disclosure or loss. Prompt reporting enables Leapfrog to protect the child and take appropriate action.

16. Staff Responsibilities

All staff have a responsibility to:
· understand and follow children's photography permissions and restrictions;
· consider children's dignity and wishes;
· take photographs only for legitimate nursery purposes;
· use only devices they are authorised to use;
· protect images from unnecessary access, sharing or retention;
· follow the additional safeguards applying to public-facing images;
· never use children's images with unapproved AI or external applications;
· report concerns or mistakes promptly; and
· seek advice from the Nursery Manager/DSL/SLT where they are uncertain.
Managers and SLT are responsible for ensuring staff understand these arrangements and for monitoring photography, publication and storage practices across the nursery.

17. Monitoring and Review

Leapfrog will regularly review its use of photographs and videos, including public-facing material, to ensure our practice remains appropriate as technology, safeguarding risks and guidance evolve.
This policy will be reviewed at least annually and sooner following:
· a safeguarding or data-protection incident involving images;
· significant changes to technology or AI;
· changes to our use of Famly, social media or other digital platforms;
· changes to legislation or statutory guidance; or
· changes to Leapfrog's photography or device arrangements.

Our overriding principle is that photographs and videos should support children's learning, relationships and positive experiences without compromising their safety, privacy, dignity or right to be protected from misuse.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
August 2026	M.Topal	September 2027

Leapfrog recognises that employees may need time away from work at important or difficult stages in their family lives.
We aim to deal with maternity, adoption, paternity, neonatal, shared parental, parental, dependant, caring and bereavement circumstances compassionately, respectfully and consistently.
Leapfrog will provide employees with the statutory leave and statutory pay to which they are legally entitled, in accordance with the legislation and statutory requirements in force at the relevant time.
Where Leapfrog chooses, in exceptional or individual circumstances, to provide additional leave, payment or other support beyond an employee's statutory or contractual entitlement, this will be entirely at the discretion of SLT. Any such arrangement will be considered on an individual basis and will not create a contractual entitlement or expectation that the same arrangement will apply on another occasion or to another employee.
Statutory entitlements, eligibility criteria, notice requirements and rates of statutory pay can change. Leapfrog will therefore apply the statutory requirements in force at the relevant time and refer to current GOV.UK, Acas or appropriate professional guidance where necessary.
Employees are encouraged to speak to their Nursery Manager/SLT as early as reasonably possible so that we can provide appropriate support and plan staffing arrangements.

1. Maternity Rights

Employees will receive their statutory maternity leave and pay entitlements in accordance with the law.
Statutory maternity rights may include:
· paid time off for antenatal care;
· Statutory Maternity Leave; and
· Statutory Maternity Pay (SMP), or Maternity Allowance where applicable and eligible.
Eligibility for maternity leave and eligibility for maternity pay are separate and will be determined in accordance with the statutory requirements in force at the relevant time.

Antenatal Care

Pregnant employees are entitled to reasonable paid time off for qualifying antenatal appointments in accordance with their statutory rights.
Except for the first appointment, Leapfrog may request appropriate evidence where permitted by law.
Employees should give as much notice as reasonably possible and, where practicable, return to work following the appointment.
Once an employee receives their MAT B1 certificate, this should be provided to management as part of the maternity notification process.

2. IVF and Fertility Treatment

Leapfrog will provide a supportive, understanding and confidential approach towards employees undergoing fertility treatment.
We recognise that fertility treatment may involve a number of medical appointments and can be physically and emotionally demanding.
Leave and pay associated with fertility treatment will be provided in accordance with the employee's statutory and contractual entitlements.

Where additional flexibility, leave or payment is requested, this may be considered by SLT on an individual and discretionary basis. Any discretionary arrangement does not create an ongoing contractual entitlement.
When the relevant legal protections associated with pregnancy apply following fertility treatment, Leapfrog will respect those protections.
Information about fertility treatment will be treated confidentially and shared only where there is a legitimate reason to do so.

3. Maternity Leave
Eligible employees may take up to 52 weeks' Statutory Maternity Leave, consisting of:
· 26 weeks' Ordinary Maternity Leave; and
· 26 weeks' Additional Maternity Leave.
Maternity leave is a day-one employment right and does not depend upon length of service.
Maternity leave may normally begin from the 11th week before the expected week of childbirth.
There is a compulsory maternity-leave period of two weeks immediately following childbirth.
Terms and conditions of employment, other than remuneration, continue during maternity leave in accordance with statutory requirements.

Notification
Employees must provide the information and notice required by law, including their expected week of childbirth and intended maternity-leave start date.
The employee should provide their MAT B1 certificate when available.
Leapfrog will confirm the expected return-to-work date in accordance with statutory requirements.

4. Pregnancy-Related Sickness
Pregnancy-related sickness will be managed in accordance with the applicable statutory protections and Leapfrog's Absence Management procedures.
Where pregnancy-related sickness occurs during the statutory period immediately preceding the expected week of childbirth, maternity leave may begin automatically in accordance with the law.
Managers will consider whether appropriate support, adjustments or a pregnancy risk assessment is required.
Pregnancy-related absence will not be treated in a manner which unlawfully disadvantages an employee because of pregnancy.

5. Returning from Maternity Leave
Employees will have the statutory right to return to their same job or, where the relevant legal circumstances apply, a suitable and appropriate alternative role.
Where an employee wishes to return earlier than their notified return date, the applicable statutory notice must be provided.
Employees wishing to change their working pattern may make a flexible-working request, which will be considered in accordance with the statutory procedure and nursery operational requirements.

6. Statutory Maternity Pay
Where an employee meets the statutory eligibility requirements, Statutory Maternity Pay (SMP) will be paid at the statutory rates and for the statutory period applicable at the time.
Where an employee does not qualify for SMP, Leapfrog will provide the required information so that they can consider whether they may qualify for Maternity Allowance.
Leapfrog does not provide an enhanced contractual maternity-pay scheme unless specifically agreed otherwise in writing.

7. Neonatal Care Leave and Pay

Where a baby requires qualifying neonatal care, eligible employees will receive their statutory Neonatal Care Leave entitlement.
Neonatal Care Leave is a day-one employment right and may provide up to 12 weeks' additional leave, subject to the statutory qualifying conditions.
Eligibility for Statutory Neonatal Care Pay is separate and will be determined according to the statutory service, earnings and other requirements applying at the relevant time.
Leapfrog recognises that having a baby requiring neonatal care can be extremely difficult. These situations will be dealt with compassionately, sensitively and respectfully.
Any additional leave or payment beyond the employee's statutory or contractual entitlement will be at the discretion of SLT.

8. Adoption Leave and Pay

Eligible employees will receive their statutory Adoption Leave and Statutory Adoption Pay entitlements in accordance with the law.
Statutory Adoption Leave may provide up to 52 weeks' leave, consisting of:
· 26 weeks' Ordinary Adoption Leave; and
· 26 weeks' Additional Adoption Leave.
Statutory Adoption Pay is subject to separate eligibility requirements and will be paid at the statutory rates applicable at the time.
Statutory rights relating to qualifying adoption appointments will also be provided.
Employees should notify Leapfrog and provide the relevant documentation within the applicable statutory timescales.
Different arrangements may apply to overseas adoptions and surrogacy, and Leapfrog will apply the statutory provisions relevant to the individual circumstances.

9. Paternity Leave and Pay – Birth

Eligible employees will receive their statutory Paternity Leave entitlement in accordance with the law.
Paternity Leave is a day-one employment right.
Eligible employees may take one or two weeks of Paternity Leave. Where two weeks are taken, they may be taken together or as two separate one-week periods in accordance with the statutory rules.
Paternity Leave must be taken within the statutory period applying at the time.
Paternity Leave may also be taken after Shared Parental Leave where the statutory requirements are met.
Eligibility for Statutory Paternity Pay (SPP) is separate from the entitlement to Paternity Leave and will be determined according to the statutory service, earnings and other eligibility requirements applying at the time.
Where eligible, employees will receive SPP at the statutory rate.
Leapfrog does not provide an enhanced contractual paternity-pay scheme unless specifically agreed otherwise in writing.

10. Antenatal Appointments for Partners

Eligible employees will be permitted statutory time off to accompany a pregnant person to qualifying antenatal appointments in accordance with the law.
This statutory time off is normally unpaid.
Where Leapfrog chooses to pay an employee for such time, this will be a discretionary arrangement and will not create a contractual entitlement to paid time off on future occasions.

11. Paternity Leave and Pay – Adoption and Surrogacy

Eligible employees will receive their statutory Paternity Leave entitlement following adoption or an applicable surrogacy arrangement.
Paternity Leave is a day-one employment right, subject to the other statutory eligibility requirements.
Eligibility for Statutory Paternity Pay is separate and will be determined according to the statutory requirements applying at the time.

Employees should provide the applicable statutory notice and information.

12. Shared Parental Leave and Pay

Eligible parents may be entitled to Shared Parental Leave (SPL) and Statutory Shared Parental Pay (ShPP).
The amount available depends upon the maternity or adoption leave and pay already used and the statutory eligibility requirements.
Parents may be able to take leave together, separately or in blocks in accordance with the statutory arrangements.
Employees should provide the required statutory notices.
Leapfrog will comply with its statutory obligations in relation to continuous periods of leave and will discuss requests for discontinuous leave in accordance with the statutory procedure.
Paternity Leave may be taken before or after Shared Parental Leave where permitted by law.
Statutory Shared Parental Pay will be paid at the statutory rate to eligible employees.
Leapfrog does not provide an enhanced contractual Shared Parental Pay scheme unless specifically agreed otherwise in writing.

13. Unpaid Parental Leave

Eligible employees have a day-one statutory right to Unpaid Parental Leave.
Eligible employees may take up to 18 weeks' unpaid parental leave for each child, normally up until the child's 18th birthday.
Leave will be taken and requested in accordance with the statutory notice, duration and eligibility requirements applying at the time.
Where legally permitted, Leapfrog may postpone a requested period where there is a significant operational reason for doing so and will follow the applicable statutory procedure.

14. Time Off for Dependants

Employees have a statutory right to a reasonable amount of time off to deal with an unexpected emergency involving a dependant.
This may include:
- a dependant becoming unexpectedly ill or injured;
- an unexpected breakdown in care arrangements;
- an unexpected incident involving a child;
- the death of a dependant and immediate arrangements arising from that death; or
- another qualifying emergency.

The statutory right is intended to allow the employee to deal with the immediate situation and make necessary arrangements, rather than provide an automatic entitlement to an extended period of ongoing care.
Employees must contact their Nursery Manager as soon as reasonably practicable and, wherever possible, before the beginning of their shift.
They should explain the reason for the absence and how long they reasonably expect to be absent.
Statutory Time Off for Dependants is normally unpaid.
Where Leapfrog chooses to provide payment for some or all of the absence, this will be entirely at the discretion of SLT and will not create a contractual entitlement or expectation of payment on another occasion.

15. Longer-Term Family Care

Where an employee requires time away from work beyond an immediate emergency, they should discuss their circumstances with their Nursery Manager/SLT.
Depending upon the circumstances and the employee's eligibility, options may include:
- annual leave;
- Unpaid Parental Leave;
- statutory Carer's Leave;
- another applicable statutory leave entitlement; or
- unpaid leave agreed by Leapfrog.

Leapfrog will deal with such requests compassionately and respectfully, while also considering the operational requirements of the nursery.
Any additional paid leave beyond the employee's statutory or contractual entitlement will be at the discretion of SLT and will not create an ongoing contractual entitlement.

16. Carer's Leave

Eligible employees have a day-one statutory right to unpaid Carer's Leave to provide or arrange care for a dependant with a long-term care need.
Eligible employees may take up to one week of unpaid Carer's Leave in a 12-month period, subject to the statutory provisions applying at the time.
Leapfrog will provide the statutory entitlement. Any additional leave or payment will be considered separately and will be at the discretion of SLT.

17. Bereavement and Compassionate Circumstances

Leapfrog recognises that bereavement and serious family circumstances can have a significant impact on an employee.
We will deal with these situations compassionately, sensitively and respectfully.
Employees will receive any statutory leave and statutory pay to which they are legally entitled.
Depending upon the circumstances, this may include:
· statutory Time Off for Dependants;
· Parental Bereavement Leave and, where eligible, Statutory Parental Bereavement Pay;
· Bereaved Partner's Paternity Leave; or
· another applicable statutory leave entitlement.
There is no general statutory entitlement to paid compassionate or bereavement leave outside the specific statutory provisions which apply.
Where additional time away from work is required, the employee should discuss this with their Nursery Manager/SLT. Options may include annual leave, unpaid leave or another applicable statutory entitlement.

Discretionary Support

Leapfrog may, in individual circumstances, choose to provide additional paid or unpaid leave beyond the statutory or contractual entitlement.
Any such decision will be made at the discretion of SLT, taking account of the individual circumstances and the needs of the nursery.
A discretionary payment or period of additional leave:
· does not form part of the employee's contractual entitlement;
· does not create an automatic entitlement on a future occasion; and
· does not mean that an identical arrangement must be made in another case where the circumstances differ.
We will nevertheless seek to make decisions fairly, reasonably and consistently, while recognising that compassionate circumstances are individual.

18. Parental Bereavement Leave and Pay

Employees will receive their statutory Parental Bereavement Leave entitlement where the relevant statutory criteria are met, including following the death of a child under the age of 18 or a qualifying stillbirth.
Eligible employees may take up to two weeks' Parental Bereavement Leave.
Eligibility for Statutory Parental Bereavement Pay is separate from the entitlement to leave and will be determined according to the statutory eligibility and earnings requirements applying at the time.
Leapfrog recognises the exceptional impact of losing a child and will approach these circumstances with the greatest possible sensitivity, compassion and respect.
Any additional paid leave or other support beyond the statutory entitlement will be considered by SLT on a discretionary basis.

19. Bereaved Partner's Paternity Leave

Eligible employees will receive their statutory Bereaved Partner's Paternity Leave entitlement where the child's mother, main adopter or relevant parent dies and the statutory qualifying conditions are met.
This is a day-one employment right and may provide up to 52 weeks' leave, depending upon the circumstances and the legislation applying at the time.
Leapfrog will establish the employee's statutory entitlement and will avoid placing unnecessary administrative burdens upon an employee at a time of bereavement.
These circumstances will be dealt with compassionately, sensitively and respectfully.
Any payment or additional leave beyond the statutory entitlement will be at the discretion of SLT.

20. Returning to Work Following Family Leave

Leapfrog recognises that returning to work following family leave, caring responsibilities or bereavement can require adjustment.
Employees will receive all statutory protections relating to their return to work.
Managers should communicate appropriately with employees before their return and consider any relevant:

- changes which occurred during their absence;
- training, safeguarding or policy updates;
- wellbeing or support needs;
- pregnancy or maternity-related requirements;
- reasonable adjustments;
- annual leave arrangements; and
- flexible-working requests.

Where appropriate, a return-to-work update or re-induction may be provided.
Additional temporary support may be agreed at management discretion where appropriate, without creating a permanent contractual entitlement unless formally agreed.

21. Keeping in Touch During Extended Leave

Leapfrog will aim to maintain appropriate and agreed contact with employees during extended family leave.
Employees on qualifying statutory leave may be able to undertake Keeping in Touch (KIT) or Shared Parental Leave in Touch (SPLIT) days where permitted by law and mutually agreed.
Any payment for such days will be dealt with in accordance with statutory requirements and any arrangement agreed with the employee.

22. Holiday and Pension During Family Leave

Statutory annual-leave entitlement will continue to accrue during statutory family leave where required by law.
Pension arrangements will be managed in accordance with the applicable statutory requirements and pension scheme rules.
Employees should speak to management/payroll where they require information about the effect of leave upon their holiday, pension or statutory pay.

23. Confidentiality and Respect

Information relating to pregnancy, fertility treatment, adoption, surrogacy, family circumstances, caring responsibilities, bereavement or a dependant's health will be treated sensitively and confidentially.
Information will only be shared where there is a legitimate reason to do so and only with those who reasonably require it.
Managers should, where appropriate, discuss with the employee what information they are comfortable having communicated to colleagues.

24. Protection from Detriment and Discrimination

Employees will not be treated unfavourably because they are pregnant, take or seek to take statutory family leave, or exercise another protected employment right.
Leapfrog will comply with the statutory protections associated with family leave and related rights.
Any employee who believes they have been treated unfairly should raise the matter with their Nursery Manager/SLT or through the appropriate Grievance Procedure.

25. Applying Statutory Entitlements

Family-leave legislation contains detailed eligibility, notice, evidence, timing and pay provisions which may change.
Leapfrog will therefore apply the legislation, statutory entitlements and statutory payment rates in force at the time the leave is taken, rather than treating the detail contained within this policy as overriding current law.
Where an employee believes they may be entitled to statutory family leave or pay, they should speak to their Nursery Manager/SLT as early as reasonably possible.
Management will confirm the applicable arrangements and, where necessary, seek appropriate payroll, HR, Acas or legal guidance.

Additional Discretion

Nothing in this policy prevents Leapfrog from choosing to provide additional support, leave or payment in an individual case.
Any provision beyond an employee's statutory or existing contractual entitlement is at the discretion of SLT unless expressly agreed otherwise in writing as a contractual variation.
The exercise of discretion in one case does not create a contractual right, custom or practice, or automatic entitlement in another case.

26. Related Policies and Procedures

This policy should be read alongside our:
· Personnel and Ongoing Suitability Policy;
· Absence Management Policy;
· Flexible Working arrangements;
· Equality, Inclusion and Diversity Policy;
· Health and Safety Policy;
· Pregnancy and New and Expectant Mothers Risk Assessment arrangements;
· Staff Code of Conduct;
· Grievance Procedure; and
· relevant employment contracts and staff procedures.

27. Monitoring and Review

This policy will be reviewed regularly and following significant changes to employment legislation or statutory family-leave arrangements.
Where statutory rights, rates or eligibility requirements change, the statutory provisions in force at the relevant time will take precedence.
Leapfrog's general position is to provide employees with their full statutory leave and statutory pay entitlements.
We will deal with individual family, caring and bereavement circumstances compassionately, sensitively and respectfully. Where Leapfrog chooses to provide leave, payment or support beyond the statutory or contractual entitlement, this will be a discretionary decision by SLT based upon the individual circumstances and will not create an ongoing contractual entitlement.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 Sept 26	M.Topal	September 2023 September 2027

Leapfrog Nursery School

Physical Activity and Healthy Lifestyles Policy

At Leapfrog we aim to promote the health and wellbeing of the whole nursery community by encouraging physical activity and sharing consistent, positive messages with children, parents and staff about active and healthy lifestyles.
We recognise that being physically active is important from birth. Movement and active play support children's physical development, health and wellbeing and provide opportunities to develop strength, coordination, balance, confidence and new physical skills.
The early years are also an important time for children to develop positive attitudes and habits relating to movement, physical activity, rest and looking after their bodies.
We recognise that children's physical needs are individual. Our approach therefore considers children's age and stage of development, SEND, medical needs, sensory processing needs, energy levels and individual need for movement, rest and recovery.

Physical Activity Recommendations

We take account of the UK Chief Medical Officers' physical activity guidelines for children under five.

Babies under one

Babies should be physically active several times throughout the day in a variety of ways, including interactive floor-based activity.
Babies who are not yet mobile should have at least 30 minutes of tummy time spread throughout the day while awake, alongside opportunities for reaching, grasping, pushing, pulling, rolling and other age-appropriate movement.
We provide babies with regular opportunities for unrestricted floor-based movement and avoid unnecessarily restricting movement through prolonged use of seats, buggies or other equipment.

Children aged 1–2 years

Children should spend at least 180 minutes (three hours) each day being physically active at any intensity, spread throughout the day.

Children aged 3–4 years

Children should spend at least 180 minutes (three hours) each day in a variety of physical activities, including at least 60 minutes of moderate-to-vigorous physical activity.
These are whole-day recommendations, including time at home and within the community. They are not intended to be achieved solely during a child's nursery session.

Physical Activity at Leapfrog

Physical activity and movement are incorporated throughout our indoor and outdoor curriculum through a combination of child-initiated play, everyday movement and purposeful adult-led experiences.
For babies and children who are not yet walking, we provide opportunities for unrestricted floor-based movement and exploration. Treasure baskets, sensory experiences and appropriately positioned resources encourage children to reach, grasp, roll, crawl, pull themselves up and develop their emerging physical skills.
At Leapfrog, children have opportunities to participate in daily yoga, music and movement, Tiger Cubs and ball skills sessions, alongside the many opportunities for movement which naturally occur through children's play.

We aim to provide children with as much meaningful outdoor play as possible, with free-flow access where our premises allow.
Outdoor provision provides opportunities for children to run, climb, balance, jump, transport, build, explore and develop confidence in using their bodies.
Physical experiences are planned to help children develop skills while also providing sufficient time and freedom for children to initiate their own physical play, take appropriate challenges and use resources creatively.
Our approach to outdoor provision, including arrangements where usual outdoor areas cannot be accessed, is set out within our Outdoor Play and Physical Activity Policy.

Reducing Sedentary Time
We aim to minimise unnecessary periods of sedentary behaviour while children are awake.
Children should not be expected to sit for unnecessarily long periods. Appropriate quieter experiences, stories, creative activities, mealtimes, rest and sleep remain an important part of a balanced nursery day, but routines should allow children regular opportunities to move, change position and be physically active.
Practitioners should consider whether children who appear restless or find it difficult to remain seated may need an opportunity for movement rather than routinely expecting them to remain still.

Rest, Recovery and Hydration
At Leapfrog, we recognise that rest and recovery are an important part of children's physical health and wellbeing, alongside opportunities to be active.
Following energetic or sustained physical activity, practitioners will support children to slow down, rest and recover.
Children will have access to calm and comfortable spaces where they can sit, lie down or take part in quieter experiences according to their individual needs.
Fresh drinking water will be readily available throughout the day, and practitioners will actively encourage children to drink following physical activity, particularly following energetic play and during warmer weather.
Practitioners will help children to develop an awareness of their own bodies and begin to recognise and respond to the signals their bodies give them.
Through age-appropriate conversations and modelling, we may encourage children to notice experiences such as:
· breathing more quickly after running or energetic play;
· feeling warm or becoming sweaty;
· feeling thirsty;
· their heart beating more quickly;
· their muscles or body feeling tired; and
· recognising when their body needs to slow down, drink or rest.
Children will be supported to understand that being active, resting and recovering are all important parts of looking after their bodies.
Rest will be responsive to the individual child. Children will not be required to sleep, but opportunities for rest, calm and reduced stimulation will be available throughout the nursery day.
Babies and younger children will continue to be supported with their individual sleep and rest needs in accordance with our safer sleep arrangements.

Sensory Processing, Movement and Regulation
We recognise that children's responses to movement and physical activity are individual and can be influenced by their sensory processing and regulation needs.
Some children may seek considerably more movement than others. This may include children who frequently need to run, climb, jump, push, pull, spin, carry, crash or engage in other forms of energetic physical activity.
Rather than viewing this simply as challenging behaviour or an inability to sit still, practitioners should consider whether the child may be seeking movement or sensory input to help them regulate.

For children with identified or emerging sensory processing needs, increased energy levels or sensory-seeking behaviours, we may provide a more individualised sensory curriculum as part of their nursery day.
This may include appropriately planned opportunities for:
· pushing, pulling and carrying;
· climbing, crawling and balancing;
· jumping and other whole-body movement;
· resistance and heavy-work activities;
· sensory circuits;
· yoga, stretching and controlled movement;
· outdoor physical activity;
· energetic movement followed by calming activity; and
· access to quieter, lower-stimulation spaces when the child needs to recover.

At Leapfrog, we recognise that purposeful physical and sensory activity can help some children to organise their sensory responses, meet or release their need for movement and support a nervous-system reset, helping them to return to a more settled and regulated state.
Practitioners should observe the individual child carefully. The purpose is not simply to make a child tired or reduce their activity level, but to understand what sensory input helps that individual child to feel comfortable, organised and emotionally regulated.
Where sensory needs are significant or persistent, the child's Key Person, SENDCo and family will work together to consider appropriate strategies. Where relevant, advice from occupational therapists, physiotherapists or other professionals will be incorporated into the child's provision.
Sensory and physical strategies should be responsive rather than punitive. Movement must never be withheld as a consequence for behaviour where it forms an important part of a child's regulation needs.
Following energetic sensory or physical experiences, practitioners will support children to recover through hydration, rest, quieter activity and reduced stimulation, according to the child's individual cues and needs.

Inclusion and SEND
All children, including babies and children with special educational needs and disabilities (SEND), are entitled to meaningful opportunities for physical activity.
We will make appropriate adaptations and reasonable adjustments so that children can participate according to their individual abilities, developmental stage, medical needs and physical and sensory needs.
Practitioners should consider what may enable a child to participate successfully rather than assuming that a disability, developmental difference or medical need prevents participation.
This may include adapting:
· the environment;
· equipment and resources;
· the length or pace of an activity;
· the level of adult support;
· the sensory demands of an experience;
· how instructions are communicated; or
· the type of physical experience offered.
Where appropriate, we will work with parents and relevant professionals, including occupational therapists and physiotherapists, to support individual children's physical development and participation.

Physical Challenge and Risk
We recognise that appropriate physical challenge and managed risk are important parts of children's development.
Children need opportunities to test their physical abilities, develop judgement, build confidence and learn what their bodies can do.

Practitioners will support children to experience appropriate physical challenge rather than attempting to remove all risk from play.
Activities and environments will be appropriately supervised and risk assessed while allowing children opportunities to develop confidence, assess appropriate risks and extend their physical abilities.
Risk assessments are undertaken for nursery environments and off-site experiences in accordance with our Health and Safety and Risk Assessment Policies.

Outdoor Physical Activity
We recognise the particular value of outdoor environments in providing children with space and opportunities for larger physical movements.
Children will be encouraged to spend time outdoors throughout the nursery day and in different weather conditions where it is safe and appropriate to do so.
Outdoor experiences may include:
· running, chasing and movement games;
· climbing and balancing;
· bikes, scooters and wheeled toys;
· balls and throwing and catching activities;
· digging and gardening;
· transporting and carrying;
· large-scale construction;
· walks and exploration of the local environment;
· natural and uneven surfaces; and
· opportunities for energetic and challenging play.
Where our usual outdoor space is temporarily unavailable, we will consider appropriate alternative opportunities for outdoor movement and physical activity in accordance with our Outdoor Play and Physical Activity Policy.

Safety and Supervision
Children will be appropriately supervised during physical activities according to their age, developmental stage, needs, the activity and the environment.
Staff will carry out appropriate checks of environments and equipment and respond to changing circumstances through ongoing and dynamic risk assessment.
Children will be supported to learn how to use equipment safely while still being given appropriate opportunities for independence and physical challenge.
Any accidents, injuries or emerging safety concerns will be managed in accordance with nursery procedures.

External Activity Providers
Where external personnel, including activity leaders, coaches or volunteers, contribute to physical experiences, arrangements will be managed in accordance with our Supervision of Visitors Policy, safeguarding procedures and relevant risk assessments.
The presence of an external provider does not remove Leapfrog staff's responsibility for the supervision, safety and wellbeing of children.

Working with Families
We recognise that children's experiences at nursery form only part of their overall physical activity and healthy lifestyle.
We encourage families to support active lifestyles and share appropriate information about the importance of movement, physical activity, rest and recovery during the early years.
Where appropriate, we encourage families to walk, scoot or cycle for some or all of their journey to nursery. Where our premises allow, we support this by providing suitable storage for scooters and buggies.
We may share information, ideas and opportunities with parents to support active play at home and within the community.

We can also share observations with parents where we identify that particular types of movement, sensory input, rest or physical experiences appear particularly helpful to their child. Where a child has an individual physical, developmental, sensory or medical need, we will work in partnership with their family and relevant professionals rather than providing health or medical advice outside our professional competence.

Staff as Positive Role Models

Our staff aim to be positive role models by demonstrating that physical activity can be enjoyable, social and part of everyday life.
Practitioners actively participate in movement experiences with children, including yoga, music and movement, games and other physical play, while encouraging children's independence and enjoyment.
Staff may positively share appropriate interests such as walking, running, cycling, dancing or other active hobbies as part of conversations and experiences with children.
Staff should also model the importance of listening to our bodies, drinking water and taking appropriate opportunities to rest and recover following physical activity.

Management Commitment

The management team will support a nursery culture in which movement, outdoor play, physical development, sensory regulation, rest, recovery and healthy lifestyles are valued as interconnected aspects of children's wellbeing.
We will support staff to recognise that children's physical and sensory needs vary and that behaviour may sometimes communicate a need for movement, regulation, rest or reduced stimulation.
We will support children, staff and families with appropriate information and opportunities and ensure our practice continues to reflect current guidance, children's individual needs and the ethos of Leapfrog .

Related Policies

This policy should be read alongside our:
· Outdoor Play and Physical Activity Policy;
· Health and Safety Policy;
· Risk Assessment Policy;
· SEND Policy;
· Safer Sleep Policy;
· Healthy Eating and Nutrition Policy;
· Extreme Weather Policy;
· Supervision of Visitors Policy; and
· Safeguarding and Child Protection Policy.

Monitoring and Review

The management team will monitor the implementation of this policy through everyday practice, observations, supervision, staff development and review of the nursery environment and curriculum.
Practice will be reviewed in response to children's changing needs, professional advice and significant changes to statutory requirements or national guidance.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 Sept 26	M.Topal	September 2027

Prevent Duty, Radicalisation and British Values Policy

At Leapfrog, safeguarding children is our highest priority.
We recognise our responsibility under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent Duty.
Prevent forms part of our wider safeguarding responsibilities. Concerns about radicalisation will therefore be approached in the same professional, proportionate and child-centred way as other safeguarding concerns.
We aim to:
· provide a safe, inclusive and welcoming environment;
· recognise and respond appropriately to concerns that a child, family member or other person may be susceptible to radicalisation into terrorism;
· ensure staff understand their responsibilities under the Prevent Duty;
· recognise the increasing role that online environments may play in radicalisation;
· promote children's sense of identity, belonging, confidence and emotional security;
· actively promote the Fundamental British Values in an age-appropriate and meaningful way;
· value and celebrate the cultures, languages, faiths, beliefs, families and experiences represented within our nursery community; and
· challenge discrimination, prejudice, hatred and intolerance appropriately.
This policy should be read alongside our Safeguarding and Child Protection Policy, Online Safety and Responsible Use of Technology Policy, Equality and Inclusion Policy, Staff Code of Conduct and other relevant safeguarding procedures.

The Prevent Duty

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism.
The current statutory Prevent Duty has three objectives:
· tackling the ideological causes of terrorism;

· intervening early to support people susceptible to radicalisation; and

· enabling people who have already engaged in terrorism to disengage and rehabilitate.

At Leapfrog, our principal role is safeguarding and early identification.
We are not expected to investigate terrorism or determine whether somebody is a terrorist. Our responsibility is to notice concerns, share them through the appropriate safeguarding pathway and seek or refer for appropriate support where required.

Radicalisation

Current Home Office guidance describes radicalisation as the process through which a person comes to legitimise support for, or the use of, terrorist violence.
Radicalisation can take place online or offline and may involve influence from individuals, groups, networks, online communities, propaganda or other material.
There is no single route into radicalisation and no single profile of a person who may be susceptible.
Children and adults may be affected by a combination of personal, social, environmental and ideological circumstances. Staff should therefore remain professionally curious and consider the whole context, rather than relying on stereotypes or checklists.

Extremism
The Government's current definition of extremism describes it as the promotion or advancement of an ideology based on violence, hatred or intolerance which aims to:
· negate or destroy the fundamental rights and freedoms of others;
· undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
· intentionally create a permissive environment for others to achieve either of these outcomes.
The lawful expression of beliefs, faith, political views or opinions is not in itself extremism.
At Leapfrog, staff must understand the distinction between difference and danger.
A person's:
· religion or faith;
· cultural or ethnic identity;
· appearance or clothing;
· political opinion or lawful beliefs;
· SEND or additional needs;
· language;
· family circumstances;
· economic circumstances; or
· individual personality
must never in themselves be treated as evidence of radicalisation or extremism.
Our response must always be based upon the individual circumstances and the nature, context and combination of the concerns observed.

Recognising Concerns
There is no definitive checklist of behaviours which demonstrates that someone is being radicalised.
Staff should instead remain alert to changes, behaviours, interactions or information which, when considered in context, give reasonable cause for concern.
This might include, for example:
· concerning support for terrorist activity or terrorist violence;
· expressing an intention or desire to cause serious harm or violence;
· repeated exposure to or sharing of concerning terrorist or extremist material;
· attempts by another person to groom, recruit, manipulate or influence a child or family member;
· concerning online activity or relationships;
· concerning contact with individuals, groups or online communities associated with terrorism or terrorism-linked ideology;
· language or behaviour which indicates that violence or serious harm is being legitimised or glorified;
· information from a child, parent, family member, professional or another person which creates a safeguarding concern; or
· a combination of changes in behaviour and contextual information which causes a practitioner to believe that someone may be susceptible to radicalisation into terrorism.
A single behaviour should not automatically be interpreted as radicalisation.
Staff should observe, listen, record and share, rather than attempt to investigate or challenge a person themselves where doing so could increase risk.

Notice, Check, Share
Leapfrog follows the current Notice, Check, Share approach when a Prevent-related concern arises.

Notice
A member of staff may notice something which causes concern through:
· something a child says or communicates;
· behaviour or play;
· information shared by a parent or family member;
· online activity or material;

· an interaction involving another person;
· information from another professional; or
· another safeguarding concern.

Check

The member of staff must discuss the concern promptly with the Designated Safeguarding Lead (DSL) or Deputy DSL.
The DSL will consider the concern in context, including any other relevant safeguarding information known about the child or family.
Staff must not conduct their own investigation.

Share

Where the concern is relevant to Prevent, the DSL will follow the appropriate local Prevent referral procedure, consulting the Local Authority Prevent team, safeguarding partners or police where appropriate.
Information will be shared lawfully, proportionately and on a need-to-know basis in accordance with our Safeguarding and Data Protection procedures.
Where there is an immediate risk of harm, terrorism or danger, emergency services/police will be contacted without delay.

Recording Concerns

Prevent concerns are safeguarding concerns and must be recorded in accordance with Leapfrog's normal safeguarding procedures.
Records should:
· be factual;
· record what was seen, heard or disclosed;
· distinguish fact from professional opinion;
· include relevant context;
· avoid discriminatory assumptions or stereotypes; and
· record actions taken and information shared.
Staff should not attempt to diagnose radicalisation or label a child or family as extremist.

Working with Parents and Families

We recognise parents and carers as important safeguarding partners.
Where appropriate and safe, concerns will be discussed with parents/carers and they will be involved in supporting their child.
However, as with any safeguarding concern, information will not be shared with a parent or another person where doing so may increase the risk to the child or another person, compromise an assessment or investigation, or otherwise be contrary to safeguarding advice.
Families should be reassured that a Prevent referral is a safeguarding process. It does not in itself mean that a child or family is being accused of committing a criminal offence.
We will approach families with respect, sensitivity and without discrimination.

Online Radicalisation

We recognise that the internet, social media, messaging platforms, gaming environments, video-sharing services and online communities can expose people to extremist or terrorist material and can provide opportunities for grooming, manipulation and radicalisation.
Young children may also encounter inappropriate material indirectly through devices, older siblings, adults or the wider home environment.
Our approach to online radicalisation forms part of our wider Online Safety and Responsible Use of Technology Policy.
Leapfrog will:
· provide appropriate supervision when children use digital technology;
· use appropriate security and online-safety measures;

· ensure children's access to online material within the nursery is purposeful and appropriately supervised;
· help children develop age-appropriate foundations for safe and responsible technology use;
· support parents with appropriate online-safety information;
· ensure staff understand that online activity can form part of a Prevent concern; and
· respond to concerns about online radicalisation through our safeguarding procedures.
Staff must never deliberately search for, download or retain terrorist or extremist material on nursery or personal devices in an attempt to investigate a concern.

Prevent Risk Assessment
Leapfrog will consider the risk of children or others being drawn into terrorism as part of our safeguarding arrangements.
Our approach will be proportionate to the age of our children, the nature and location of our settings, local risks and information available from safeguarding and Prevent partners.
Management will keep relevant Prevent risks under review and update arrangements where local or national circumstances indicate this is necessary.
The purpose of Prevent risk assessment is not to profile families or communities. It is to ensure that our safeguarding arrangements are appropriate to the risks which could reasonably affect our nursery community.

Staff Training
Staff will receive appropriate Prevent awareness as part of their safeguarding training and professional development.
Staff should understand:
· the purpose of the Prevent Duty;
· how Prevent forms part of safeguarding;
· that there is no single profile of someone susceptible to radicalisation;
· the potential role of online radicalisation;
· how to recognise and respond to concerns;
· the importance of avoiding stereotypes and discriminatory assumptions;
· the Notice, Check, Share process;
· who the DSLs are;
· how to record and report a concern; and
· that they should seek advice rather than attempt to investigate concerns themselves.
DSLs and relevant senior staff will maintain an appropriate level of knowledge to manage Prevent concerns and referrals.

Channel
Where a Prevent referral is made, information may be assessed to determine what, if any, support is required.
Channel is Prevent's multi-agency safeguarding programme for people assessed as susceptible to radicalisation and at risk of being drawn into terrorism.
Channel is a voluntary, consent-based safeguarding intervention.
A Channel panel is chaired by the Local Authority and may include representatives from agencies such as police, education, children's services, social care and health.
Where appropriate, a tailored package of support may be offered.
For a child under 18, consent for Channel support is normally provided by their parent or guardian in accordance with the applicable arrangements.
The purpose is to provide appropriate early support and reduce risk.

Concerns About a Member of Staff
Where a concern relating to radicalisation, terrorism or extremism involves a member of staff, volunteer, student or another adult working with children, staff must report this immediately in accordance with our Safeguarding, Allegations Against Staff and Low-Level Concerns procedures.

The DSL/SLT will consider the appropriate safeguarding response, including consultation or referral to the Local Authority Designated Officer (LADO) where the relevant threshold is met.
Where there is an immediate threat or suspected criminal or terrorism-related activity, the police will be contacted as appropriate.
Staff must not investigate concerns about colleagues themselves.

Fundamental British Values

Leapfrog actively promotes the Fundamental British Values of:
· Democracy
· The Rule of Law
· Individual Liberty
· Mutual Respect and Tolerance of Those with Different Faiths and Beliefs
For young children, these values are not taught as abstract political concepts.
They are embedded naturally and meaningfully within our relationships, curriculum, environment, routines, expectations and everyday experiences.
We aim to help children:
· develop a strong sense of belonging;
· develop positive self-esteem and confidence;
· make choices;
· communicate their thoughts, preferences and feelings;
· recognise that other people may have different views;
· develop responsibility for themselves, others and their environment;
· build and maintain relationships;
· help and cooperate with others;
· understand appropriate boundaries;
· understand that expectations and rules help to keep people safe;
· appreciate similarities and differences; and
· develop respect for the diverse world in which they live.

Democracy – Children's Voices and Choices

At Leapfrog, democracy begins with children knowing that their voice matters.
We provide meaningful opportunities for children to express preferences, make choices, contribute ideas and experience shared decision-making.
This may include:
· choosing resources and deciding what, where and with whom they would like to play;
· making choices during meals and snack times where appropriate;
· expressing whether they need rest or sleep, alongside practitioners responding to children's individual health, wellbeing and safer-sleep needs;
· listening to other children's views and ideas;
· turn-taking and cooperating within groups;
· practitioners using open-ended questions and allowing children sufficient time to respond;
· practitioners listening to and, where appropriate, acting upon children's ideas and suggestions;
· voting on appropriate choices such as a story, activity, game or route for a walk;
· using photographs, objects, symbols, gestures, Makaton or other communication methods so that non-verbal and minimally verbal children can make meaningful choices;
· observing babies' expressions, movements, gestures and responses to understand their preferences; and
· seeking children's views in ways appropriate to their age and stage of development.
Children do not need to use spoken language to have a voice.

The Rule of Law – Understanding Boundaries

Young children begin to understand the rule of law through experiencing fair, consistent and understandable boundaries.
We help children understand that expectations are there to protect themselves and others rather than simply expecting obedience.
Our practice may include:

· involving children in creating simple, age-appropriate nursery expectations;
· explaining the reasons behind boundaries;
· helping children understand cause and effect;
· supporting children to recognise how their actions can affect others;
· helping children resolve conflict;
· supporting emotional literacy and resilience;
· modelling fairness and consistency;
· reviewing nursery expectations to ensure they remain relevant and appropriate; and
· helping children understand that everyone has rights and responsibilities.

We recognise that some children, including children with SEND, may require additional support, visual information, repetition, co-regulation or reasonable adjustments to understand and manage boundaries.

Individual Liberty – Developing Confident Individuals

We support children to develop their identity, confidence, independence and ability to make appropriate choices.

Individual liberty in everyday Leapfrog practice may include:

· expressing views and preferences verbally or non-verbally and in the language or communication method most accessible to the child;
· following individual interests;
· opportunities to be curious, investigate and explore;
· being treated with kindness, dignity and consideration;
· developing independence;
· making choices;
· celebrating similarities and differences;
· being supported to take and manage appropriate risks through play;
· identifying and communicating emotions;
· developing confidence in saying yes or no appropriately;
· learning about personal boundaries; and
· being supported to develop a positive sense of self.

Children's individual liberty exists alongside the rights and safety of others and appropriate safeguarding boundaries.

Mutual Respect and Tolerance of Different Faiths and Beliefs

We recognise the statutory Fundamental British Value of mutual respect and tolerance of those with different faiths and beliefs.

At Leapfrog, we promote this positively through respect, inclusion, curiosity, kindness and valuing difference.

Adults are important role models and must demonstrate respectful attitudes through their words, behaviour and interactions.

Our everyday practice may include:

· celebrating and learning about the cultures, languages, festivals, celebrations and special occasions represented within our nursery community;
· valuing and respecting differences in culture, religion, faith, belief and individual preferences;
· helping children recognise both similarities and differences;
· interactions and experiences within the wider community;
· stories and songs in the languages used by our children and families;
· dual-language books and recorded stories;
· inviting parents and family members to share appropriate aspects of their language, culture, skills and experiences;
· supporting sharing, kindness and cooperation;
· books, resources and images which reflect diverse children, adults and families;
· ensuring children see a range of family structures, cultures, abilities and experiences represented positively;
· avoiding unnecessarily gendered expectations within children's play;
· challenging stereotypes, prejudice and discriminatory language appropriately; and

· helping children learn that people can think, believe, communicate and live differently while treating one another with respect.
We will not promote one faith, culture, family structure or worldview as superior to another.
We respect the rights of families to hold different lawful religious, cultural and philosophical beliefs while ensuring our nursery remains inclusive and meets its statutory responsibilities.

Belonging, Identity and Inclusion
We recognise that a strong sense of identity and belonging is an important part of children's emotional wellbeing.
Children should be able to see themselves, their families and their communities positively represented within nursery life.
Our curriculum and environment aim to help children develop confidence in who they are while becoming interested in and respectful of people whose lives and experiences may be different from their own.
We will challenge racism, discrimination, prejudice, stereotyping and derogatory language appropriately.
We will not confuse the expression of a different culture, religion, belief or identity with a safeguarding concern.

Supporting Children to Think and Communicate
As children develop, we encourage them to:
· ask questions;
· express ideas;
· listen to others;
· recognise that people can have different views;
· think about how actions affect other people;
· explore fairness and kindness;
· solve disagreements with appropriate adult support; and
· develop curiosity about the world around them.
These early experiences support children's resilience, communication, confidence and ability to participate positively within their communities.

Visitors, External Providers and Resources
Visitors, external providers and resources used within the nursery must be appropriate for young children and consistent with our safeguarding responsibilities and nursery ethos.
Where appropriate, we will consider the suitability of external individuals, organisations, materials or activities before they are introduced to children.
External visitors will be managed in accordance with our Supervision of Visitors Policy.
Any concern about material, a visitor or external organisation which may promote hatred, terrorism or inappropriate extremist ideology must be reported to the DSL/SLT.

Working with Families
We recognise that safeguarding is most effective when nurseries and families work together.
We may provide parents and carers with appropriate information about:
· online safety;
· the Prevent Duty;
· safeguarding children from harmful online content;
· recognising grooming or exploitation; and
· where to seek help if they are concerned about a child or another person.
We will communicate about these issues in a way which is proportionate, respectful and does not stigmatise particular communities, religions or cultures.

Information Sharing and Confidentiality
Information relating to Prevent concerns will be handled in accordance with our Safeguarding, Data Protection, Confidentiality and Information Sharing procedures.

Safeguarding information may be shared without consent where there is a lawful basis and where this is necessary and proportionate to protect a child or another person.
The DSL will consider whether parents/carers should be informed, taking account of the individual circumstances and whether doing so could increase risk.

Sources of Advice and Support
Leapfrog will use current official referral routes and guidance rather than relying upon telephone numbers or web addresses embedded permanently within this policy which may become outdated.
The DSL/SLT will maintain access to current:
· Local Authority/Enfield Prevent arrangements;
· Prevent referral procedures;
· Local Authority safeguarding arrangements;
· police and emergency procedures;
· Home Office Prevent guidance and training;
· Department for Education guidance and resources; and
· Educate Against Hate resources.
In an emergency or where there is an immediate danger, 999 should be used.

Staff Responsibilities
All staff have a responsibility to:
· understand that Prevent is part of safeguarding;
· complete required safeguarding and Prevent training;
· remain professionally curious;
· recognise that there is no single profile of a person susceptible to radicalisation;
· avoid stereotyping or discriminatory assumptions;
· be alert to concerning online and offline influences;
· record concerns factually;
· report concerns promptly to the DSL;
· follow Notice, Check, Share;
· maintain confidentiality;
· promote inclusion and Fundamental British Values through everyday practice; and
· challenge prejudice and discriminatory behaviour appropriately.
Staff must never attempt to investigate Prevent concerns independently.
If in doubt, speak out.

Management and DSL Responsibilities
Management and DSLs will:
· maintain an appropriate understanding of current Prevent requirements;
· ensure Prevent is incorporated within safeguarding arrangements;
· consider local and national risks proportionately;
· maintain appropriate Prevent risk assessment arrangements;
· ensure staff receive appropriate training;
· ensure staff know how and where to report concerns;
· maintain current local referral information;
· seek advice where necessary;
· make or support appropriate Prevent referrals;
· work with safeguarding partners and other agencies;
· ensure online-safety arrangements take account of radicalisation risks;
· ensure Fundamental British Values are meaningfully embedded within practice; and
· review this policy and associated procedures following significant changes to legislation, statutory guidance or local safeguarding arrangements.

Related Policies
This policy should be read alongside our:

· Safeguarding and Child Protection Policy;
· Online Safety and Responsible Use of Technology Policy;
· Equality, Inclusion and Diversity Policy;
· SEND Policy;
· Staff Code of Conduct;
· Low-Level Concerns Policy;
· Allegations Against Staff procedures;
· Data Protection and Confidentiality Policy;
· Information Sharing procedures;
· Acceptable Use of IT Policy;
· Cyber Security Policy;
· Mobile Phone and Electronic Device Policy;
· Social Networking Policy;
· Supervision of Visitors Policy; and
· relevant Risk Assessments.

Current Statutory and Government Guidance

Leapfrog has regard to current legislation and statutory/government guidance, including:
· Counter-Terrorism and Security Act 2015;
· Prevent Duty Guidance: England and Wales (2023);
· the current Early Years Foundation Stage statutory framework;
· current Home Office Notice, Check, Share guidance;
· current Government guidance on making a referral to Prevent;
· current Government definition of extremism;
· current Channel arrangements; and
· relevant local safeguarding and Prevent procedures.

Where legislation or statutory guidance changes after this policy has been reviewed, the current statutory requirement will take precedence and Leapfrog will update its procedures accordingly.

Monitoring and Review

This policy will be reviewed regularly and following significant changes to:
· legislation;
· statutory Prevent guidance;
· the EYFS;
· local Prevent arrangements;
· national or local safeguarding risks; or
· Leapfrog practice.

This policy was adopted on	Signed on behalf of the nursery	Date for review
November 2022 November 2024 March 2025 Sept 26	M.Topal	September 2027

GDPR Privacy Notice – Employees, Children and Parent/Carers

Leapfrog is committed to protecting the privacy, confidentiality and security of the personal information entrusted to us.

This Privacy Notice explains how we collect, use, store and share personal information relating to:

· children attending Leapfrog ;
· parents and carers;
· prospective families;
· employees;
· job applicants; and
· other individuals whose personal information we may legitimately need to process as part of operating our nurseries.

For the purposes of data protection legislation, Leapfrog is the Data Controller for the personal information described within this notice.

We process personal information in accordance with applicable UK data protection legislation, including the UK General Data Protection Regulation (UK GDPR), Data Protection Act 2018 and Data (Use and Access) Act 2025.

This notice should be read alongside our Data Protection, Confidentiality and Information Sharing Policy, together with other relevant nursery policies and specific privacy information provided where necessary.

Our Data Protection Principles

When we process personal information, we will ensure that it is:

· processed lawfully, fairly and transparently;

· collected for specified, explicit and legitimate purposes;

· adequate, relevant and limited to what is necessary;

· accurate and, where necessary, kept up to date;

· retained only for as long as necessary;

· appropriately protected against unauthorised or unlawful processing and accidental loss, destruction or damage; and

· processed in a way that enables Leapfrog to demonstrate compliance with its data protection responsibilities.

Personal Information

Personal information is information relating to an identified or identifiable living individual.

This can include information such as a person's name, address, date of birth and contact details, but also photographs, identification numbers, online identifiers, records and other information which can identify an individual directly or indirectly.

Some information requires additional protection.

Special Category Information

Special category information may include information concerning:

- racial or ethnic origin;
- political opinions;
- religious or philosophical beliefs;
- trade union membership;
- genetic information;
- biometric information where used for identification;
- physical or mental health;
- sex life; and
- sexual orientation.

Where Leapfrog processes special category information, we will identify both an appropriate lawful basis and the additional condition required by data protection legislation.

Criminal Offence Information
Information concerning criminal allegations, investigations, convictions and offences is subject to additional legal protections.

Leapfrog may process appropriate criminal offence information, including information arising through Disclosure and Barring Service (DBS) and safer recruitment arrangements, where permitted or required by law.

We maintain the appropriate safeguards and documentation required for the processing we undertake.

Information We May Hold About Children
Depending upon the child's individual circumstances and their time at Leapfrog, we may collect and process information including:

- name, date of birth and address;
- gender where required;
- parent/carer and emergency contact information;
- authorised collectors;
- attendance, absence and registration information;
- funded-hours and eligibility information;
- dietary requirements and allergies;
- medical conditions and healthcare information;
- medication records;
- accident, incident and pre-existing injury records;
- sleep, nappy changing, toileting and other relevant care information;
- SEND and additional-needs information;
- healthcare plans and individual support plans;
- information provided by or shared with health, education, social care and other professionals;
- safeguarding and child-protection information;
- information concerning looked-after or previously looked-after status where relevant;
- language, nationality, ethnicity, religion or cultural information where relevant and appropriate;

· starting points, observations, assessments and information about learning and development;

· information about the child's interests, strengths and individual needs;

· photographs, videos and other appropriate records of children's experiences and development;

· permissions and parental preferences;

· transition information;

· records relating to complaints or concerns where relevant; and

· other information reasonably required to provide safe, appropriate early-years education and care.

We recognise that children's information deserves particular protection and will consider their best interests when determining how their information is used.

Famly

Leapfrog uses Famly as a central nursery management and communication system.

Depending upon the information required, Famly may be used for:

· child registration and personal information;

· parent/carer and emergency contacts;

· authorised collectors;

· registers, attendance and absence information;

· health, allergy, medical and healthcare information;

· accidents and incidents;

· medication;

· sleep, nappy changing and daily-care information;

· permissions;

· learning journals;

· observations, photographs and videos;

· starting points and development information;

· parent communications and messages;

· invoices, fees and payments;

· additional-session arrangements; and

· relevant staff and operational records.

Access is controlled according to users' roles and responsibilities.

Parents and carers are responsible for keeping their Famly account secure and for informing Leapfrog where important personal information or contact details change.

Information We May Hold About Parents and Carers

We may collect and process:

· names;

· addresses;

· telephone numbers and email addresses;

· relationship to the child;

· parental responsibility information;

· emergency contact details;

· authorised collection information;

· information concerning court orders or legal arrangements where relevant;

· information necessary to administer funded childcare;

· payment and financial information where required;

· communications with the nursery;

· permissions and preferences;

· complaints, concerns and correspondence;

· information relevant to the child's safeguarding, health, SEND, development or wellbeing; and

· other information reasonably necessary to provide nursery services or meet our legal responsibilities.

We will not routinely collect information simply because it might be useful. Information should be relevant to a legitimate nursery purpose.

Information We May Hold About Employees and Job Applicants

We may collect and process:

· name, address and contact information;

· date of birth;

· emergency contacts and next of kin;

· National Insurance and tax information;

· bank and payroll information;

· salary, pension and statutory-payment information;

· employment dates and contractual information;

· working hours and attendance;

· recruitment information;

· CVs and applications;

· references;

· qualifications and professional registrations;

· identity and right-to-work documentation;

· DBS and suitability information;

· employment history;

· training and professional-development records;

· supervision, observation and appraisal information;

· performance information;

· disciplinary and grievance information;

· sickness and absence information;

· family-leave information;

· health information and reasonable-adjustment information where relevant;

· accident and health-and-safety records;

· safeguarding or suitability information where relevant;

· information relating to use of nursery systems and equipment where appropriate; and

· information reasonably required to administer the employment relationship and meet our legal responsibilities.

We may also process appropriate information concerning an employee's health, disability, ethnicity, religion or belief and other special category information where there is a lawful and necessary reason to do so.

How We Obtain Personal Information

We may receive personal information directly from the individual concerned or from another appropriate source.

For children and families, this may include information received from:

· parents and carers;

· Famly;

· Local Authorities;

· schools and other early-years providers;

· health professionals;

· SEND professionals;

· social care;

· safeguarding partners;

· emergency services;

· other professionals supporting the child or family; and

· other lawful sources where appropriate.

For employees and applicants, information may also come from:

· the individual;

· referees;

· previous employers;

· recruitment providers;

· DBS and safeguarding processes;

· Government departments;

· pension/payroll providers;

· professional bodies; and

· other appropriate sources.

Where we obtain personal information from another source, we will provide privacy information where required by law unless an applicable exemption applies.

Why We Use Personal Information

Leapfrog only processes personal information where we have an appropriate lawful basis.

Depending upon the particular purpose, this may include processing because it is necessary:

· to perform a contract or take steps before entering into a contract;

· to comply with a legal obligation;

· to protect someone's vital interests;

· to perform an applicable task in the public interest;

· for a legitimate interest pursued by Leapfrog or another person, where the individual's rights and interests do not override that interest;

· for a recognised legitimate interest where applicable under current data protection legislation; or

· where valid consent has been provided and consent is the appropriate lawful basis.

Different lawful bases may apply to different activities.

We do not rely upon consent unnecessarily where another lawful basis properly applies.

How We Use Children's and Family Information

We may process children's and family information to:

· provide safe and appropriate education and care;

· meet the requirements of the Early Years Foundation Stage;

· safeguard children;

· manage admissions and attendance;

· understand children's individual needs;

· support children's learning and development;

· identify and support SEND;

· manage medical conditions, allergies and healthcare needs;

· administer medication and care;

· communicate with parents and carers;

· maintain emergency contacts and authorised-collection arrangements;

· administer funded childcare;

· manage fees and accounts;

· fulfil Local Authority requirements;

· work with schools and other settings to support transition;

· work with health, education, social care and other professionals;

· investigate and respond to complaints or concerns;

· comply with Ofsted and other regulatory requirements;

· maintain appropriate records;

· manage health and safety;

· prevent and detect fraud where relevant; and

· comply with our safeguarding and other legal responsibilities.

Safeguarding Information

Safeguarding information is treated with particular care.

Leapfrog may collect, record, use and share information where this is necessary to:

· protect a child;

· assess or respond to a safeguarding concern;

· make a referral;

· work with safeguarding partners;

· respond to allegations or concerns about adults;

· comply with statutory safeguarding responsibilities; or

· protect another person from harm.

Consent is not always required to share information for safeguarding purposes.

Where there is a lawful safeguarding reason to share information, the child's or another person's safety and welfare will be considered alongside our data protection responsibilities.

Information will be shared on a necessary, proportionate and need-to-know basis.

SEND, Medical and Health Information

Leapfrog may need to process sensitive information concerning a child's or employee's:

· health;

· disability;

· SEND;

· medical condition;

· allergies;

· medication;

· development; or

· individual care and support needs.

We process this information where necessary to provide appropriate care and support, fulfil our legal responsibilities, protect health and safety and work with relevant professionals.

Special category information will receive additional protection and will only be accessible to those who reasonably require it.

Photographs and Videos

Photographs and videos may constitute personal information.

Leapfrog may use appropriate photographs or videos for purposes including:

· learning and development;

· children's Famly learning journals;

· recording nursery experiences;

· displays;

· communication with families;

· celebrating nursery activities;

· the nursery website;

· approved social media/publicity; and

· other authorised nursery purposes.

The lawful basis and any parent permissions or preferences will depend upon the particular use.

We will not treat parental permission automatically as the UK GDPR lawful basis of consent where another lawful basis applies.

Public-facing photographs and videos will be managed in accordance with our Photography and Video Policy, Online Safety Policy and Mobile Phone and Electronic Device Policy.

Children's dignity, safety and individual circumstances will be considered when images are taken or used.

Artificial Intelligence

Leapfrog permits the responsible use of approved Artificial Intelligence tools, for legitimate nursery and business purposes in accordance with our policies.

AI may support professional writing, communication, planning, reflection, administration, research, SEND practice, policy development and other appropriate professional activities.

Personal information should be anonymised or de-identified wherever reasonably possible, and only the minimum information necessary should be used.

Particular care will be taken with:

· safeguarding information;

· SEND information;

· medical and health information;

· developmental information;

· family information;

· employee information; and

· other confidential or sensitive information.

Children's photographs, videos, Famly screenshots or complete records must not be uploaded to generative AI tools unless the particular use has been separately assessed and authorised by SLT.

Where an authorised AI use involves personal information, Leapfrog will consider the purpose, lawful basis, necessity, data minimisation, security and any additional data-protection requirements before processing.

Where a proposed use is likely to result in a high risk to people's rights and freedoms, a Data Protection Impact Assessment (DPIA) will be considered and completed where required.

AI will not replace professional safeguarding decisions, assessments or professional accountability.

Automated Decision-Making

Leapfrog does not routinely make decisions about children, parents or employees which have legal or similarly significant effects based solely upon automated processing.

Digital systems and AI may assist staff with administration or professional tasks, but significant decisions remain subject to appropriate human involvement and professional judgement.

If Leapfrog introduces solely automated decision-making which produces legal or similarly significant effects, we will assess the data-protection requirements and provide additional privacy information where required.

Communications

Leapfrog uses a range of approved communication methods.

Famly is our principal nursery management and parent communication platform.

Egress secure email may be used where sensitive or confidential information needs to be shared externally.

Approved staff WhatsApp groups may be used for appropriate operational staff communication in accordance with our Staff Code of Conduct and other relevant policies. WhatsApp is not our formal system for retaining children's records or detailed confidential case information.

Other email, telephone and communication systems may be used where appropriate.

How We Share Personal Information

We will only share personal information where there is an appropriate lawful reason.

Depending upon the circumstances, recipients may include:

· Local Authorities;

· Ofsted;

· schools and other early-years providers;

· health professionals;

· SEND services;

· social care;

· safeguarding partners;

· police and emergency services;

· Government departments;

· funding bodies;

· HMRC;

· pension and payroll providers;

· insurers;

· professional advisers;

· IT, software and secure communication providers;

· Famly and other approved service providers;

· Egress or other approved secure systems;

· professional bodies;

· contractors acting on our behalf; and

· other organisations where sharing is required or permitted by law.

We do not sell personal information.

Where a third party processes personal information on our behalf, appropriate contractual and security arrangements will be used where required.

Sharing Information with Schools and Other Settings

We recognise the importance of appropriate information sharing when children move to another educational setting.

Relevant information may be shared to support:

· safeguarding;

· continuity of care;

· SEND provision;

· medical needs;

· learning and development; and

· a successful transition.

We will identify an appropriate lawful basis for the information being shared.

We will not automatically rely upon parental consent where information can or must lawfully be shared under another basis, particularly where safeguarding or another legal responsibility applies.

Parents will normally be informed about routine transition arrangements.

International Transfers

Some approved technology or service providers may process or store personal information outside the United Kingdom.

Where personal information is transferred internationally, Leapfrog will ensure that an appropriate legal mechanism and safeguards are in place where required by data protection legislation.

We will consider the nature and sensitivity of the information and the arrangements used by the relevant provider.

Information Security

Leapfrog takes appropriate organisational and technical measures to protect personal information.

These include, as appropriate:

· password and account controls;

· role-based access;

· secure nursery systems;

· built-in device security;

· software and security updates;

· secure email arrangements;

· staff training;

· appropriate storage arrangements;

· confidentiality requirements;

· data minimisation;

· controlled sharing;

· secure deletion and disposal; and

· procedures for responding to security incidents.

Our detailed arrangements are contained within our Cyber Security, Data Protection, Acceptable Use of IT, Mobile Phone and Electronic Device and Manager BYOD Policies.

Personal Devices and BYOD

Nursery-approved devices will normally be used for nursery work.

Authorised Managers and SLT may access specified nursery information or systems through personal devices where permitted under our Manager BYOD Policy.

Authorised Managers/SLT may also use personal phones for approved photography or video purposes where permitted by nursery policy. Images must be uploaded promptly to the

authorised destination and deleted from the personal device, including recently deleted folders and associated personal cloud storage where applicable.

Other staff must not use personal devices to photograph or record children.

Staff who are also Leapfrog parents may access their own Parent Famly profile through their personal device but must not use a personal device to access their Employee Famly profile unless separately authorised under our BYOD arrangements.

Data Retention

We will retain personal information only for as long as necessary for the purpose for which it was collected and to meet applicable legal, safeguarding, regulatory, insurance, accounting or other legitimate requirements.

Different records have different retention periods.

Detailed retention arrangements are set out within our Access, Storage and Retention of Records Policy/Retention Schedule.

At the end of the appropriate retention period, information will be securely deleted, destroyed or anonymised unless there is a lawful reason for continued retention.

Data Breaches and Security Incidents

Any suspected loss, unauthorised disclosure, inappropriate access or other personal-data security incident must be reported immediately in accordance with Leapfrog's Data Protection and Cyber Security procedures.

Leapfrog will assess the incident, take appropriate action to contain and manage it and consider whether notification to affected individuals and/or the Information Commissioner's Office (ICO) is required.

Your Data Protection Rights

Depending upon the circumstances and the lawful basis being relied upon, individuals may have rights including the right to:

- be informed about how their personal information is used;
- request access to their personal information;
- request correction of inaccurate information;
- request erasure of information in certain circumstances;
- request restriction of processing in certain circumstances;
- object to particular processing;
- data portability in circumstances where this right applies;
- withdraw consent where processing genuinely relies upon consent; and
- have safeguards relating to solely automated decision-making.

These rights are not absolute and do not apply in the same way to every type of processing.

For example, we may need to retain information despite an erasure request where there is a legal, safeguarding or other lawful requirement to do so.

Children also have data protection rights in relation to their own personal information. How these rights are exercised will depend upon the child's age, understanding and individual circumstances.

Accessing Your Information
Individuals may make a Subject Access Request (SAR) to obtain personal information they are entitled to receive.

Requests should be directed to the Nursery Manager/SLT or the person identified below as the contact for data-protection matters.

We may ask for appropriate information to verify identity before disclosing personal information.

There is normally no fee for exercising data protection rights, although the law permits a fee or other action in certain limited circumstances.

We will respond within the applicable statutory timescale.

Keeping Information Accurate
Parents, carers and employees should inform Leapfrog when relevant personal information changes.

This is particularly important for:

· addresses;

· telephone numbers;

· email addresses;

· emergency contacts;

· authorised collectors;

· parental responsibility or court arrangements;

· medical conditions;

· allergies;

· medication; and

· other information affecting safety or care.

Parents should keep relevant information within Famly up to date and notify the nursery promptly of significant changes.

Withdrawing Consent
Where we genuinely rely upon consent as the lawful basis for a particular use of personal information, consent may be withdrawn at any time.

Withdrawal of consent does not affect the lawfulness of processing which took place before consent was withdrawn.

It also does not prevent Leapfrog from continuing to process information where another lawful basis permits or requires us to do so.

Concerns and Complaints About Personal Information
If you have a concern about how Leapfrog has handled personal information, please contact us so that we can investigate and respond.

You also have the right to raise a concern or complaint with the Information Commissioner's Office (ICO).

Current information about data protection rights and contacting the ICO is available through the ICO's official website.

Changes to this Privacy Notice
We will review this Privacy Notice regularly and update it where there are significant changes to:

· legislation;

· ICO guidance;

· the information we collect;

· how information is used;

· nursery systems or technology;

· service providers; or

· Leapfrog practice.

Where a change materially affects how personal information is processed, we will provide updated privacy information as appropriate.

Data Protection Contact
Questions, requests or concerns relating to this Privacy Notice or the way Leapfrog uses personal information should be directed to:

Leapfrog
Data Protection Contact: Nicola Ellwood
Email: info@leapfrognursery.org
Telephone: 020 8360 0022

Related Policies
This Privacy Notice should be read alongside our:

· Data Protection, Confidentiality and Information Sharing Policy;
· Access, Storage and Retention of Records Policy;
· Safeguarding and Child Protection Policy;
· Cyber Security Policy;
· Acceptable Use of IT Policy;
· Online Safety and Responsible Use of Technology Policy;
· Mobile Phone and Electronic Device Policy;
· Manager BYOD Policy;
· Famly Policy;
· Photography and Video Policy;
· Social Networking Policy; and
· Staff Code of Conduct.

Leapfrog Nursery School

Promoting Positive Behaviour Policy

At Leapfrog, we believe that children flourish best when they feel safe and secure and have their needs met by supportive, attuned practitioners who act as positive role models, show them respect and value their individual personalities, strengths and differences.
Children are supported through co-regulation, where adults help children manage feelings, stress and dysregulation and return to a state of balance. Over time, these supportive experiences help children develop the skills needed for increasing self-regulation.
The nursery actively promotes Fundamental British Values and encourages and acknowledges positive, caring and kind behaviour. We provide an environment where children develop independence, confidence and respect for themselves, other people and their surroundings.
We implement the Early Years Foundation Stage curriculum to support children's Personal, Social and Emotional Development. This includes helping children understand their own feelings and those of others, develop relationships, manage emotions and begin to regulate their behaviour.
We support children through partnership with parents, consistent and responsive approaches, predictable routines and structure, and clear boundaries which are appropriate to children's individual age, stage and level of understanding.

Behaviour is Communication

At Leapfrog, we recognise that behaviour is a form of communication.
We take a strengths-based and curious approach, looking beyond the behaviour itself to consider what the child may be communicating and what need may be driving their response. This may include developmental, emotional, communication, sensory, physical, environmental or relational needs.
Our aim is not simply to stop behaviour. We seek to:
understand the need → support regulation → maintain safe boundaries → teach developing skills → repair and reconnect → help the child experience success.
We recognise that children are doing the best they can with the skills they currently have and that some behaviours, including biting, hitting, impulsivity and difficulty sharing or waiting, can form part of early childhood development.

To Support Positive Behaviour at Leapfrog, We Aim To:

· Recognise the individuality, strengths and needs of every child.
· Understand that children are doing the best they can with the skills they currently have.
· Recognise behaviour as communication and remain curious about what may be happening for the child.
· Allocate each child a Key Person who develops a deep understanding of the child, their family, their strengths, needs and the approaches which support them best. Our Key Persons are children's champions.
· Provide warm, responsive relationships where children feel respected, comforted and supported during times of stress and confident that they are cared for.
· Understand children's development and recognise that some behaviours are developmentally expected.
· Support co-regulation and the gradual development of self-regulation.
· Encourage consideration for other people, our environment and property.
· Provide opportunities for children to develop social and emotional skills through play and appropriate group experiences.

· Recognise when behaviour may indicate an unmet communication, sensory, developmental, emotional or SEND need.
· Use a graduated approach where additional support is required, in accordance with our SEND Policy.
· Ensure all staff act as positive role models.
· Encourage parents, carers and visitors to model positive and respectful behaviour.
· Work openly and collaboratively with parents/carers.
· maintain trauma-informed practice, working sensitively with families to understand experiences which may affect how a child feels, regulates and responds.
· Make appropriate SEND or safeguarding referrals where required.
· Notice and acknowledge children's positive actions, efforts, kindness, developing skills and attitudes.
· Ensure staff understand their responsibility to implement this policy consistently while responding to children's individual needs.
· Promote peaceful ways of resolving conflict.
· Embed our Nursery Golden Rules.
· Provide stories, experiences and discussions which help children understand feelings, relationships, boundaries and the impact of actions.
· Support children to recognise and name emotions and develop strategies for managing them in ways appropriate to their age and development.

Responsibility for Supporting Positive Behaviour

The Nursery Manager has overall responsibility for promoting positive behaviour and supporting practitioners with behaviour, regulation and individual children's needs.
It is their role to:
· advise and support staff;
· encourage an exploratory and curious approach where behaviour is causing concern;
· work with practitioners and parents/carers to consider what may be happening for the child and what the behaviour may be communicating;
· consider patterns, triggers, sensory needs, communication, development, relationships, environmental factors and previous experiences;
· recognise and build upon children's strengths;
· introduce appropriate strategies based on the child's individual learning, development and needs;
· seek support from the Inclusion Coordinator/SENDCo and SLT where appropriate;
· access external professional expertise where required;
· ensure appropriate plans and risk assessments are completed;
· remain up to date with relevant legislation, guidance, training and research; and
· ensure staff receive appropriate support and professional development.

Our Nursery Golden Rules

Our Nursery Golden Rules provide consistency and a simple foundation to support children's understanding of expectations.
They support safety, kindness and respect and are applied according to children's age, development, communication and individual needs.
Our Golden Rules are:
· Good looking
· Good listening
· Quiet voices
· Kind hands
· Walking feet
· Take turns
We recognise that these expectations may look different for individual children. Children with SEND, communication differences or regulation needs may require visual support, modelling, repetition, additional processing time, co-regulation or reasonable adjustments.

Children are involved, where developmentally appropriate, in understanding and contributing to expectations so that boundaries are meaningful rather than simply rules to obey.

Responding to Behaviour

When a child displays distressed behaviour, behaviour which communicates a need or behaviour which may challenge or hurt themselves or others, practitioners will first consider:
What happened before?
What might this child need?
What could the behaviour be communicating?
What helps this child regulate?
What skill might we need to help them develop?
Adults will maintain clear, calm boundaries while acknowledging children's feelings.
For example:

"I can see you're angry. I won't let you hit. I'm going to help you."

We accept the child's feelings while helping them understand that some behaviours may be unsafe or hurt another person.
The child who has been hurt or upset will be comforted and supported.
Children will be helped, according to their age and understanding, to reflect upon what happened and consider how they can reconnect or repair the situation.
We focus on the behaviour and the underlying need, never labelling the child as naughty, difficult or bad.

Promoting Positive Behaviour Procedure

We support all children to develop positive behaviour and make every effort to understand and provide for their individual needs.
· We never use or threaten physical or corporal punishment, such as smacking or shaking, or any punishment which could adversely affect a child's wellbeing.
· Physical intervention is only used where necessary and in accordance with our Physical Intervention Policy.
· Where an individual child requires specific physical intervention techniques to keep themselves or others safe, these will only be used by appropriately trained staff and in accordance with the child's agreed plan, risk assessment and relevant procedures. Incidents will be recorded and parents informed as required.
· We do not humiliate, shame or unnecessarily single out children.
· Practitioners use distraction and redirection where appropriate, while recognising that repeated behaviour may require us to understand and address the underlying need rather than continually redirect the child.
· Staff do not raise their voices except where immediately necessary to keep someone safe.
· Adults provide clear, calm and consistent boundaries.
· Explanations are appropriate to children's age, stage, communication and understanding.
· We recognise that children's play can be a way of processing and making sense of their experiences. Aggressive themes or gun/superhero play will be supported in accordance with our Gun and Superhero Policy.
· Strategies will be individualised according to the child's age, development, circumstances, communication, sensory profile and needs.
· Staff will help children recognise feelings and understand the impact of their actions where developmentally appropriate.
· Children will not be forced to apologise. Instead, practitioners help children develop empathy and consider how they might help, repair or reconnect with another child.
· We help children understand and practise safer and more successful ways of expressing needs and feelings.
· Staff support children to understand choices and their effect on themselves and others.
· Children are supported to take turns, negotiate and resolve difficulties with appropriate adult help.

Thinking Chair

At Leapfrog, we may use a Thinking Chair as a supportive reflection strategy for children who are developmentally able to benefit from it.

The Thinking Chair is not a punishment or traditional "time out".

It provides a short, calm opportunity to help a child pause, regulate and break a cycle of repeated or escalating behaviour.

An adult remains available to support the child through co-regulation and reflection, helping them consider what has happened, how they and others may be feeling and what they could do differently or what support they might need next.

Its use will always take account of the child's age, development, communication, SEND, sensory profile and individual regulation needs.

The Thinking Chair will not be appropriate for every child or every situation. A child may instead need movement, sensory input, connection with a trusted adult, reduced stimulation, a calm space or another regulation strategy.

Once the child is ready, the emphasis is on reconnecting, repairing where appropriate and returning positively to play.

The Thinking Chair must never be used to shame, isolate or label a child or simply as a consequence for unwanted behaviour.

Understanding Patterns and Providing Additional Support

Where behaviour is persistent, escalating, causing distress or creating a risk of harm, we will work with parents/carers and use observation to understand the behaviour more fully.

We will consider:

- the child's strengths and interests;
- what happens before, during and after the behaviour;
- patterns and possible triggers;
- communication needs;
- sensory processing and movement needs;
- emotional and regulation needs;
- developmental stage;
- SEND;
- physical or medical needs;
- sleep, hunger or tiredness;
- environmental demands;
- relationships and transitions;
- changes or experiences at home; and
- what already helps the child feel successful and regulated.

Where appropriate, we will develop an Individual Regulation and Behaviour Support Plan.

The purpose of the plan is not to "modify" the child. It is to help everyone understand the child consistently, reduce unnecessary triggers, meet identified needs, support regulation, develop skills and keep the child and others safe.

A risk assessment may also be completed where behaviour presents a foreseeable risk to the child, other children or adults.

Support may be sought from our Inclusion Coordinator/SENDCo, SLT, Area SENDCo or other relevant professionals.

Regulation

We recognise that children need opportunities for both activity and calm and that regulation looks different for different children.

Behaviour may sometimes tell us that a child's sensory, emotional, movement, communication or physical needs are not currently being met.

Some children may need more movement and sensory input, while others may need reduced stimulation, quiet, connection or space.

At Leapfrog, regulation support may include:

- regulation boxes and sensory/fidget resources;
- mindfulness and age-appropriate breathwork;

· yoga;
· sensory circuits;
· up-regulating or down-regulating experiences;
· heavy-work activities such as carrying, pushing and pulling;
· movement and outdoor play;
· calm spaces;
· garden spaces;
· sensory rooms;
· food and drinks where appropriate;
· reduced stimulation;
· connection and co-regulation with a trusted adult; and
· individual sensory strategies.

Strategies are used responsively and never as punishment.
Where a child has an identified or emerging sensory need, practitioners will work with the Key Person, SENDCo, family and relevant professionals to develop an appropriate sensory approach or sensory curriculum.

Trauma-Informed Approach

We practise a trauma-informed approach and understand that children's responses may be influenced by current or previous experiences.
We work sensitively with families to develop trusting relationships so that they can share information which may help us understand and support their child.
Where appropriate, we use our ARC framework when working with children and families who have experienced trauma.
We seek to understand what has happened to or around the child and what they need from us, rather than focusing solely on the behaviour we can see.
Please see our Trauma-Informed Practice Policy.

Supporting Staff to Remain Regulated

The emotional state of adults can influence children's ability to regulate.
Staff are expected to reflect on their own responses to distressed behaviour and ensure their approach remains calm, proportionate and supportive.
Staff are encouraged to communicate when they require support in the moment.
We recognise that an adult who is becoming dysregulated may need another practitioner to step in so that they can take a short period to regulate themselves before returning.
This supports our 5-minute rule and our expectation that adults around children remain safe and regulated.
Staff must report concerns about another member of staff's response to a child in accordance with our Safeguarding, Low-Level Concerns, Staff Code of Conduct and Whistleblowing procedures.

Partnership with Parents

Parents and carers know their children deeply and are important partners in understanding behaviour and regulation.
We communicate openly with families where behaviour is causing concern, where their child has hurt another child or where their child has been hurt or significantly upset.
Our conversations should be factual, respectful and strengths-based.
We will avoid labelling children and instead discuss:
· what happened;
· what we have noticed;
· possible patterns;
· the child's strengths;
· what the behaviour may be communicating;
· what helps the child;
· strategies being used; and
· how nursery and home can work together consistently.

Where additional support may be beneficial, this will be discussed sensitively with parents and referrals made where appropriate in accordance with our SEND or Safeguarding procedures.

Recording and Reviewing Behaviour

Significant incidents and relevant patterns of behaviour will be recorded appropriately and parents informed in accordance with nursery procedures.

Where concerns persist, observation and recording will be used purposefully to help us understand patterns and needs, rather than simply count unwanted behaviours.

Plans and strategies will be regularly reviewed to consider:

- what is working;
- what the child is communicating;
- whether needs have changed;
- whether environmental changes could help;
- what progress the child is making;
- whether additional professional support is required; and
- whether strategies remain proportionate and appropriate.

Everyday Practice

Practitioners will:

- approach behaviour with curiosity rather than judgement;
- proactively look for patterns and triggers;
- communicate with colleagues and parents/carers;
- help children feel safe, happy and secure;
- recognise that physical expression and impulsive behaviour can form part of early development;
- provide appropriate resources, including visual supports and sand timers, where these help children's understanding;
- consider each child's individual age, development and needs;
- teach and model alternative ways to communicate needs and resolve problems;
- intervene calmly where behaviour may hurt someone;
- consider whether a child needs movement, sensory input, connection, food/drink, rest or reduced stimulation;
- initiate an appropriate adult-led activity or change of environment where play has become overly fizzy, dysregulated or unsafe; and
- notice and celebrate children's developing skills, positive interactions, kindness, regulation and repair.

Anti-Bullying and Repeated Harmful Behaviour

Leapfrog does not tolerate bullying, discrimination or repeated harmful behaviour.

However, we recognise that young children are still developing communication, empathy, impulse control, emotional regulation and social understanding. We are therefore cautious about labelling an individual young child as a "bully".

Bullying generally involves repeated behaviour which intentionally hurts, intimidates or causes distress to another person, and consideration must be given to children's developmental understanding.

Where repeated harmful behaviour occurs, we will:

- intervene to keep children safe;
- comfort and support the child who has been hurt or distressed;
- avoid blaming or shaming;
- seek to understand the needs and circumstances of the child displaying the behaviour;
- consider patterns, relationships and environmental factors;
- teach and model appropriate social and emotional skills;
- work with both children's families where appropriate;
- put additional support or a Regulation and Behaviour Support Plan in place where necessary; and
- seek SEND, safeguarding or other professional advice where appropriate.

Discriminatory language or behaviour will always be addressed appropriately, while taking account of the child's age, development and understanding.
Please also see our Safeguarding and Child Protection Policy.

Our Commitment

By positively supporting behaviour, valuing cooperation and relationships and understanding the needs children communicate through their behaviour, we aim to help every child develop:

- a positive sense of self;
- emotional security;
- confidence;
- increasing self-regulation;
- empathy and kindness;
- positive friendships;
- communication and problem-solving skills;
- resilience; and
- the ability to manage conflict with increasing independence.

Our approach is founded on the understanding that children need connection, understanding, boundaries and support to develop new skills.
We do not ask simply:
"How do we stop this behaviour?"
We ask:
"What is this child communicating, what do they need, and how can we help them?"
This policy will be available to staff and parents and reviewed regularly. Staff and parents/carers are welcomed to contribute to its ongoing development.
All concerns will be treated sensitively and confidentially in accordance with our safeguarding and data-protection responsibilities.
Reviewed: September 2026

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 November 2024 Sept 26	M.Topal	September 2027

Leapfrog Nursery School

Physical Intervention Policy

Statement of Intent
At Leapfrog, we recognise that children's behaviour is a form of communication. Our approach is strengths-based, supportive and focused on understanding the individual child, the need behind their behaviour and what we can do to help them feel safe and regulated.
We aim to prevent situations escalating to the point where physical intervention may be required through secure relationships, appropriate environments, clear and consistent boundaries, co-regulation, sensory and emotional-regulation support and practitioners who know their children well.
Physical intervention is not a behaviour-management technique, punishment or means of gaining compliance. Restrictive physical intervention will only be used exceptionally, when it is necessary to keep a child or another person safe or where intervention is otherwise absolutely necessary.
Any intervention must be reasonable, proportionate, necessary, for the shortest possible time and the least restrictive response appropriate to the situation.
The child's safety, dignity and emotional wellbeing must remain central throughout.

Our Approach
We support children through:

- Positive relationships and secure attachments.
- Understanding what a child may be communicating through their behaviour.
- Positive role modelling.
- Co-regulation and emotional support.
- Sensory and regulation strategies appropriate to the individual child.
- Interesting, appropriately challenging activities and experiences.
- Clear, developmentally appropriate boundaries which are consistently applied.
- Recognising children's strengths and giving positive feedback.
- Adapting the environment, expectations or adult approach where this better meets the child's needs.
- Working closely with parents/carers and other professionals where appropriate.

Our first response should always be to consider:
What is this child communicating? What do they need? How can we help them feel safe and regain regulation?

Types of Physical Contact and Intervention
It is important to distinguish between appropriate physical contact, physical guidance and restrictive physical intervention.

Positive and Supportive Touch
Positive touch is a normal and important part of caring for young children and is not the same as restraint.
Appropriate touch may include:

- Comforting a distressed child.
- Holding or cuddling a child who seeks reassurance.
- Supporting physical development or demonstrating a skill.
- Helping a child safely use equipment.
- Providing first aid.
- Supporting personal care, toileting or dressing.

- Providing agreed physical or sensory support appropriate to an individual child's needs.

Positive touch should always be appropriate to the child's age, development, individual needs, communication and response.
Leapfrog does not operate a "no touch" approach. Children should receive the appropriate physical care, affection, reassurance and support they need.

Physical Guidance
There may be occasions when appropriate physical guidance is used to help a child safely navigate an environment or activity, for example holding a child's hand while walking or gently guiding them away from an immediate hazard.
Where there is no element of force or restriction against the child's will, this would not ordinarily constitute restrictive physical intervention.
Staff should nevertheless remain sensitive to the child's response and use the least intrusive support necessary.

Restrictive Physical Intervention
Restrictive physical intervention occurs when physical force is intentionally used to restrict a child's movement.
At Leapfrog this should be **exceptional and a last resort**, rather than part of ordinary behaviour management.
It may be necessary where there is an immediate risk of harm, for example:

- Preventing a child from seriously injuring themselves.
- Preventing a child from injuring another child or adult.
- Preventing a child from entering an immediate danger.
- Preventing significant damage to property where this creates a safety risk.
- Managing a situation where physical intervention is absolutely necessary to keep people safe.

The fact that a child is distressed, refusing an instruction, shouting, disrupting an activity or behaving in a way an adult finds difficult does not in itself justify restrictive physical intervention.
Staff should first consider whether the situation can be made safer by moving other children, reducing demands, changing the environment, giving the child space, using familiar regulation strategies or seeking additional adult support.

Prevent – Regulate – Protect
Our priority is to recognise signs of dysregulation early and respond before a situation reaches crisis point.
Staff should use their knowledge of the child and strategies including:

- Calm communication.
- Co-regulation.
- Reducing language and demands where appropriate.
- Visual support.
- Now-and-next strategies.
- Distraction or redirection.
- Offering appropriate choices.
- Moving other children or unsafe objects away.
- Providing space.
- Accessing familiar comfort or regulation resources.
- Sensory strategies.
- Seeking support from another practitioner or manager.

Where possible, change the environment rather than physically controlling the child.
If these approaches are unsuccessful or there is insufficient time to use them because someone is at immediate risk, physical intervention may become necessary.

When Physical Intervention Is Necessary
Any member of staff responding to an immediate emergency has a duty to act to protect children from harm.

Where physical intervention is necessary, staff must:

- Use only the minimum reasonable force necessary to manage the immediate risk.
- Use the least restrictive intervention available.
- Use intervention for the shortest possible period.
- Continue to communicate calmly and reassuringly with the child.
- Explain simply what is happening, for example, "I am keeping you safe" or "I am stopping you from hurting..."
- Continually assess whether the intervention remains necessary.
- Release the restriction as soon as the immediate danger has passed.
- Be aware of the child's breathing, physical wellbeing, distress and emotional response throughout.
- Seek support from another member of staff as soon as possible.
- Wherever practicable, ensure another member of staff is present to support and witness the intervention.

Staff must never use physical intervention:

- As punishment.
- To cause pain, fear or humiliation.
- Because they are angry or frustrated.
- Simply to gain compliance.
- As a substitute for appropriate staffing, planning or behaviour support.
- For longer than is necessary to manage the immediate risk.

Physical intervention must never intentionally restrict a child's breathing.
Staff must not improvise or use specialist restraint techniques for which they have not received appropriate training.

Staff Regulation

Adults must recognise their own emotional state when responding to distressed behaviour.
Where a member of staff feels themselves becoming heightened, frustrated or unable to respond calmly, they should, wherever it is safe to do so, seek support and allow another member of staff to take over.
Our 5-minute rule applies – stepping away appropriately and regulating ourselves can prevent an interaction escalating.
However, staff must never walk away where doing so would leave a child or others at immediate risk.

Children Who May Require Planned Physical Intervention

Where a child repeatedly reaches a level of distress where restrictive physical intervention may be required, this must not simply become accepted as the child's usual behaviour or our usual response.
The Nursery Manager, SENCO/Inclusion Lead, Key Person and parents/carers should consider:

- What the child may be communicating.
- Known triggers and early signs of dysregulation.
- The child's sensory, communication, developmental and emotional needs.
- Any SEND, trauma, medical or other individual needs.
- Environmental factors.
- What helps the child regulate.
- How adults should respond at the earliest stage.
- What adjustments could reduce the likelihood of recurrence.
- What should happen if an immediate safety risk develops.

An appropriate Individual Regulation and Behaviour Support Plan and risk assessment should be developed where required.
Where restrictive physical intervention is a foreseeable possibility, the plan should clearly identify the circumstances in which intervention may be necessary, preventative strategies, the child's individual needs and the safest agreed response.
Parents/carers should be involved in this planning and relevant professionals consulted where appropriate.

Where specialist restrictive physical intervention techniques are considered necessary as part of a planned response, appropriate specialist advice and training must be obtained. A written plan does not in itself authorise untrained staff to use specialist restraint techniques.
Plans must be reviewed regularly and following significant incidents or changes in the child's needs.

SEND and Individual Needs
Children with SEND, communication differences, sensory-processing needs or developmental differences may communicate distress in different ways.
Staff must ensure behaviour associated with a child's individual needs is understood rather than simply managed**.**
Reasonable adjustments, communication strategies, sensory support and appropriate professional advice should be considered.
Where appropriate, Leapfrog will work with parents/carers and relevant professionals, which may include the Specialist Early Years SEND Service, Speech and Language Therapy, Occupational Therapy, health professionals or social care.
Repeated use of restrictive intervention should trigger further assessment, review and planning, rather than becoming an established response.

Following an Incident
Restrictive physical intervention can be distressing for the child, the practitioner and children or adults who witness it.
Once everyone is safe, the priority is regulation, reassurance, reconnection and recovery.
The child should be:

- Given time and support to regulate.
- Checked for any injury or physical discomfort.
- Offered appropriate reassurance and comfort.
- Supported to understand what happened when they are calm and developmentally able to do so.
- Given an opportunity to communicate their feelings or perspective in a way appropriate to their age and communication needs.

Other children who witnessed the incident should be reassured appropriately while maintaining the child's confidentiality.
Staff involved should also have an opportunity to debrief with the Nursery Manager or appropriate senior member of staff.

The purpose of reflection is not blame – it is to understand what happened and reduce the likelihood of it happening again.
Particular attention should be given to repairing and maintaining the relationship between the child and the adults involved**.**

Recording and Informing Parents
Every occasion where physical intervention is used must be recorded.

A Physical Intervention Report must be completed **as soon as possible following the incident and on the same working day wherever practicable**.
The record should include:

- Date, time and location.
- What was happening before the incident.
- The behaviour and immediate risk which led to intervention.
- Strategies attempted before physical intervention, where circumstances allowed.
- Why physical intervention was considered necessary.
- The type of intervention used.
- Who was involved and who witnessed it.
- How long the intervention lasted.
- How and when the intervention ended.

- The child's response and emotional wellbeing.
- Any injury or first aid required.
- Support provided afterwards.
- The child's views where appropriate and possible.
- Action required to reduce the likelihood of recurrence.

Parents/carers must be informed on the same day, or as soon as reasonably practicable, and given an appropriate explanation of what occurred.
Records will be reviewed by the Nursery Manager and retained securely in accordance with Leapfrog's record-keeping and data-protection procedures.

Management Review
Following an incident, the Nursery Manager should consider:

- **What happened before it?**
- **What was the child communicating?**
- **Could we have recognised the signs earlier?**
- **What helped – and what did not?**
- **Was the intervention necessary and proportionate?**
- **Was it the least restrictive option available?**
- **How did it affect the child?**
- **What needs to change now?**

Where there are repeated incidents, patterns must be identified and the child's support, environment, staffing, risk assessment and Individual Regulation and Behaviour Support Plan reviewed.
Additional professional advice or training should be sought where necessary.
The aim of reviewing physical intervention is always to **reduce the likelihood that restrictive intervention will be needed again**.

Safeguarding
Any physical intervention which is believed to have been unnecessary, excessive, punitive, unsafe or inconsistent with this policy must be reported immediately to the Nursery Manager and Designated Safeguarding Lead.
Where there is a concern about the conduct of a member of staff, Leapfrog's Safeguarding/Child Protection and Managing Allegations procedures must be followed, including referral to the Local Authority Designated Officer (LADO) where applicable.
Staff must never agree to keep an inappropriate physical intervention secret.
If in doubt, speak out.

Partnership With Parents and Professionals
We recognise that parents/carers know their child well and should be involved in planning support where their child experiences significant or repeated dysregulation.
Leapfrog will work openly with families to understand the child, share successful strategies and agree consistent approaches.
Where appropriate, we will seek advice from other professionals supporting the child.
The purpose of partnership is not simply to plan how adults respond when behaviour reaches crisis point, but to understand what can be changed or introduced so that the child is less likely to reach that point at all**.**

Monitoring
The Nursery Manager will monitor incidents of restrictive physical intervention to identify:

- Individual patterns or triggers.
- Frequency of intervention.
- Children experiencing repeated intervention.
- Staff training or support needs.
- Environmental or organisational factors.
- Whether agreed strategies are reducing the need for intervention.

The policy will be reviewed annually, or sooner following significant incidents, changes in legislation/guidance or where monitoring identifies that practice requires review.

Complaints
We recognise that physical intervention is a sensitive issue and may lead to questions or concerns from children, parents/carers, staff or others.
Concerns will be listened to and taken seriously and, where appropriate, addressed through Leapfrog's Complaints and Conflict Resolution Policy and/or Safeguarding procedures.

Key Principle
Physical intervention is about safety, not control.
We will always seek to understand the child, support regulation and prevent escalation first.
Where physical intervention becomes necessary, it must be reasonable, necessary, proportionate, the least restrictive response available and used for the shortest possible time.
Our responsibility does not end when the incident ends. We must reconnect, reflect, learn and adapt our support for the child.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2022 November 2024 October 26	M.Topal	September 2027

Leapfrog Nursery School

Quality Provision Policy

Our Vision for Quality

At Leapfrog, we are passionate about providing high-quality care and ambitious early education for every child.

Quality starts with knowing our children. We recognise their individual interests, experiences, strengths, development, relationships and starting points, using these as the foundations from which learning can grow.

However, children's interests are our starting point – not the limit of their learning.

Our responsibility as early years educators is also to introduce children to ideas, language, experiences, books, people, places and opportunities that they may not otherwise encounter.

Through an ambitious and carefully considered curriculum, we want children to become curious about the wider world, develop knowledge and skills over time and make meaningful progress from their individual starting points.

We want every child – including our youngest babies, children with SEND and children who may be vulnerable or disadvantaged – to experience a nursery provision in which they can feel safe, belong, flourish and thrive.

Children at the Heart of Quality

High-quality provision begins with secure relationships and knowing the individual child.

We:

- Build close, responsive attachments so children feel safe, secure, valued and ready to explore and learn.
- Know children's individual starting points, interests, strengths, experiences and developmental needs.
- Maintain high expectations for every child, while recognising that children develop in different ways and may need different approaches or levels of support.
- Observe children carefully and use our professional knowledge to recognise what they know, can do and what they are ready to learn next.
- Identify emerging developmental concerns or vulnerabilities early and act promptly, rather than waiting for children to fall further behind.
- Adapt our teaching, environment, communication and experiences to meet children's individual needs.
- Work closely with parents/carers, recognising them as an essential part of understanding and supporting their child.

Every child should experience high expectations alongside the individual support they need to succeed.

An Ambitious Curriculum

Our curriculum reflects the requirements and educational programmes of the Early Years Foundation Stage (EYFS) alongside our own Leapfrog curriculum vision, values and understanding of how young children learn.

We provide a balance between child-led exploration and purposeful adult teaching.

Children's interests help us connect with them and create meaningful learning opportunities, but practitioners also have an important role in opening up the wider world.

We deliberately introduce children to:

- Carefully selected books, stories, rhymes and songs.

- Rich vocabulary and meaningful conversation.
- New concepts, knowledge and skills.
- Nature, seasons and the world around them.
- Different cultures, communities, celebrations and ways of life.
- Cooking, growing, STEM, creativity, music and physical experiences.
- Experiences within and beyond the nursery environment.
- Opportunities to develop independence, resilience, curiosity, connection and creativity.

Our curriculum is progressive and purposeful. Practitioners understand what we want children to learn and use their professional judgement to build knowledge and skills over time.
We do not provide activities simply to keep children busy. We consider:
Why are we doing this? What do we want children to experience, practise, understand or learn?
What difference is it making?

High-Quality Teaching
Quality provision is created through the interactions children experience every day.
Our practitioners:

- Get down to children's level and are present and engaged.
- Observe, listen and respond to children's interests and ideas.
- Introduce and model new vocabulary.
- Ask appropriate questions and encourage thinking.
- Model skills and demonstrate how things work.
- Know when to join children's play and when to allow uninterrupted exploration.
- Revisit important learning so children have opportunities to practise, remember and build upon what they know.
- Recognise spontaneous opportunities for teaching throughout routines, play and everyday experiences.
- Adapt their approach to the age, development, communication and individual needs of the child.
- Understand that care routines are learning opportunities, particularly for babies and our youngest children.

The quality of an experience is not determined by how impressive an activity looks. The difference is made by what the adult understands, notices, teaches and brings to the experience.

Babies and Our Youngest Children
High-quality provision must be evident from the very beginning of a child's Leapfrog journey.
For babies and our youngest children, quality is particularly evident through responsive relationships, communication, physical and sensory experiences, secure attachments and attentive care.
Practitioners understand the importance of:

- Warm, responsive interactions.
- Talking, singing, rhymes and shared attention.
- Responding to babies' sounds, gestures and communication.
- Movement and physical development.
- Sensory exploration.
- Safe opportunities to investigate their environment.
- Predictable and nurturing care routines.
- Following individual rhythms while gradually introducing new experiences.

Feeding, changing, sleeping and other care routines are not interruptions to learning – they are important opportunities for connection, communication and development.

Vulnerable Children and Children Requiring Additional Support
Quality provision must work for all children, not simply those who readily access what is available. Staff are expected to know who may be vulnerable within their group and consider whether any child is experiencing barriers to learning, development, participation or belonging.

This includes recognising children with SEND or emerging developmental needs, children experiencing disadvantage and children whose circumstances, communication or experiences may make them more vulnerable.
We respond through early identification, reasonable adjustments, targeted support, appropriate intervention and partnership with families and other professionals.
Our question should not simply be:
"What can't this child do?"
but:
"What **can** this child do" and "what does this child need from us to help them participate, progress and thrive?"

Developing Knowledgeable and Skilled Practitioners
We recognise that high-quality provision depends upon knowledgeable, confident and reflective practitioners.
We therefore invest significantly in the professional development of our team.
Our Headteacher provides inspirational pedagogical leadership, helping to shape our curriculum vision, expectations and understanding of high-quality early education.
However, quality at Leapfrog is not the product of one person.
Our responsibility as an organisation is to ensure knowledge and expertise are shared, taught, modelled and embedded across our whole staff team, so that children experience high expectations and skilled practice whichever room or Leapfrog nursery they attend.
We support this through:

- Regular Staff Spotlights, bringing important areas of practice to the attention of the whole team.
- Practical workshops and focused training.
- INSET and professional-development days.
- Coaching and modelling of effective practice.
- Room-based leadership.
- Supervision and appraisal.
- Peer observations and opportunities to learn from one another.
- SEND, safeguarding and curriculum development.
- Sharing research, guidance and good practice.
- Reflective discussion about individual children and groups.
- Identifying individual and whole-team training needs.
- Supporting practitioners to develop specialist knowledge and expertise.

Training should make a difference to practice. Leaders therefore consider not simply whether training has taken place, but what has changed for children as a result.

Our Environment
We provide high-quality, welcoming and stimulating environments indoors and outdoors which enable children to explore, investigate, communicate, create, move and become increasingly independent.
Resources and environments should:

- Be safe, appropriate and fit for purpose.
- Reflect children's ages, stages, interests and individual needs.
- Provide appropriate challenge.
- Encourage curiosity and independent access.
- Support communication and language.
- Provide opportunities for physical development.
- Include appropriate sensory and regulation opportunities.
- Reflect diversity and the wider world.
- Be regularly reviewed and adapted in response to the children using them.

Practitioners remain the most important resource within the environment. Resources alone do not create quality – knowledgeable adults make experiences meaningful.

Assessment and Progress

Assessment at Leapfrog is purposeful and proportionate.
Practitioners use their knowledge of children, observations, interactions, information from families and professional judgement to understand children's starting points, progress, strengths and emerging needs.
Assessment helps us to decide what children need from us next.
We meet statutory EYFS assessment requirements and use assessment to:

- Recognise children's progress.
- Identify where learning needs to be strengthened or extended.
- Identify developmental concerns or additional needs early.
- Inform curriculum and teaching decisions.
- Evaluate whether support and interventions are making a difference.
- Share meaningful information with parents/carers and other professionals where appropriate.

Assessment should support teaching and children's development rather than unnecessarily removing practitioners from meaningful interaction with children.

Partnership With Families
Parents and carers are children's first and most enduring educators.
We develop positive relationships with families so that we can share knowledge, understand children's experiences beyond nursery and work towards consistent goals for their learning and development.
We support the home-learning environment through ideas, resources, events and meaningful communication and encourage families to share children's interests, experiences and achievements with us.
We value feedback from families and use it as part of our ongoing reflection and improvement.

Leadership, Monitoring and Continuous Improvement
Quality is everyone's responsibility.
Leaders and managers maintain a clear vision for high-quality provision and ensure staff understand the expectations of their role.
Quality is supported and evaluated through:

- Regular monitoring of children's experiences.
- Room observations and learning walks.
- Staff supervision and appraisal.
- Peer observation and professional discussion.
- Curriculum monitoring.
- Review of environments and resources.
- Assessment of children's progress and outcomes.
- SEND and vulnerable-child monitoring.
- Safeguarding oversight.
- Parent and child feedback.
- Evaluation of training and its impact.
- Quality-improvement planning.
- Reflective leadership and management meetings.

Where practice can be improved, leaders provide clear feedback, modelling, coaching, training and appropriate support, followed by monitoring to ensure improvements become embedded.
We continually reflect on the effectiveness of our provision and remain informed by the EYFS, relevant guidance, professional knowledge and inspection expectations. However, our measure of quality is not simply whether something looks good for inspection – it is the difference our provision makes to children's everyday experiences, learning, development and wellbeing.

Our Commitment
At Leapfrog, quality means that children are known, safe, challenged, supported and inspired.
We start with children's interests and individual starting points, then use skilled teaching and an ambitious curriculum to take their learning further and broaden their understanding of the world.

We invest in our practitioners because knowledgeable, confident and reflective adults create better experiences for children.
We maintain high expectations while adapting our approach so that babies, children with SEND, vulnerable children and every individual child have genuine opportunities to participate, progress and thrive.
Know the child. Start with their interests. Broaden their world. Build on what they know. Help every child thrive.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 October 26	M.Topal	September 2027

Leapfrog Nursery School

Risk Assessment Policy

At Leapfrog, we take all reasonable steps to ensure that children, staff, parents, visitors and others who may be affected by our activities are not exposed to unnecessary risks. Risk assessment is an important part of our wider health and safety arrangements. It enables us to identify hazards, consider who may be harmed and how, and put sensible and proportionate measures in place to eliminate or reduce risk.
Our approach is not to remove all opportunities for children to experience challenge. Children need opportunities to explore, develop independence, test their abilities and learn how to recognise and manage appropriate risks. Our responsibility is to provide these opportunities within an environment where significant and foreseeable risks are understood and appropriately managed.
Each Leapfrog nursery is different. Alongside this overarching policy, every nursery therefore maintains its own detailed risk assessments which reflect its individual premises, environment, children, activities and operational arrangements.

Legal Framework
We have regard to relevant legislation and statutory guidance relating to health and safety, including:

- The Statutory Framework for the Early Years Foundation Stage (EYFS).
- The Health and Safety at Work etc. Act 1974.
- The Management of Health and Safety at Work Regulations 1999.
- The Control of Substances Hazardous to Health Regulations 2002 (COSHH).
- Other relevant health, safety, fire, food safety and workplace legislation.
- Relevant guidance from the Health and Safety Executive (HSE), Department for Education, UK Health Security Agency (UKHSA), local authority, Environmental Health, Fire and Rescue Service and other appropriate statutory bodies.

Responsibility for Risk Management
Ultimate responsibility for health and safety rests with the employer.
Although managers and other appropriately trained or competent members of staff may be required to undertake risk assessments, checks, monitoring and other health and safety activities as part of their role, this does not transfer the employer's legal responsibility.
Leapfrog must have appropriate systems in place to ensure that required risk assessments and checks are:

- Completed.
- Suitable and sufficient.
- Appropriate to the individual nursery, activity or risk being assessed.
- Communicated to the relevant people.
- Acted upon.
- Monitored.
- Reviewed and updated when required.

Nursery Managers have an important operational role in maintaining their nursery's risk assessments and ensuring agreed control measures are implemented. Senior Leadership maintains oversight of the risk-management arrangements across Leapfrog.
All staff have a responsibility to cooperate with Leapfrog's health and safety arrangements, follow agreed procedures and control measures, undertake checks or assessments required as part of their role and report hazards, concerns or changes promptly.

Our Approach to Risk Assessment
Our approach reflects the Health and Safety Executive's risk-assessment principles.
When assessing risk, we consider:
- What could cause harm – the hazard.
- Who could be harmed and how.
- What control measures are already in place.
- The likelihood and potential seriousness of harm.
- Whether existing controls are sufficient.
- Whether further action is required to eliminate or reduce the risk.
- Who will take the required action.
- When the action must be completed.
- How the control measures will be communicated, monitored and reviewed.

Risk assessments should be proportionate to the level of risk and should focus on significant and foreseeable hazards rather than attempting to remove every possible risk from children's everyday experiences.
Where actions are identified, they must be followed through. Completing a risk-assessment document alone does not manage a risk – the identified controls must be implemented in practice.

Individual Nursery Risk Assessments
Each Leapfrog nursery maintains detailed risk assessments specific to its own premises and provision.
These may include risks associated with:
- Indoor areas and individual rooms.
- Outdoor environments and play equipment.
- Entrances, exits and security.
- Kitchens and food preparation.
- Toileting and changing areas.
- Sleep arrangements.
- Equipment and resources.
- Cleaning products and hazardous substances.
- Fire safety.
- Manual handling.
- Individual activities and experiences.
- Children with particular medical, developmental, SEND or safety needs where an individual assessment is required.
- Shared-use premises and other users of the building.
- Visitors, contractors and maintenance work.
- Weather and environmental conditions.
- Any other significant risk specific to the nursery.

Risk assessments are kept at the individual nursery and must be accessible to those who need to understand or implement them.

Nursery Managers oversee the operational maintenance of their setting's risk assessments, with appropriate oversight from Senior Leadership.

Reviewing Risk Assessments

Risk assessments are working documents.

Leapfrog formally reviews its written risk assessments at least annually. However, an annual review date does not mean that a risk assessment should remain unchanged throughout the year.

Risk assessments must also be reviewed when appropriate, including where:

- An accident, incident or near miss identifies a previously unrecognised risk or suggests that existing controls may not be sufficient.
- A new activity, resource or significant piece of equipment is introduced.
- There is a significant change to the premises, environment or way an area is used.
- A child's individual needs create a new or different foreseeable risk.
- Staffing or operational arrangements significantly change.
- New information, legislation or guidance becomes relevant.
- Staff identify that an existing control measure is not working effectively.
- There is any other reason to believe that the existing assessment may no longer be suitable or sufficient.

Where a significant change creates a new risk, a new risk assessment may be completed rather than simply amending an existing assessment.

Daily Opening and Closing Checks

Each nursery has daily opening checks which reflect the individual premises and risks identified through its site-specific assessments.

These checks include relevant indoor and outdoor areas, kitchens, toilets/changing areas, entrances and exits, security arrangements, equipment and any other areas which need to be checked before children arrive.

The purpose of the opening check is to ensure that the environment is safe, secure and ready to receive children, while considering the safety of staff, parents, visitors and other users.

Where a hazard is identified, staff must take appropriate action. This may include removing or isolating the hazard, preventing access to an area, informing the Nursery Manager, arranging maintenance or introducing temporary control measures until the issue can be resolved.

Staff should not simply record a significant hazard and continue as normal where action is required to keep people safe.

Each nursery also follows appropriate closing checks to ensure that indoor and outdoor environments are left safe and secure, particularly where premises are shared with other users.

Daily checks should be reviewed and updated where changes to the premises, provision or individual risk assessments indicate that different checks are required.

Dynamic Risk Assessment

Not every changing situation can be predicted and documented in advance.

Practitioners are expected to remain alert to their environment and make appropriate professional judgements throughout the nursery day.

This may involve noticing a new hazard, adapting an activity, moving equipment, changing staff positioning or deployment, responding to weather conditions or altering an experience because the needs of the children or environment have changed.

Where an immediate hazard is identified, staff should act to keep people safe and inform the Nursery Manager where appropriate.
A dynamic response does not replace the need for a written risk assessment where an ongoing or significant foreseeable risk has been identified.

Accidents, Incidents and Near Misses
Accidents, incidents and near misses provide important information about whether existing controls are effective.
Nursery Managers and staff should review accidents and incidents regularly, with a more formal review undertaken at least half-termly to identify:
· Recurring accidents or incidents.
· Particular locations or equipment associated with incidents.
· Patterns affecting individual children or groups.
· Emerging hazards.
· Whether existing control measures remain effective.
· Whether a risk assessment needs to be introduced or amended.
Where a pattern or significant concern is identified, action should be taken rather than waiting for the next scheduled review.

Supporting Children to Understand Risk
Risk management is also part of children's learning.
Staff support children, in ways appropriate to their age and development, to:
· Recognise hazards.
- Understand boundaries and nursery rules.
- Develop increasing awareness of their own safety and the safety of others.
- Make appropriate choices.
- Learn how to use equipment and resources safely.
- Experience appropriate challenge and develop confidence.

Children should not be prevented from experiencing appropriate challenge simply because an activity contains some level of manageable risk.
Staff balance children's developing independence with their duty to provide appropriate supervision and protection from significant harm.

Staff Knowledge and Responsibilities
All staff should understand the principles of risk assessment and the control measures relevant to their role.
Staff are expected to:
- Follow the nursery's risk assessments and agreed procedures.
- Complete required checks accurately.
- Remain alert to changing risks throughout the day.
- Report hazards, defects, accidents, incidents and near misses.
- Take immediate appropriate action where there is an obvious risk to safety.
- Inform management where circumstances have changed and an assessment may need reviewing.
- Cooperate with health and safety arrangements and any reasonable instructions given to protect children, colleagues and others.

Managers must ensure that staff are made aware of relevant risk assessments and understand the controls they are expected to implement.

Outings and Visits
All outings away from the nursery are appropriately risk assessed.

Planning should consider the individual children attending, staffing and supervision, travel arrangements, the environment being visited, foreseeable hazards, emergency arrangements, medical and SEND needs and any other factors relevant to the particular outing.
Appropriate paediatric first aid provision must be maintained.
Further requirements are contained within Leapfrog's Visits and Outings Policy.

Monitoring and Oversight
Nursery Managers oversee the day-to-day implementation of risk-management arrangements within their individual nursery.
Senior Leadership maintains oversight across Leapfrog to ensure that risk assessments, checks and control measures are being appropriately completed, reviewed and implemented.
Monitoring may include:

- Reviewing site-specific risk assessments.
- Checking that annual and additional reviews have taken place.
- Reviewing opening and closing checks.
- Monitoring accidents, incidents and near misses.
- Checking actions arising from assessments have been completed.
- Reviewing significant changes to premises or provision.
- Discussing health and safety matters during management meetings.
- Identifying staff training or support requirements.

Where a task has been allocated to an individual member of staff, management oversight must ensure that the task has been completed appropriately. Responsibility for health and safety is not discharged simply by allocating the task to someone else.

Further Guidance
Leapfrog follows the Health and Safety Executive's approach to risk assessment and will seek appropriate professional advice where a risk requires expertise beyond that available within the nursery.
HSE guidance on managing workplace risks and carrying out risk assessments should be used to support managers and staff involved in the process.
The purpose of risk assessment at Leapfrog is not simply to complete paperwork. It is to ensure that we identify what could cause harm, put appropriate controls in place and continually consider whether those controls are working.
Safe practice is everyone's responsibility, while overall accountability for ensuring appropriate health and safety arrangements remain in place rests with the employer.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 October 26	M.Topal	September 2027

~~Safe and Respectful Care Policy~~

Safe and Respectful Care Policy withdrawn September 2026. Relevant provisions incorporated into the Intimate, Personal and Respectful Care Policy to reduce duplication and provide clearer operational guidance.

~~This policy was adopted on~~	~~Signed on behalf of the nursery~~	~~Date for review~~
~~April 2022~~ ~~October 2024~~ ~~Sept 26~~	~~M.Topal~~	~~September 2026~~

Safeguarding: Quick Reference for Staff

IF IN DOUBT, SPEAK OUT.

Safeguarding is everyone's responsibility. You do not need proof of abuse to report a concern.

1. **Recognise:** Be alert to injuries, disclosures, behaviour changes, unexplained absences, changes in family circumstances and any other indication that a child may need help or protection.
2. **Respond:** Listen calmly, reassure the child and do not investigate or ask leading questions.
3. **Report:** Speak directly to your nursery DSL immediately. A written Famly record does not replace this verbal conversation.
4. **Record:** Complete a factual, restricted Safeguarding Disclosure note on Famly. Every concern must also be entered onto the nursery Safeguarding Log and the child's individual Safeguarding Chronology.
5. **Review and act:** The DSL considers each concern alongside previous safeguarding information and determines the appropriate action. A separate Logging a Concern form must be completed whenever further examination, additional information, professional consultation, detailed follow-up or potential escalation is required. Staff must discuss this with the DSL promptly.
6. **Escalate:** If a child is in immediate danger, call 999. If a DSL is unavailable or a concern is not being acted upon, contact the wider safeguarding team or children's social care directly.

Never delay urgent safeguarding action to complete paperwork.

Part 1 – Safeguarding Children and Child Protection Procedures

Safeguarding Commitment

Leapfrog Nursery School is dedicated to providing high-quality care and education in a safe, secure and nurturing environment where every child is valued, respected and protected from harm.

We are committed to safeguarding children and promoting their welfare through a positive, open and accountable safeguarding culture. We work closely with children, parents and carers, staff, external agencies and our wider community to ensure children are given the best possible start in life.

Every child has the right to feel safe, develop positive relationships, have their individual needs understood and be protected from abuse, neglect and exploitation. This includes harm that may occur within the family, in the wider community, online or within an educational setting.

We recognise that safeguarding is much wider than responding to allegations of abuse. It includes early identification of needs, supporting families, maintaining safe environments, promoting children's physical and emotional wellbeing and taking action when concerns arise.

Safeguarding is everyone's responsibility. All staff, students, apprentices, supply staff, volunteers and visitors are expected to understand and follow the safeguarding requirements relevant to their role.

Our approach is child-centred, inclusive and trauma-informed. We recognise that positive relationships, sensitive interactions and a strong understanding of each child's individual needs are fundamental to keeping children safe.

At Leapfrog, our guiding principle is: **If in doubt, speak out.**

Policy Intention

The intention of this policy is to establish a consistent safeguarding culture across all Leapfrog settings, ensuring that every adult understands their responsibility to protect children, promote their welfare and respond appropriately to concerns.

This policy aims to:

- Place children's safety, welfare and best interests at the centre of all decisions.
- Establish clear safeguarding expectations and accountability at every level of the organisation.
- Ensure all staff understand their duty to recognise and respond to possible abuse, neglect, exploitation and emerging welfare concerns.
- Promote professional curiosity, recognising that small changes or seemingly minor concerns may indicate that a child or family requires support.
- Create an open culture in which staff feel confident and supported to raise concerns, challenge unsafe practice and report concerns about other adults.
- Recognise the increased vulnerability of babies, children with SEND and children experiencing difficult family circumstances.
- Promote early intervention and effective partnership working with families and external professionals.
- Ensure staff receive appropriate safeguarding training, guidance, supervision and ongoing support.
- Maintain safe and effective arrangements for recruitment, supervision, online safety, attendance, information sharing and the monitoring of professional conduct.
- Ensure concerns are acted upon promptly and escalated to the appropriate safeguarding agencies when necessary.

The policy applies across all Leapfrog nursery settings and must be read alongside the procedures contained in Parts 2, 3 and 4.

Although Leapfrog provides care and education for children in the early years, we recognise that statutory safeguarding duties and child protection arrangements apply to children and young people under the age of 18.

Related Policies and Procedures

Safeguarding is embedded throughout nursery practice and must not be considered in isolation. This policy should be read alongside the following Leapfrog policies and procedures, as identified in our original safeguarding policy:

- Attendance Policy
- Acceptable Internet Use Policy
- Accident and First Aid Policy
- Data Protection and Confidentiality Policy
- Babysitting and Private Child Crae Arrangements Policy
- Disciplinary and Grievance Policy
- Domestic Abuse, Honour-Based Abuse and Forced Marriage Policy
- Inclusion and Equality Policy
- Intimate Personal and Respectful Care Policy
- Late Collection and Non-Collection of Children Policy
- Lockdown Policy
- Lone Working Policy
- Looked After Children Policy
- Lost Child from Nursery Policy
- Lost Child from Outings Policy
- Low-Level Concerns Policy
- Mobile Phone and Electronic Device Use Policy
- Monitoring Staff Behaviour Policy
- Nappy Changing Policy
- Online Safety Policy
- Photography and Filming Policy
- Promoting Positive Behaviour Policy
- Recruitment, Selection and Suitability of Staff Policy
- Respectful Intimate Care Policy
- Safer Recruitment of Staff Policy
- Social Networking Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Staff Code of Conduct
- Supervision of Children and Visitors Policy
- Staff Supervision Policy
- Trauma Informed Practice Policy
- Volunteers' Policy
- Whistleblowing Policy
- Young Workers Policy

Where policies overlap, staff must follow the procedure relevant to the concern and seek guidance from the Designated Safeguarding Lead (DSL) where necessary.

Legal and Statutory Framework

This policy is informed by relevant legislation, statutory guidance and local safeguarding arrangements, including:

- Children Act 1989 and Children Act 2004
- Childcare Act 2006 and subsequent amendments
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- Statutory Framework for the Early Years Foundation Stage (EYFS), applicable from September 2026
- Working Together to Safeguard Children
- Keeping Children Safe in Education, where relevant to partnership working and safeguarding good practice
- Data Protection Act 2018 and UK GDPR
- Counter-Terrorism and Security Act 2015 and the Prevent Duty
- Equality Act 2010
- What to Do if You're Worried a Child Is Being Abused
- Current Enfield Safeguarding Children Partnership procedures and referral arrangements.

The EYFS is the primary statutory framework governing Leapfrog's early years provision. We also take account of relevant national safeguarding guidance and local authority procedures to ensure our practice remains effective.

Definition of Safeguarding and Child Protection

Safeguarding and promoting the welfare of children includes:

- Providing help and support to meet children's needs as soon as difficulties emerge.
- Protecting children from maltreatment, whether this occurs within or outside the home, including online.
- Preventing impairment of children's physical and mental health or development.
- Ensuring children grow up in circumstances consistent with safe and effective care.
- Promoting children's upbringing within their birth families or wider family networks, wherever possible and in their best interests.
- Taking action to enable children to achieve the best possible outcomes.

Child protection is an integral part of safeguarding. It refers to the action taken to protect individual children who are suspected to be suffering, or are likely to suffer, significant harm.

We recognise that harm may result from a single serious incident or from the cumulative impact of repeated experiences, including neglect, emotional abuse or exposure to domestic abuse.

A child may require support before concerns reach the threshold for statutory child protection intervention.

Safeguarding Culture at Leapfrog

Leapfrog promotes a culture where safeguarding is part of everyday practice and everyone takes responsibility for children's safety and wellbeing.

We recognise that safeguarding is not simply about following procedures. It relies on staff knowing children well, noticing changes, asking questions and taking action when something does not feel right.

We promote:

- **A child-centred approach:** Listening to children, respecting their views and ensuring their needs remain central to decisions.
- **Professional curiosity:** Looking beyond the immediate explanation, considering the wider circumstances and recognising patterns of concern.
- **Positive relationships:** Providing warm, consistent and sensitive interactions that help children feel secure and able to communicate their needs.
- **A culture of openness:** Encouraging staff to ask questions, challenge practice and share concerns without fear of criticism or blame.
- **Early identification:** Recognising softer signs of abuse or distress, including changes in behaviour, presentation, relationships and emotional wellbeing.
- **Equality and inclusion:** Respecting children's individual circumstances, identities, cultures and beliefs while ensuring safeguarding concerns are never overlooked.
- **A trauma-informed approach:** Recognising that adverse experiences may affect children's development, relationships, behaviour and emotional regulation.
- **Partnership working:** Sharing appropriate information and working collaboratively with parents, carers and professionals to secure the best outcomes for children.

Children are supported to develop independence, confidence, resilience, positive relationships and an age-appropriate understanding of personal safety.

We promote British values, including mutual respect and tolerance of different faiths and beliefs, and actively challenge discrimination, prejudice and harmful behaviour.

Staff must never assume that someone else will act on a concern. If there is uncertainty, they must seek safeguarding advice.

Responsibilities of All Staff

Every staff member, student, apprentice, volunteer and supply practitioner has a responsibility to safeguard children.

Staff are expected to:

- Understand and follow Leapfrog's safeguarding policies and procedures.
- Know who the nursery DSLs are and how to contact them.
- Recognise possible indicators of abuse, neglect, exploitation and other safeguarding risks.
- Be alert to changes in children's behaviour, physical presentation, communication, emotional wellbeing and attendance.
- Understand that babies and young children may communicate distress through behaviour rather than words.
- Recognise that children may be harmed by adults or other children, including through bullying, discrimination or harmful behaviour.
- Maintain professional curiosity and consider concerns within the context of the child's wider circumstances.

- Report safeguarding concerns promptly and follow the procedures set out in Part 3 of this policy.
- Maintain appropriate professional boundaries and follow the Staff Code of Conduct.
- Challenge or report unsafe practice, inappropriate conduct and breaches of safeguarding expectations.
- Protect confidential information while understanding when information must be shared to safeguard a child.
- Participate in safeguarding training, supervision and professional development.
- Cooperate with safeguarding agencies and professionals when required.

Staff are not responsible for investigating suspected abuse or determining whether a child protection threshold has been met before raising a concern.

Staff must act on concerns, not wait for proof.

Recognising Vulnerability and Additional Needs

Leapfrog recognises that some children may be more vulnerable to abuse, neglect or exploitation, or may experience additional barriers to communicating concerns.

Particular consideration is given to:

- Babies and very young children who are unable to explain their experiences verbally.
- Children with SEND, including those with communication differences or complex care needs.
- Children in care and children subject to child protection or child-in-need arrangements.
- Children experiencing domestic abuse, parental mental health difficulties, substance misuse or other family adversity.
- Children affected by adverse childhood experiences, trauma, bereavement or significant changes in family circumstances.
- Children experiencing isolation, housing insecurity, poverty or limited access to support.
- Children whose families may experience barriers to accessing services, including language or communication barriers.

Staff must avoid making assumptions about a child or family based on disability, ethnicity, culture, religion or economic circumstances.

Equally, safeguarding concerns must not be dismissed because a child has SEND, because a family appears to be coping well or because an individual concern seems minor.

We aim to develop a shared understanding of each child's individual needs, working with parents, the SENCO, key persons and relevant professionals.

Appropriate communication strategies, including Makaton, visual supports and individual communication systems, are used to ensure children can express themselves and be heard.

Designated Safeguarding Leads (DSLs)

Leapfrog has a designated safeguarding structure across its settings, providing staff with access to safeguarding advice, guidance and support throughout the nursery day.

Lead Designated Safeguarding Leads

- Mine Topal
- Sarah Hudson

Nursery Designated Safeguarding Leads named in the existing policy

- Stefani Piras
- Dianne Tipping
- Nicole Xinaris
- Stella Wisinska
- Zerenna Sheill
- Belle Limpanga
- Anne-Marie Mantz
- LisaMarie Churchward
- Harriet Blunt

The current designated persons and their responsibilities are displayed within each nursery.

Leapfrog ensures that a designated person is available during operating hours, supported by the wider safeguarding leadership team.

Responsibilities of the DSL

The DSL has responsibility for coordinating and overseeing safeguarding and child protection arrangements.

Their responsibilities include:

- Ensuring the Safeguarding and Child Protection Policy is implemented consistently.
- Providing support, advice and guidance to staff, students, volunteers and families.
- Assessing safeguarding concerns promptly and considering the child's wider circumstances and safeguarding history.
- Identifying emerging patterns and cumulative risks.
- Determining when early family help, further advice, professional involvement or statutory referral is necessary.
- Liaising with Enfield Children's MASH, children's social care, the police, LADO and other relevant agencies.
- Ensuring safeguarding information is accurate, secure, appropriately recorded, maintained and reviewed.
- Monitoring the effectiveness of safeguarding arrangements across the setting.
- Ensuring staff understand their safeguarding responsibilities and receive appropriate training and updates.
- Keeping informed of changes to national guidance and Enfield safeguarding procedures.

- Promoting an open safeguarding culture where concerns about children or adults are raised and addressed.
- Supporting staff and families through safeguarding processes where appropriate.
- Ensuring information is shared lawfully and appropriately to protect children.

Additional DSL Monitoring and Coordination Responsibilities
The DSL will also:

- Review safeguarding records, chronologies, accidents, existing injuries and attendance information to identify repeated concerns, emerging patterns and cumulative harm.
- Work closely with key persons, SENDCOs and nursery managers to ensure that children with additional vulnerabilities receive appropriate safeguarding support.
- Attend or contribute to child protection conferences, multi-agency meetings and professional reviews where required, ensuring agreed actions are followed up.
- Monitor referrals and professional consultations, escalating concerns where a child remains at risk or an expected response has not been received.
- Oversee the secure transfer of safeguarding information when children move between Leapfrog settings or transition to another nursery or school, ensuring receipt is confirmed wherever possible.
- Monitor the quality and effectiveness of safeguarding records, staff understanding and procedures, identifying improvements and additional training needs.
- Support early intervention and appropriate signposting for families experiencing difficulties, while ensuring that child protection concerns are escalated without delay.

Serious Accidents, Injuries and Medical Emergencies – Safeguarding Notifications
Where a child suffers a serious accident, injury or medical emergency whilst in Leapfrog's care, particularly where emergency medical attention or hospital treatment is required, the DSL and senior management must be informed immediately.
The DSL and senior management will:

- Ensure the child receives appropriate emergency medical care and that parents or carers are informed.
- Review the circumstances of the incident, including supervision, staffing, risk assessments, medical care and any potential safeguarding concerns.
- **Contact the Enfield LADO for consultation where a child has required emergency medical attention following a serious incident and there are concerns about staff conduct, supervision, neglect, acts or omissions, or where it is unclear whether the LADO threshold has been met.** Where the allegations threshold is met, the LADO must be informed within one working day and before any internal investigation.
- **Notify Ofsted as soon as reasonably practicable and always within 14 days where the incident meets the requirements for notification of a serious accident, injury or illness.**
- Contact Enfield Children's MASH or the police immediately where there are concerns that a child has suffered, or is at risk of, significant harm.
- Ensure that all relevant records, decisions, professional advice, notifications and subsequent actions are accurately documented.
- Review the incident and implement any necessary changes to procedures, staffing, supervision or risk assessments to reduce the risk of recurrence.

As an additional precaution, Leapfrog will seek advice from the Enfield Safeguarding and Quality Team or LADO where there is uncertainty about the appropriate reporting route following a serious incident.
A child's need for emergency medical treatment must always prompt senior management review, even where the incident is initially believed to have been accidental. Medical treatment alone does not automatically establish that a LADO referral or Ofsted notification is legally required.

The DSL must not investigate allegations of abuse. Investigations are the responsibility of the appropriate statutory authorities.

Where a DSL is absent or unavailable, staff must seek advice from another designated person or contact the appropriate safeguarding agency directly where necessary.

Safeguarding Training, Guidance and Staff Support

Leapfrog ensures that staff have the knowledge, skills and confidence required to fulfil their safeguarding responsibilities.

Safeguarding begins at induction and is reinforced through ongoing training, staff supervision, team meetings, professional discussions and practical monitoring of nursery practice.

Our arrangements include:

- Safeguarding and child protection training appropriate to each person's role.
- Formal safeguarding training at least every two years, alongside regular updates and annual refreshers.
- DSL training at least every two years, with knowledge and skills updated at least annually.
- Safeguarding Spotlights, newsletters and updates on emerging risks or changes to guidance.
- Staff meetings, INSET days and opportunities to discuss safeguarding scenarios.
- Regular supervision and professional development discussions.
- Observations and monitoring to ensure safeguarding expectations are reflected in everyday interactions and practice.
- Additional guidance and support where staff identify uncertainty or training needs.

Staff are encouraged to seek advice whenever they are unsure. Managers and DSLs must create an environment where asking questions and raising concerns is welcomed.

Safeguarding discussions must also consider the wellbeing of practitioners, recognising that safeguarding situations can be emotionally demanding.

Further arrangements are set out in Part 4 of this policy and the relevant staff training and supervision policies.

Monitoring Staff Behaviour and Professional Conduct

Leapfrog promotes a culture of openness, trust and professional accountability.

All staff are expected to maintain appropriate boundaries, demonstrate respectful behaviour and follow the Staff Code of Conduct.

Managers monitor professional conduct through everyday practice, supervision, observations, staff feedback and safeguarding discussions.

Staff must report concerns about the conduct of another adult, including behaviour that may appear inappropriate, unprofessional or inconsistent with nursery expectations.

Low-Level Concerns

A low-level concern is any concern, however small, that an adult working with children may have acted in a way inconsistent with the Staff Code of Conduct, but which does not appear to meet the threshold for an allegation of harm.

This may include a sense of unease or a concern about professional boundaries, interactions or conduct.

Low-level does not mean insignificant.

We encourage staff to report concerns as soon as reasonably practicable, preferably within 24 hours. Staff are also encouraged to self-report situations that may have been misinterpreted or where they recognise that their own behaviour may have fallen below expected standards.

Concerns must be considered individually and collectively, recognising that repeated low-level concerns may reveal a pattern requiring further action.

Where there is uncertainty about whether the harm threshold has been met, advice must be sought from the LADO.

Detailed arrangements, including confidential record keeping, monitoring and follow-up, are contained within Leapfrog's Low-Level Concerns and Monitoring Staff Behaviour policies.

Whistleblowing

Staff must feel confident to raise concerns about unsafe practice, poor safeguarding decisions or the behaviour of colleagues and leaders.

Where concerns cannot be raised through the usual management structure, or where staff believe concerns are not being appropriately addressed, they must use the alternative routes set out in the Whistleblowing Policy.

No member of staff should remain silent because they are worried about challenging a colleague or senior leader.

Safe Nursery Environments and Online Safety

Leapfrog takes reasonable and proportionate steps to identify, minimise and manage risks to children across all nursery environments, including shared-use premises and outings. Each nursery maintains its own risk assessment file, which is kept on site and

reviewed regularly to reflect the specific premises, activities, children and operational arrangements of that setting.

This includes:

- Appropriate staffing arrangements and active supervision.
- Safe management of entrances, exits and visitors.
- Appropriate arrangements for intimate care, sleep, mealtimes and personal care.
- Safe use and storage of equipment and resources.
- Risk assessment of premises, activities and outings.
- Appropriate management of mobile phones, cameras, smartwatches, smart glasses and other recording devices.
- Secure handling of children's images and personal information.
- Safe and supervised use of technology.

Online safety forms part of our wider safeguarding responsibilities.

Staff must recognise risks associated with inappropriate content, online contact, harmful behaviour, bullying, exploitation and the misuse of images or information.

We use appropriate safeguards and supervise children's access to technology. Children are supported through age-appropriate conversations and activities to understand privacy, safe choices, respectful behaviour and the importance of seeking help from trusted adults.

Staff, parents, visitors and contractors must follow Leapfrog's restrictions on electronic devices and photography.

Detailed expectations are contained in the Online Safety, Mobile Phone and Electronic Device Use, Photography and Filming, and Visitors policies.

Monitoring Children's Attendance

Children's attendance is monitored as part of our wider safeguarding responsibilities.

Regular attendance enables staff to maintain relationships with children and families, identify changes in circumstances and recognise potential concerns about welfare.

Parents are expected to inform the nursery of planned absences and report sickness or unexpected absence on the day.

Where a child has not arrived within their expected start time and no explanation has been received, staff will contact parents and, where necessary, work through the emergency contact list.

Where contact cannot be established, the Nursery Manager or DSL will assess the child's circumstances and consider whether further welfare checks or contact with relevant authorities are required.

For children subject to a child protection plan or safeguarding referral arrangements, absences must be reported promptly to the relevant children's social care professional in accordance with the child's safeguarding arrangements.

Patterns of absence, repeated unexplained absences and changes in attendance must be considered as possible indicators of emerging welfare concerns.

The full process is set out in Leapfrog's Attendance Policy.

Early Help and Partnership Working

Leapfrog recognises the importance of identifying emerging needs and providing support before difficulties escalate.

Where a child or family may benefit from additional help, we will work sensitively with parents and carers to understand their circumstances and consider appropriate support.

This may include support relating to parenting, health, SEND, emotional wellbeing, domestic abuse, financial pressures or wider family circumstances.

We recognise that families may experience several challenges at the same time and that these may affect children's safety, development and wellbeing.

Where appropriate, the DSL will support families to access Enfield's Early Help services or other relevant organisations.

Early help will normally involve parental consent and participation. However, where a child may be at risk of significant harm, the need to protect the child takes priority and necessary safeguarding action must not be delayed.

Leapfrog works collaboratively with health visitors, social workers, family support services, schools, SEND professionals, the police and other agencies where appropriate.

Further information about specialist safeguarding organisations and family support service s can be found in Appendices A and B at the end of Part 2.

Enfield Early Help

Early Help Duty Team: **020 8379 2002 / 020 8379 2525**

Early Help referrals are completed online through the **Family Hub** section of Enfield's Children's Portal.

Working with Parents and Carers

Leapfrog aims to build positive, respectful and supportive relationships with families.

Parents and carers are made aware of our safeguarding responsibilities and how to access relevant policies and procedures.

We recognise that safeguarding concerns can be difficult or distressing for families. Our approach will remain sensitive, professional and non-judgemental.

Where concerns arise, parents will ordinarily be involved in discussions about their child's welfare, unless doing so could place a child at greater risk, compromise a safeguarding enquiry or conflict with advice from the relevant statutory agency.

Children and families will continue to be treated with dignity and respect while safeguarding enquiries or investigations take place.

We will work with families and professionals to ensure that children's needs remain central to all decisions.

Confidentiality and Information Sharing

Safeguarding information must be handled sensitively and shared only with those who have a legitimate need to know.

However, **confidentiality must never prevent appropriate action to protect a child from harm.**

Staff must understand that relevant information may need to be shared with children's social care, police, health professionals or other safeguarding agencies where necessary and lawful.

Information sharing must be proportionate, secure and consistent with safeguarding responsibilities and data protection legislation.

Staff must not discuss safeguarding matters with unauthorised colleagues, other parents or members of the public, or make inappropriate comments about children, families or individuals involved in safeguarding concerns.

The DSL will provide guidance where staff are uncertain about information sharing.

Detailed record-keeping and reporting arrangements are set out in Part 3 and the Data Protection and Confidentiality Policy.

Local Safeguarding Arrangements – Enfield

Leapfrog follows the safeguarding arrangements and referral procedures established by the Enfield Safeguarding Children Partnership.

Urgent Child Protection Concerns
Enfield Children's MASH (Multi-Agency Safeguarding Hub)
Telephone: 020 8379 5555

For urgent safeguarding concerns, contact MASH by telephone before submitting a written referral.

Child Protection referrals are completed through the Children's Portal:
https://cp.childrensportal.enfield.gov.uk/web/portal/pages/home

Out-of-hours Emergency Duty Team: 020 8379 1000. For immediate danger or an emergency, call 999.

Professional Safeguarding Advice

MASH Professional Consultation Line: 020 3855 6241
Monday to Friday, 10:00am–4:00pm

Enfield Safeguarding Partnership: 020 8379 2767

Safeguarding and Quality Team: 020 8379 2850

Allegations Against Staff

Where an allegation or concern may meet the relevant threshold, the DSL must contact the **Local Authority Designated Officer (LADO) within one working day and before undertaking internal investigative action**.

Email: safeguardingservice@enfield.gov.uk
For the attention of the LADO, Cathy Phelen

Other Relevant Contacts

Looked After Children Team: 020 8379 8200

NSPCC Whistleblowing Advice Line: 0800 028 0285
Email: help@nspcc.org.uk

Enfield Prevent Team: prevent@enfield.gov.uk

Police: 999 emergency / 101 non-emergency

Staff must not delay a referral because a DSL is unavailable or because they are uncertain whether a concern meets the threshold for intervention.

Policy Implementation, Monitoring and Review

The Lead DSL and Senior Leadership Team are responsible for ensuring this policy is understood and implemented consistently across all Leapfrog settings.

Its effectiveness is monitored through:

- Safeguarding training and staff knowledge checks.
- Staff supervision, observations and appraisals.
- Monitoring of safeguarding practice and professional conduct.
- Review of concerns, emerging themes and lessons learned.
- Feedback from staff, parents and relevant professionals.
- Updates to statutory guidance and Enfield safeguarding arrangements.

The policy will be reviewed at least annually and sooner where changes to legislation, guidance, local procedures or nursery practice require it.

All staff are responsible for following this policy and reporting any concerns or breaches promptly.

Safeguarding is everyone's responsibility. At Leapfrog, every concern matters, every child's voice matters, and every adult has a responsibility to act.

Understanding Abuse and Significant Harm

Specialist Safeguarding Advice and Support

Leapfrog recognises that different safeguarding concerns may require specialist advice, guidance or support. A directory of national and local safeguarding organisations, charities and helplines is provided in Appendix A at the end of this section.
These organisations provide additional information and support but do not replace Leapfrog's safeguarding reporting procedures. Where a child may be at risk of harm, staff must follow the procedures outlined in Part 3, including referral to Enfield Children's MASH or the police where appropriate.

Safeguarding requires all staff to recognise the different ways in which children may experience abuse, neglect, exploitation or harm.

Abuse may occur within the family, in educational or community settings, online or through the actions of another child. It may be caused by an adult, another child or several individuals.

Abuse may involve deliberately causing harm or failing to act to prevent harm.

Significant harm is the threshold used when considering whether statutory child protection intervention may be necessary under the Children Act 1989.

When considering significant harm, relevant factors include:

- The severity of the abuse or ill-treatment.
- The frequency, duration and pattern of concerns.
- The actual or likely impact on the child's health, development and wellbeing.
- The child's age, individual needs and vulnerability.

Significant harm may result from a single serious incident or the cumulative effect of repeated experiences.

Staff do not need to establish that significant harm has occurred before reporting a concern.

Recognising the Signs of Abuse

There is no single indicator that confirms abuse. Signs may have other explanations, and some children experiencing abuse show few outward symptoms.

Staff must remain professionally curious, considering the child's individual circumstances and any emerging patterns.

Possible indicators include:

- Unexplained or repeated injuries.
- Explanations for injuries that are inconsistent or change.
- Delayed development or faltering growth.
- Persistent hunger, poor hygiene or unmet medical needs.

- Unusual fearfulness, withdrawal or distress.
- Significant changes in behaviour, sleep, eating or emotional regulation.
- Reluctance to be with a particular person.
- Behaviour or knowledge that appears inappropriate for the child's age or developmental stage.
- Repeated unexplained absence or changes in attendance.

Softer Signs of Abuse

Young children may communicate distress through subtle changes rather than direct disclosures.

These may include:

- Increased clinginess, anxiety or separation distress.
- Excessive attention-seeking or unusually compliant behaviour.
- Difficulty accepting or seeking comfort.
- Sudden aggression, withdrawal or loss of confidence.
- Repetitive behaviours or changes in emotional regulation.
- Indiscriminate affection towards unfamiliar adults.
- Appearing unusually watchful, frightened or eager to please.
- Taking on an inappropriate caring role towards adults.

These behaviours do not automatically indicate abuse. Staff must consider them alongside the child's development, SEND, communication needs and wider circumstances.

1. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm.

Possible indicators include:

- Unexplained bruises, burns, bites or fractures.
- Injuries in unusual locations or at different stages of healing.
- Explanations that do not match the injury.
- Repeated injuries or delayed medical attention.
- Fear of physical contact or particular adults.
- Sudden changes in behaviour or emotional presentation.

Children naturally sustain some injuries while learning and exploring. Staff must consider the child's developmental stage, the explanation provided and whether a pattern of concern is emerging.

Fabricated or Induced Illness (FII)

Fabricated or induced illness occurs when a parent or carer exaggerates, fabricates or deliberately causes symptoms of illness in a child.

This may involve:

- Reporting symptoms that are not supported by observations.
- Seeking repeated or unnecessary medical investigations.
- Interfering with medical treatment.
- Deliberately causing illness or injury.

Staff must record factual observations, including differences between reported symptoms and the child's presentation, and share concerns with the DSL.

Staff must not attempt to investigate or confront the parent or carer.

2. Female Genital Mutilation (FGM)

FGM involves procedures that deliberately alter or injure female genital organs for non-medical reasons.

It is illegal in the UK and is a serious form of child abuse.

FGM may cause severe pain, bleeding, infection, difficulties passing urine, long-term physical and psychological harm and, in some cases, death.

Possible indicators of risk include:

- A family discussing a planned procedure or extended overseas visit associated with FGM.
- A child referring to a special ceremony or procedure.
- Concerns raised by a family member or professional.
- Relevant information suggesting a child may be at risk.

Possible signs that FGM has occurred include pain, difficulty walking or sitting, toileting difficulties or unexplained distress.

All concerns must be reported immediately to the DSL.

We have a specific mandatory duty to report personally identified cases of FGM in girls under 18 directly to the police. This duty does not apply automatically to every nursery practitioner. All staff must nevertheless follow safeguarding procedures, and immediate danger must be reported to the police.

3. Breast Ironing or Breast Flattening

Breast ironing or flattening involves pressing, massaging or striking developing breast tissue, sometimes using heated or hard objects, to delay or alter breast development.

It is a form of physical abuse.

Possible consequences include:

- Pain, burns and tissue damage.
- Swelling, cysts or abscesses.
- Infection or scarring.
- Emotional and psychological harm.

Although more commonly associated with older children, staff must recognise this form of abuse and report any relevant concern.

4. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child that causes, or is likely to cause, serious adverse effects on their emotional development.

It may involve:

- Repeatedly telling a child they are worthless, unwanted or inadequate.
- Humiliation, intimidation, threats or rejection.
- Silencing children or ridiculing their communication.
- Imposing developmentally inappropriate expectations.
- Preventing normal exploration, independence or social interaction.
- Exposing children to serious bullying or frightening experiences.
- Allowing children to see, hear or experience domestic abuse.

Possible indicators include:

- Low confidence or excessive fear of making mistakes.
- Withdrawal, anxiety or persistent distress.
- Aggressive or unusually passive behaviour.
- Delayed emotional or social development.
- Difficulty trusting adults or accepting comfort.
- Regression in previously established skills.

Emotional abuse may occur independently or alongside other forms of abuse.

5. Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child understands what is happening.

It may involve physical contact or non-contact activities, including exposing children to sexual images, encouraging sexualised behaviour, grooming or abuse facilitated through technology.

Sexual abuse may be perpetrated by adults or other children.

Possible indicators include:

- Sexual knowledge, language or behaviour that is not appropriate to the child's age or developmental stage.
- Repeated sexualised play that raises concern.
- Fear of particular people or situations.
- Sudden withdrawal, anxiety, regression or changes in behaviour.
- Unexplained pain, bleeding or soreness around genital or anal areas.
- Difficulty with toileting or distress during intimate care.
- Sexually transmitted infections or other concerning medical findings.

Understanding Developmentally Appropriate Behaviour

Young children may naturally show curiosity about their bodies and differences between people.

Staff must distinguish between developmentally expected curiosity and behaviour that is concerning because of its nature, frequency, intensity, coercion, distress or impact on others.

Responses must be calm, respectful and non-shaming.

Staff must record and report concerning behaviour without making assumptions or conducting their own investigation.

6. Neglect

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in serious impairment of their health or development.

Neglect may involve failure to provide:

- Adequate food, clothing or shelter.
- Appropriate supervision and protection from danger.
- Necessary medical care or treatment.
- Suitable hygiene and personal care.
- Emotional attention, affection and responsiveness.
- Appropriate support for identified developmental or additional needs.

Possible indicators include:

- Persistent hunger or poor growth.
- Repeatedly arriving in unsuitable or heavily soiled clothing.
- Ongoing hygiene concerns.
- Untreated medical conditions or injuries.
- Repeated failure to access necessary healthcare.
- Persistent tiredness or lack of supervision.
- Emotional withdrawal or distress.

Staff must consider the child's circumstances sensitively. Poverty, disability or a family's need for support must not automatically be interpreted as neglect.

However, concerns about unmet needs must not be overlooked.

Affluent Neglect

Neglect can occur in families of any financial or social background.

Sometimes referred to as affluent neglect, this may involve unmet emotional needs, insufficient supervision, excessive pressure or exposure to harmful circumstances despite adequate material resources.

Staff should focus on the child's actual experiences and needs rather than assumptions about family income or lifestyle.

7. Domestic Abuse

Domestic abuse can include physical, sexual, emotional, psychological or economic abuse, threatening behaviour and coercive or controlling behaviour between personally connected people aged 16 or over.

Children are recognised as victims in their own right when they see, hear or experience the effects of domestic abuse.

Exposure may affect children's emotional wellbeing, relationships, behaviour, sleep, communication and development.

Possible indicators include:

- Increased anxiety, clinginess or withdrawal.
- Aggressive or distressed behaviour.
- Changes in sleep or emotional regulation.
- Fearfulness around particular adults.
- Repeated unexplained absence.
- Disclosures or information shared by family members.

Staff must report concerns to the DSL and must not assume that the absence of physical violence means a child is safe.

Please refer to Leapfrog's separate Domestic Abuse Policy for detailed procedures, professional guidance and family support arrangements.

8. Child-on-Child Abuse

Children can experience abuse from other children.

This may include physical harm, bullying, discriminatory behaviour, emotional abuse, sexual abuse or harmful sexual behaviour.

In early years settings, staff must consider children's developmental stage, understanding, communication needs and the circumstances surrounding an incident.

Not all challenging or inappropriate behaviour constitutes abuse. However, repeated, coercive, harmful or distressing behaviour must be taken seriously.

Where concerns arise, Leapfrog will:

- Protect and support the child who may have experienced harm.
- Consider the needs and vulnerabilities of the child displaying the behaviour.
- Record and report concerns through safeguarding procedures.
- Seek external safeguarding advice where appropriate.
- Avoid labelling or shaming young children.

The welfare of all children involved must remain central to our response.

9. Children with Special Educational Needs and Disabilities (SEND)

Children with SEND may experience additional safeguarding vulnerabilities.

These may arise because of communication differences, dependence on adults for personal care, difficulties recognising unsafe situations or barriers to expressing concerns.

Staff must recognise that:

- Signs of abuse must not be attributed automatically to a child's disability or diagnosis.
- Behaviour changes may communicate distress or unmet needs.
- Children may require alternative communication methods to express concerns.
- Additional care needs can create increased vulnerability if appropriate safeguards are not maintained.

Leapfrog uses individual communication strategies, visual supports, Makaton and other appropriate approaches to help children express their needs and experiences.

Staff must maintain professional curiosity and follow the same safeguarding procedures for all children.

10. Looked After Children

Children who are looked after by a local authority may have experienced trauma, instability or other adverse circumstances.

Leapfrog works with carers, social workers and relevant professionals to understand each child's individual needs and safeguarding arrangements.

Where applicable, the nursery will hold appropriate information about:

- The child's legal status and care arrangements.
- Those with parental responsibility.
- Contact arrangements with family members.
- Delegated authority for decisions.
- The allocated social worker.
- Relevant care plans and safeguarding arrangements.

Please refer to the separate Looked After Children Policy.

11. Contextual Safeguarding

Contextual safeguarding recognises that children may experience harm outside their immediate family.

Risks may arise through:

- Peer relationships.
- Educational or community environments.
- Online interactions.
- Exploitation by individuals or organised groups.
- Unsafe or harmful situations within the wider community.

Although some risks are more commonly associated with older children, nursery staff must remain alert to concerns affecting children, siblings and wider family circumstances.

Relevant concerns must be shared with the DSL.

12. Child Sexual Exploitation (CSE)

Child sexual exploitation occurs when a person or group uses an imbalance of power to coerce, manipulate or deceive a child into sexual activity.

Exploitation may involve gifts, money, threats, intimidation, emotional manipulation or abuse of trust.

It may occur online or offline and does not always involve physical contact.

Possible indicators include:

- Unexplained gifts or possessions.
- Sexualised language or behaviour.
- Unexplained injuries.
- Changes in relationships or behaviour.
- Fearfulness, secrecy or withdrawal.
- Contact with individuals who appear controlling or exploitative.

Children cannot consent to their own exploitation.

13. Child Criminal Exploitation (CCE)

Child criminal exploitation occurs when a child is coerced, controlled, manipulated or deceived into criminal activity.

This may include transporting drugs or money, theft, forced labour or involvement in organised criminal activity.

Children may be exploited through threats, violence, intimidation or promises of rewards.

Possible indicators include:

- Unexplained money or possessions.
- Changes in behaviour or emotional wellbeing.
- Unexplained injuries.
- Association with controlling individuals.
- Repeated missing episodes or unexplained absence.
- Fearfulness or reluctance to discuss circumstances.

Exploitation may affect the wider family and household, including younger children.

14. County Lines

County lines refers to criminal networks involved in transporting and supplying drugs between different areas, often using dedicated telephone lines.

Children and vulnerable adults may be recruited or exploited to transport drugs, money or other items.

Perpetrators may use violence, threats, intimidation and coercion.

Possible indicators include:

- Unexplained money, gifts or possessions.
- Association with unfamiliar or controlling individuals.
- Changes in behaviour or attendance.
- Unexplained injuries.
- Missing episodes.
- Concerns about criminal activity within the family home.

Any concerns must be reported through safeguarding procedures.

15. Cuckooing

Cuckooing occurs when criminals take control of a vulnerable person's home and use it for criminal activity, commonly drug dealing.

Children living in or visiting the property may be exposed to violence, exploitation, unsafe adults, substances and neglect.

Possible indicators include:

- Unfamiliar adults frequently entering or leaving a home.
- Changes in household routines or family behaviour.
- Signs of intimidation or fear.
- Drug-related activity or paraphernalia.
- A child appearing unsettled or frightened about their home circumstances.

Staff must share relevant concerns with the DSL.

16. Child Trafficking and Modern Slavery

Child trafficking involves recruiting, transporting, transferring, harbouring or receiving a child for the purpose of exploitation.

Modern slavery may include forced labour, domestic servitude, sexual exploitation, criminal exploitation or other forms of coercion.

Possible indicators include:

- A child or family appearing controlled by another person.
- Restricted freedom of movement.
- Fearfulness or reluctance to communicate.
- Unclear or inconsistent care arrangements.
- Signs of physical or emotional abuse.
- Unexplained changes in residence or family circumstances.

Staff must recognise that exploitation may be hidden and that children may not understand or disclose what is happening.

Please refer to the separate Human Trafficking and Modern Slavery Policy where applicable.

17. Forced Marriage

Forced marriage occurs when one or both individuals do not freely consent to a marriage and pressure or coercion is used.

Coercion may be physical, emotional, psychological, sexual or financial.

Forced marriage is illegal.

Although primarily associated with older children and adults, concerns may arise through information shared by family members or circumstances affecting siblings.

Staff must report concerns to the DSL and must not attempt to mediate with family members where doing so may increase risk.

Please refer to Leapfrog's separate Domestic Abuse, Honour-Based Abuse and Forced Marriage Policy.

18. Honour-Based Abuse

So-called honour-based abuse involves violence, threats, coercion or other harmful behaviour committed to protect or defend perceived family or community honour.

It may include:

- Forced marriage.
- Female genital mutilation.
- Breast ironing or flattening.
- Physical or emotional abuse.
- Restrictions on freedom or relationships.
- Threats, intimidation or coercive control.

More than one family or community member may be involved.

Staff must not assume that a family member is a safe person with whom to share concerns.

Please refer to Leapfrog's separate Domestic Abuse, Honour-Based Abuse and Forced Marriage Policy.

19. Child Abuse Linked to Faith or Belief

Abuse linked to faith or belief occurs when harmful treatment of a child is justified through beliefs about witchcraft, spirit possession, supernatural forces or other spiritual explanations.

It may involve:

- Physical punishment or assault.
- Emotional abuse or humiliation.
- Isolation or rejection.
- Harmful rituals.
- Neglect or exploitation.

Children may be blamed for family difficulties, illness or misfortune.

Staff must respect families' faiths and cultural backgrounds while recognising that no belief justifies abuse or harmful treatment.

Any concern must be reported through safeguarding procedures.

20. Extremism and Radicalisation – Prevent Duty

The Prevent Duty requires relevant early years providers to have due regard to the need to prevent people from being drawn into terrorism.

Radicalisation is the process through which a person comes to support terrorism or extremist ideologies associated with terrorism.

Risks may include:

- Exposure to extremist or terrorist material.
- Grooming or manipulation online or in person.
- Encouragement of hatred or violence.
- Exploitation by individuals or groups.

Leapfrog promotes mutual respect, tolerance, inclusion and age-appropriate understanding of differences.

Staff must report concerns about radicalisation or extremist influence to the DSL.

Please refer to Leapfrog's separate Prevent Duty and Radicalisation Policy for detailed procedures, risk assessment, training and referral arrangements.

21. Online Safety

Technology can expose children to risks including inappropriate content, exploitation, harmful contact, bullying and misuse of personal information.

Online safeguarding risks are commonly grouped into four areas:

Content: Exposure to harmful, inappropriate or illegal material.

Contact: Harmful interactions with other people online, including grooming.

Conduct: Behaviour that causes harm, including bullying or sharing inappropriate images.

Commerce: Risks associated with advertising, scams, gambling or financial exploitation.

In early years settings, safeguarding includes supervising children's access to technology, using appropriate safeguards and promoting safe, respectful behaviour.

Staff must also recognise risks associated with adult use of technology, photography, social media and recording devices.

Concerns must be reported to the DSL.

Please refer to the Online Safety and Mobile Phone and Electronic Device Use policies.

22. Upskirting and Downblousing

Upskirting and downblousing involve taking intimate images beneath or inside another person's clothing without consent, in circumstances that may constitute a criminal offence.

Such behaviour is a serious invasion of privacy and may constitute sexual abuse or harassment.

Staff must be alert to inappropriate photography or recording involving children, adults or visitors.

Any concern must be reported immediately through safeguarding procedures.

Responding to Concerns

All staff must remain alert to the signs and indicators described in this section.

Staff are not expected to diagnose abuse, investigate allegations or decide whether a concern meets a statutory threshold.

Where any form of abuse, neglect, exploitation or harm is suspected, staff must:

1. Take immediate action to protect a child from danger.
2. Report the concern verbally to the nursery DSL without delay.
3. Record the concern factually in the secure, parent-hidden **Safeguarding Disclosure** note on Famly.
4. Ensure the concern is entered on the nursery Safeguarding Log.
5. Ensure the concern is also recorded on the child's individual Safeguarding Chronology. Complete a separate Logging a Concern form where further examination, professional consultation, detailed follow-up or potential escalation is required, in accordance with Part 3.

The DSL will assess the concern, review relevant information and determine whether further action, advice or referral is required.

Where a child is in immediate danger, emergency action must not be delayed by recording requirements or the absence of a DSL.

Full reporting and escalation procedures are contained in Part 3 of this policy.

Appendix A – Specialist Safeguarding Organisations and Support Services
This directory provides staff and families with information about organisations offering specialist advice, guidance and support relating to safeguarding, abuse, exploitation and family welfare.
The Designated Safeguarding Lead (DSL) may use these resources to seek additional guidance, identify appropriate support for families or signpost individuals to specialist services.
Important: These organisations do not replace statutory safeguarding referral procedures. Where there are concerns that a child is at risk of significant harm, Leapfrog's safeguarding procedures must be followed without delay.

Child Protection and Abuse

- **NSPCC** – Advice and support relating to child protection and abuse. www.nspcc.org.uk
- **Childline** – Confidential support for children and young people. www.childline.org.uk

Domestic Abuse

- **Solace Women's Aid** – Domestic abuse and sexual violence support. www.solacewomensaid.org
- **National Domestic Abuse Helpline** – Support for women experiencing domestic abuse. www.nationaldahelpline.org.uk
- **Men's Advice Line** – Specialist domestic abuse support for men. www.mensadviceline.org.uk
- **ManKind Initiative** – Support for male victims of domestic abuse. www.mankind.org.uk

Female Genital Mutilation, Forced Marriage and Honour-Based Abuse

- **NSPCC FGM Helpline** – 0800 028 3550.
- **Karma Nirvana** – Support relating to honour-based abuse and forced marriage. www.karmanirvana.org.uk

Extremism and Radicalisation

- **Enfield Prevent Team** – prevent@enfield.gov.uk
- **ACT Early** – Information and guidance on concerns about radicalisation. www.actearly.uk

Online Safety and Exploitation

- **CEOP Safety Centre** – Reporting online child sexual abuse and exploitation. www.ceop.police.uk/Safety-Centre
- **Internet Watch Foundation** – Reporting online child sexual abuse imagery. www.iwf.org.uk

- **Modern Slavery and Exploitation Helpline** – 08000 121 700. www.modernslaveryhelpline.org

Victim Support and Professional Advice

- **Victim Support** – Support for people affected by crime. www.victimsupport.org.uk
- **NSPCC Whistleblowing Advice Line** – 0800 028 0285.
- **Crimestoppers** – 0800 555 111. www.crimestoppers-uk.org

Contact details and websites should be checked periodically by the Lead DSL to ensure they remain current.

Appendix B – Family and Community Support Services

Leapfrog Nursery School recognises that families may experience a range of challenges that affect their wellbeing, stability and ability to access support. Providing information about appropriate services can help families receive early assistance before difficulties escalate.

This directory may be used by Designated Safeguarding Leads, nursery managers and staff to signpost parents and carers to relevant local and national organisations.

Families should be supported sensitively, respectfully and without judgement. Where concerns indicate that a child may be at risk of harm, staff must follow Leapfrog's safeguarding reporting procedures rather than relying solely on signposting.

1. Housing, Homelessness and Financial Difficulties

Enfield Council – Housing Advice and Homelessness

Support for families experiencing homelessness, threatened homelessness or housing difficulties.

Telephone: 020 3821 1769

Website: www.enfield.gov.uk

Shelter

Independent advice about housing rights, eviction, homelessness and housing problems.

Website: https://england.shelter.org.uk

Citizens Advice Enfield

Free, confidential advice on benefits, debt, housing, employment and other practical difficulties.

Website: https://www.citizensadviceenfield.org.uk

StepChange Debt Charity

Free and confidential advice for families experiencing debt or financial difficulties.

Website: https://www.stepchange.org

Turn2us

Information about financial assistance, benefits and charitable grants.

Website: https://www.turn2us.org.uk

2. Food Support and Essential Household Needs

Enfield Foodbank

Emergency food parcels and practical assistance for individuals and families experiencing food insecurity. A referral or foodbank voucher may be required.

Website: https://enfield.foodbank.org.uk

Enfield Family Hubs

Information, advice and access to local services supporting families with children, including parenting support and help with wider family needs.

Website: https://www.enfield.gov.uk

Healthy Start

Support towards the cost of milk, fruit, vegetables and infant formula for eligible pregnant women and families with young children.

Website: https://www.healthystart.nhs.uk

3. Bereavement and Family Loss

Cruse Bereavement Support

Support and information for adults experiencing bereavement.

Telephone: 0808 808 1677
Website: https://www.cruse.org.uk

Child Bereavement UK
Support for children, young people and families affected by bereavement, including when a child has died or is facing the death of someone important.
Website: https://www.childbereavementuk.org

Winston's Wish
Specialist bereavement support for children and young people.
Website: https://www.winstonswish.org

Grief Encounter
Support for bereaved children, young people and families.
Website: https://www.griefencounter.org.uk

Sands
Support for families affected by stillbirth or neonatal death.
Website: https://www.sands.org.uk

Noah's Ark Children's Hospice
Support for babies, children and young people with life-limiting or life-threatening conditions and their families in North and Central London.
Website: https://www.noahsarkhospice.org.uk

4. Drug and Alcohol Support

Enable Enfield
Local support for adults experiencing drug or alcohol difficulties.
Website: https://www.enfield.gov.uk

FRANK
Confidential information and advice about drugs and their effects.
Telephone: 0300 123 6600
Website: https://www.talktofrank.com

Alcoholics Anonymous
Peer support for people experiencing problems with alcohol.
Telephone: 0800 917 7650
Website: https://www.alcoholics-anonymous.org.uk

Narcotics Anonymous
Support for people affected by drug dependency.
Telephone: 0300 999 1212
Website: https://ukna.org

Al-Anon Family Groups
Support for relatives and friends affected by another person's drinking.
Website: https://al-anonuk.org.uk

SMART Recovery
Recovery support for individuals experiencing addictive behaviours, including drugs and alcohol.
Website: https://smartrecovery.org.uk

5. Parenting, Relationships and Family Support

Gingerbread
Information and advice for single-parent families, including finances, employment, childcare and parenting.
Website: https://www.gingerbread.org.uk

Family Lives

Parenting advice, family support and information about managing challenging family circumstances.
Website: https://www.familylives.org.uk

Home-Start
Practical and emotional support for families with young children, subject to local service availability.
Website: https://www.home-start.org.uk

Enfield Family Hubs
Local parenting programmes, family support, early years information and access to community services.
Website: https://www.enfield.gov.uk

6. Mental Health, SEND and Emotional Wellbeing

YoungMinds
Information and guidance for parents and carers concerned about a child's mental health or emotional wellbeing.
Website: https://www.youngminds.org.uk

Mind
Mental health information, advice and signposting for adults.
Website: https://www.mind.org.uk

Contact
Advice and support for families raising disabled children or children with additional needs.
Website: https://contact.org.uk

Enfield SEND Information, Advice and Support Service (SENDIASS)
Information and impartial advice for parents and carers of children with special educational needs and disabilities.
Website: https://www.enfield.gov.uk

7. Local Community and Advocacy Support

Enfield Council
Information about housing, financial assistance, family support, children's services and local community provision.
Website: https://www.enfield.gov.uk

Local Members of Parliament
Families may contact their local MP for assistance with matters such as housing, benefits, immigration and difficulties accessing public services.
Find your MP by postcode:
https://members.parliament.uk/FindYourMP

Guidance for Leapfrog Staff

- Signposting should be offered sensitively and with consideration for each family's circumstances, language, accessibility and individual needs.
- Staff should consult the DSL or Nursery Manager where they are uncertain about appropriate support.
- Where appropriate, the DSL may help families access Early Help or other professional services.
- Any safeguarding concerns identified through discussions with families must be recorded and reported in accordance with Part 3 of this policy.
- Staff must not promise confidentiality where information may need to be shared to protect a child.

- The Lead DSL will periodically review this directory to ensure services and contact details remain current.

This appendix provides additional family support information and does not replace statutory safeguarding referrals, emergency services or professional advice.

Reporting Safeguarding Concerns

All staff, students, apprentices and volunteers have a responsibility to report any safeguarding or child protection concern, however minor. Concerns may arise from observations, changes in a child's behaviour or presentation, injuries, information shared by parents or professionals, or a disclosure made by a child.

Staff do not need evidence of abuse or confirmation that a safeguarding threshold has been met before reporting a concern. All concerns must be taken seriously, recorded factually and brought promptly to the attention of the Designated Safeguarding Lead (DSL).

- Report concerns verbally to the nursery DSL as soon as possible.
- Contact Mine Topal, Sarah Hudson or another member of the wider Leapfrog safeguarding team if the nursery DSL is unavailable.
- Follow Leapfrog's safeguarding recording procedures.
- Act immediately where a child may be in danger.
- Continue sharing new information even if a previous concern has already been reported.

A written record does not replace a verbal safeguarding conversation. Where a DSL is unavailable, or staff believe a concern is not being acted upon, they must contact children's social care or the police directly where necessary.

Responding to a Disclosure

Children may disclose abuse directly, indirectly or through their behaviour, play or communication. Young children may not understand that what is happening to them is abuse, and some may be unable to explain their experiences verbally.

- Remain calm and listen carefully, giving the child full attention.
- Maintain open, reassuring body language and allow the child time to speak at their own pace.
- Listen patiently without interrupting, rushing or pressuring them to provide further information.
- Avoid appearing shocked, expressing disbelief or interrupting.
- Reflect back what they have said to check your understanding – and use their language to show it's their experience.
- Recognise and respond sensitively to non-verbal communication.
- Reassure the child they have done the right thing by speaking and are not responsible for what happened.
- Avoid leading questions, repeated questioning or suggesting answers.
- Never promise to keep the information secret. Explain, in an age-appropriate way, that information may need to be shared to keep them safe.
- Record the disclosure accurately as soon as possible afterwards.

Using TED – Tell, Explain, Describe

Where clarification is genuinely necessary, staff may use open prompts: "Tell me about that"; "Explain what you mean"; "Describe what happened." These prompts must not be used to investigate or encourage the child to repeat an account unnecessarily. Record

the child's exact words wherever possible without interpretation. It is not the nursery's role to investigate suspected abuse; this is for statutory authorities.

Leapfrog Safeguarding Recording Procedure
Every safeguarding concern, however minor, must be discussed verbally with the DSL and recorded in three places: (1) the child's confidential, Safeguarding Disclosure note on Famly; (2) the nursery Safeguarding Log; and (3) the child's individual Safeguarding Chronology. Low-level concerns remain on these confidential records and are monitored for patterns or cumulative harm. A further Logging a Concern form is completed when further examination, detailed follow-up or potential escalation is needed; its use is not dependent solely on a DSL instruction.

Step 1 – Speak to the DSL
Verbally report the concern promptly to the nursery DSL. This ensures the DSL understands the concern and can determine whether immediate action is required. If unavailable, contact another Leapfrog DSL. If a child is in immediate danger, call 999. Do not delay urgent safeguarding action for paperwork.

Step 2 – Record the Concern

Low-Level Concerns – Recording and Monitoring
Where a concern is assessed as low level and does not need further examination or escalation, the confidential Famly note, Safeguarding Log and individual Safeguarding Chronology are the required records. The DSL reviews and monitors these entries, taking account of earlier concerns and any emerging pattern. The additional Logging a Concern form is not routinely necessary in these cases.
Include, where relevant: date and time; name and role of recorder; observations and reported information; child's exact words and non-verbal communication; where and when; witnesses; injuries or marks; relevant history; immediate action; and which DSL was verbally informed and when. Distinguish facts, observations, reported information and concerns. The DSL will advise whether a body map is necessary and how to store it securely.
For clarity, low-level safeguarding concerns about a **child's welfare** are recorded through the child's confidential Famly Safeguarding Disclosure note, nursery Safeguarding Log and individual Safeguarding Chronology. Low-level concerns about the **conduct or suitability of an adult working with children** are managed separately under Leapfrog's Low-Level Concerns Policy. These procedures must not be confused.

Concerns Requiring Further Examination or Escalation – Logging a Concern Form
The separate Logging a Concern form is held in the nursery safeguarding folder. It is NOT required for every low-level concern. It MUST be completed when the nature or development of a concern requires further examination, additional factual information, professional consultation or potential escalation. A staff member may identify this need and must discuss it promptly with the DSL; the DSL oversees the assessment and follow-up. The form records the original concern, relevant background, further factual observations, discussions, professional advice, decisions and reasons, any referral or escalation, actions taken, outcomes and follow-up. An appropriate body map or supporting documentation may be added where necessary, followed up with updating child's individual Chronology report and Safeguarding Log.

Staff must not conduct their own investigation into suspected abuse or delay urgent referrals while completing the form. The form is retained securely, and significant developments are also added to the child's Safeguarding Chronology.

Step 3 – Complete the Safeguarding Log
Every concern recorded must also be entered onto the nursery Safeguarding Log in the safeguarding folder. The area of concern should be brief and factual. The DSL ensures the Action taken field is completed and updated where necessary, for example monitoring, parent discussion, early help, professional advice or referral.

Step 4 – Update the Child's Safeguarding Chronology
Every safeguarding concern must ALSO be entered on the child's individual Safeguarding Chronology, using the separate chronology form in the safeguarding folder. This includes minor concerns and those that do not require external intervention.
The chronology supports identification of repeated incidents, behavioural changes, injuries, absence, unmet needs, previous professional involvement and cumulative harm. The DSL must consider each new concern in the context of the child's wider safeguarding history.

Step 5 – DSL Review and Action
The DSL reviews the concern promptly, considers previous information and decides on continued monitoring, further observations, safe discussion with parents, early help, professional consultation, referral to Enfield Children's MASH or immediate protective action. Decisions, advice, action and follow-up must be documented securely.

Existing Injuries
Where a child arrives with an existing injury, staff complete the appropriate pre nursery Incident form on Famly, including the parent's or carer's explanation. Staff consider the child's developmental abilities, whether the explanation fits the injury, the injury's location and presentation, previous concerns and behavioural changes. An existing injury does not automatically indicate abuse.
If the injury or explanation raises a safeguarding concern, verbally report to the DSL and follow the full safeguarding process: restricted Famly Safeguarding Disclosure, five-field Safeguarding Log and individual Chronology. Do not investigate the injury yourself.

Serious Accidents, Injuries and Medical Emergencies
Where a child suffers a serious accident, injury or medical emergency whilst in Leapfrog's care, particularly where emergency medical attention or hospital treatment is required, the Nursery Manager must inform the Lead DSL and senior management immediately. The following procedures must be followed:

- Ensure the child receives appropriate medical attention and parents or carers are informed without delay.
- Record the incident accurately on Famly, including the circumstances, injuries, medical treatment, witnesses and actions taken.
- The DSL must review the incident to consider any safeguarding implications, including concerns about supervision, staffing, professional conduct or failures in care.
- **The DSL must contact the Enfield LADO for advice where concerns arise about the conduct, actions or omissions of an adult working with children, or where it is unclear whether the LADO referral threshold has been met.** Where the allegations

threshold is met, contact must be made within one working day and before any internal investigation.

- **Ofsted must be notified as soon as reasonably practicable and within 14 days where the incident meets the statutory criteria for reporting a serious accident, injury or illness.**
- Where abuse, neglect or significant harm is suspected, the DSL must contact Enfield MASH or the police as appropriate.
- All notifications, advice received, decisions and follow-up actions must be documented.
- Where a decision is made that notification to Ofsted or consultation with the LADO is not required, the DSL or senior management must record the reasons for this decision, including any professional advice received. Where uncertainty remains, advice must be sought rather than assuming that no notification is necessary.
- Senior management must review the incident and consider any changes required to prevent recurrence.

Leapfrog will seek advice from the Enfield Safeguarding and Quality Team or LADO where there is uncertainty about whether a serious incident requires referral under the allegations procedures.
A serious accident or medical emergency must always be reviewed by senior management, even where there is no immediate indication of abuse or misconduct.

Referrals to Children's Social Care
Where a child may be suffering or likely to suffer significant harm, or needs statutory safeguarding support, the DSL contacts Enfield Children's MASH. For urgent concerns, telephone MASH before submitting a written referral through the Children's Portal.

- Share factual information and relevant safeguarding history.
- Record professional advice and the name of the person consulted.
- Complete required written referrals and follow agency instructions.
- Where the child has an allocated social worker, contact that professional directly where appropriate.
- Follow up if an expected response is not received; never assume a referral has been received or acted upon.

Informing Parents
Parents and carers will normally be involved in concerns about their child. However, the DSL must consider whether informing them could increase risk, compromise an enquiry, lead to intimidation or conflict with advice from children's social care, police or the LADO. Seek advice from Children's Services before contact where necessary and record decisions and discussions securely.

Allegations Against Staff, Students, Volunteers or Other Adults
Leapfrog takes all concerns about adults working with children seriously. An allegation may meet the harm threshold where an adult has harmed or may have harmed a child; possibly committed a criminal offence against or related to a child; behaved in a way indicating a risk of harm; or behaved in a way indicating they may not be suitable to work with children. Conduct outside nursery may be relevant.
This includes serious accidents or injuries where the actions, omissions, supervision or profes sional conduct of an adult working with children may have caused harm or placed a chil

d at risk of harm. Staff must also follow the Serious Accidents, Injuries and Medical Emerge ncies procedure above.

Reporting an Allegation
Report promptly to the appropriate senior leader or DSL. Where the allegation concerns the nursery DSL, report to the Lead DSL or another senior leader. Where senior leadership is implicated, use an alternative route, including direct contact with the LADO. The relevant senior leader must contact the LADO within one working day and before undertaking internal investigative action. Follow LADO advice about protection, communication and next steps. Staff must not conduct witness interviews or investigations that could compromise statutory enquiries.

Protective Arrangements
Temporary adjustments may include additional supervision, changed duties, redeployment or suspension where appropriate. Suspension is not automatic. Decisions must take account of safeguarding risks, professional advice and employment obligations.

Notification to Ofsted
Leapfrog will notify Ofsted of allegations of harm or abuse by any person living, working or looking after children on nursery premises where required under the EYFS. Notify as soon as reasonably practicable and within the statutory 14-day period. Other relevant authorities will be informed where required.

Outcomes and Further Action
Leapfrog cooperates with statutory investigations. Substantiated allegations may result in disciplinary action, including dismissal where justified. A DBS referral will be made where statutory criteria are met, including where a person resigns or leaves before an investigation concludes. Resignation does not automatically end safeguarding enquiries or referral duties. Where an allegation is unfounded, unsubstantiated or concluded without disciplinary action, appropriate support and return-to-work arrangements will be considered. All parties will be treated fairly, maintaining confidentiality as far as possible.

Retention of Records Relating to Allegations Against Adults
Leapfrog will maintain accurate, confidential and secure records of allegations against staff, students, volunteers and other adults working with children. Records will be retained until the individual reaches normal retirement age or for 21 years and 3 months, whichever is longer, subject to any longer statutory retention requirements. This supports future safeguarding enquiries, employment references and appropriate checks while avoiding unnecessary reinvestigation. Access is restricted to authorised individuals and records are handled in accordance with Leapfrog's Data Protection and Confidentiality Policy and applicable retention requirements.

Low-Level Concerns About Adults
Behaviour inconsistent with the Staff Code of Conduct, inappropriate boundaries or conduct causing unease must still be reported even if it does not appear to meet the harm threshold. Staff should report promptly and may self-report situations that could be misinterpreted. Concerns are considered individually and cumulatively; seek LADO advice where the threshold is unclear. See the separate Low-Level Concerns Policy.

Reporting the Abuse or Misuse of Children's Images

Immediately report suspected misuse or inappropriate sharing of children's images to the DSL, including nursery photographs, devices, social media, online communication and suspected illegal imagery. The DSL assesses the concern and may seek advice or refer to Enfield MASH, LADO, police, IWF or CEOP as appropriate. Staff must not forward, copy, circulate or unnecessarily view suspected illegal imagery. Leapfrog will take prompt action to protect the child, secure relevant information, prevent further sharing where possible and assess both the safeguarding and data protection implications.
Where the incident constitutes a personal data breach, management will assess whether notification to the Information Commissioner's Office (ICO) is required. Reportable breaches must be notified without undue delay and, where feasible, within 72 hours of becoming aware of the breach.
Manage devices and evidence in accordance with safeguarding and police advice. Refer to Online Safety, Data Protection and Confidentiality, Photography and Filming, and Mobile Phone and Electronic Device Use policies.

Whistleblowing and Escalation
Staff must raise poor or unsafe safeguarding practice. If concerns are not addressed, cannot safely be raised through management, or involve leadership, escalate to another Leapfrog safeguarding lead, Enfield MASH, LADO, Ofsted, NSPCC Whistleblowing Advice Line or police as appropriate. No one should remain silent for fear of challenging a colleague. See the separate Whistleblowing Policy.

Confidentiality and Safeguarding Records
Safeguarding information is shared only with those who have a legitimate need to know. Records must be factual, dated, accurate and secure. Leapfrog uses restricted Famly safeguarding notes and nursery safeguarding folder records. Withdrawn children's Famly profiles are archived and remain available to authorised staff subject to system and retention arrangements. Where appropriate, safeguarding records transfer securely to the receiving nursery or school separately from ordinary learning records, with receipt confirmed where possible. Staff must not discuss cases with unauthorised individuals.

Supporting Staff During Safeguarding Incidents
Safeguarding incidents and allegations can be emotionally demanding. The DSL and leadership team will provide guidance, additional supervision, wellbeing support, coaching, mentoring or signposting to counselling as appropriate, without compromising confidentiality or statutory investigations.

Safeguarding Contacts
Emergency police: 999
Non-emergency police: 101
Enfield Children's MASH: 020 8379 5555
Out-of-hours Emergency Duty Team: 020 8379 1000
MASH Professional Consultation Line: 020 3855 6241
Enfield LADO: safeguardingservice@enfield.gov.uk – Cathy Phelan
Ofsted: 0300 123 1231
NSPCC Whistleblowing Advice Line: 0800 028 0285
Enfield Children's Portal:
https://cp.childrensportal.enfield.gov.uk/web/portal/pages/home
Full local safeguarding contacts are maintained in the nursery safeguarding folder and Safeguarding Contacts Appendix.

Remember: Every concern must be reported, recorded and reviewed. Small concerns may reveal a much bigger picture when considered together.

1. Safer Recruitment and Selection

Leapfrog is committed to ensuring that all adults working with children are suitable, appropriately qualified and able to uphold our safeguarding expectations.
We follow safer recruitment procedures to reduce the risk of unsuitable individuals gaining access to children.
Recruitment procedures include:

- Clear job descriptions and person specifications that identify safeguarding responsibilities.
- Application and interview processes that explore suitability to work with young children.
- Verification of identity, qualifications and employment history.
- Exploration of relevant gaps or inconsistencies in employment history.
- Obtaining at least two satisfactory written references before employment commences, including an appropriate reference from the most recent employer wherever possible.
- Appropriate enhanced Disclosure and Barring Service (DBS) checks and children's barred list checks where required and legally permitted.
- Verification of the right to work in the UK.
- Relevant disqualification and suitability checks under childcare legislation.
- Consideration of any information that may affect a person's suitability to work with children.

Appointments are subject to satisfactory completion of the required recruitment and suitability checks.
Recruitment decisions must be documented, and safeguarding concerns arising during recruitment must be addressed before an individual is permitted to undertake duties that would place children at risk.
Detailed requirements are set out in Leapfrog's **Recruitment, Selection and Suitability of Staff Policy**.

2. Induction and Probation

All new employees must receive safeguarding information and guidance as part of their induction, before undertaking unsupervised responsibilities with children.
Induction includes:

- Leapfrog's safeguarding culture and expectations.
- The names and responsibilities of the DSLs.
- Recognising signs and indicators of abuse.
- Reporting concerns and responding to disclosures.
- Leapfrog's safeguarding recording procedures.
- Allegations against adults, low-level concerns and whistleblowing.
- Staff Code of Conduct and professional boundaries.
- Appropriate use of mobile phones, cameras and electronic devices.
- Supervision of children, intimate care and safe working practices.
- Emergency safeguarding contacts and escalation procedures.

All staff must have access to this policy during induction and be supported to understand how to implement it.

Required safeguarding training must be completed within the relevant induction and probation arrangements. However, staff must receive sufficient safeguarding instruction **before working directly with children**, rather than waiting until the end of probation.
Managers will monitor safeguarding understanding and practice throughout probation, providing further guidance or training where necessary.

3. Safeguarding Training and Continuing Professional Development
Safeguarding training is an ongoing responsibility for all staff. Leapfrog ensures that all staff receive safeguarding training appropriate to their roles, in accordance with the current EYFS requirements. As part of our organisational commitment, formal safeguarding training is refreshed at least every two years, supported by annual updates and regular safeguarding discussions, Spotlights and professional development throughout the year.
Leapfrog provides training and professional development to ensure that staff remain informed, confident and able to recognise and respond to safeguarding concerns.
This includes:

- Safeguarding and child protection training appropriate to individual roles.
- Regular safeguarding updates and briefings.
- Designated Safeguarding Lead training and updates.
- Online safety and Prevent Duty awareness.
- Recognition of abuse, neglect, exploitation and emerging safeguarding risks.
- Appropriate recording, information sharing and escalation.
- Learning from incidents, professional advice and safeguarding reviews.
- Safeguarding discussions during staff meetings, supervision and INSET training.

Staff are expected to maintain their knowledge and participate in required training.
Managers maintain training records and identify additional learning needs through observations, supervision, appraisal and monitoring.
Where staff require further support to apply safeguarding knowledge in practice, targeted guidance, coaching or training will be provided.
Please refer to Leapfrog's **Staff Development and Training Policy**.

4. Designated Safeguarding Lead Training and Support
Leapfrog appoints appropriately trained Designated Safeguarding Leads across its nurseries, supported by the wider safeguarding leadership team.
DSLs receive training appropriate to their responsibilities and maintain current knowledge of:

- Child protection procedures and referral thresholds.
- Enfield safeguarding arrangements.
- Early help and multi-agency working.
- Managing safeguarding records and chronologies.
- Allegations against adults and LADO procedures.
- Online safety and information sharing.
- Safeguarding risks affecting children with SEND and other vulnerabilities.

DSLs provide advice and guidance to staff, review safeguarding concerns and ensure that appropriate action is taken.
They are supported by senior leadership and have access to professional consultation and external safeguarding advice where necessary.

The wider responsibilities of DSLs are detailed in **Part 1** of this policy.

5. Ongoing Staff Suitability

Suitability to work with children is an ongoing requirement and does not end when recruitment checks have been completed.
Leapfrog monitors staff suitability through:

- Regular supervision and annual appraisal.
- Manager and peer observations.
- Safeguarding discussions and professional feedback.
- Annual staff suitability declarations.
- Monitoring conduct, professional boundaries and adherence to policies.
- Appropriate follow-up where concerns arise.
- Repeat DBS checks or use of the DBS Update Service in accordance with Leapfrog's recruitment arrangements.

Leapfrog's practice is to undertake DBS rechecks approximately every three years or use the Update Service, with appropriate consent and where the service can lawfully be used.
Staff must promptly disclose information that may affect their suitability to work with children, including relevant criminal matters, disqualification circumstances or other information that could create a safeguarding concern.
Any disclosure will be considered sensitively, lawfully and in accordance with relevant suitability requirements.
Health conditions, disabilities or personal circumstances will not automatically be treated as evidence of unsuitability. Individual circumstances will be assessed appropriately, with reasonable adjustments considered where required.

6. Staff Conduct and Professional Boundaries

All staff must uphold Leapfrog's professional standards and Staff Code of Conduct.
Staff are expected to:

- Maintain appropriate relationships and boundaries with children and families.
- Treat children with dignity, kindness and respect.
- Follow safe intimate care and personal care procedures.
- Avoid unnecessary or inappropriate one-to-one situations.
- Use nursery-authorised devices and communication channels.
- Never contact children or families through personal social media in connection with nursery matters.
- Report inappropriate conduct, low-level concerns or safeguarding allegations promptly.
- Remain alert to changes in colleagues' behaviour that may raise concerns.

Inappropriate conduct may include excessive or unexplained one-to-one attention, inappropriate comments, breaches of professional boundaries or unauthorised photography.
All concerns must be taken seriously and managed in accordance with the relevant safeguarding, Low-Level Concerns and Staff Code of Conduct policies.

7. Supervision, Observation and Staff Support

Leapfrog recognises that effective safeguarding depends on a supported, reflective and accountable workforce.
Staff receive regular opportunities to discuss:

- Children's welfare and emerging safeguarding concerns.
- Individual vulnerabilities and additional needs.
- Professional responsibilities and boundaries.
- Safeguarding confidence and training needs.
- Workload, wellbeing and emotional demands.
- Areas requiring support or improvement.

Managers use supervision, observations and professional discussions to monitor the quality of practice and identify concerns promptly.
Staff are encouraged to raise concerns openly and seek advice without fear of inappropriate criticism or retaliation.

Safeguarding and Supporting Staff Experiencing Abuse
Leapfrog recognises that safeguarding extends to creating a supportive working environment where staff feel safe to raise concerns about their own wellbeing or that of a colleague.
Staff may themselves be experiencing domestic abuse, coercive control, exploitation, harassment or other circumstances that place them at risk of harm. Colleagues who notice signs of distress, unexplained injuries, changes in behaviour or other indicators of possible abuse are encouraged to raise their concerns sensitively with a manager or senior leader.
Any concerns or disclosures will be treated with compassion, discretion and without judgement. Management will offer appropriate support, consider any necessary workplace adjustments and, where appropriate, signpost staff to specialist services.
Information will be shared only where necessary and lawful, recognising that confidentiality cannot always be guaranteed where there is a serious risk of harm or a safeguarding concern involving a child.
Our priority is to support staff experiencing difficulties while ensuring that the safety and welfare of children remain protected. Staff will not be automatically considered unsuitable to work with children because they are experiencing abuse.
Please refer to Leapfrog's **Staff Supervision Policy** and **Monitoring Staff Behaviour Policy**.

8. Apprentices, Students and Work Experience Placements
Leapfrog recognises its responsibility to safeguard both children attending the nursery and young people undertaking employment, apprenticeships, training or placements.
All students and learners must receive appropriate safeguarding information before beginning their placement.
Their responsibilities, level of supervision and permitted activities will be clearly established.

Students and Work Experience Placements
Students and work experience learners:

- Must be appropriately supervised.
- Must not be left in sole charge of children.
- Must not undertake intimate care routines.
- Must not be counted in staffing ratios unless separately employed in a role that lawfully permits this and all relevant requirements are met.

- Must follow Leapfrog's safeguarding, confidentiality and professional conduct expectations.
- Must report safeguarding concerns to the DSL.

Appropriate checks will be undertaken according to the learner's age, role and legal eligibility.
DBS checks are not available for children under 16. Their placements must therefore be managed through appropriate risk assessment, supervision and safeguards.

Apprentices
Employed apprentices are subject to the recruitment, suitability and safeguarding requirements relevant to their employment.
Their ability to be counted in ratios or undertake particular responsibilities will depend on the applicable EYFS requirements, their age, competence, qualifications and supervision arrangements.
Please refer to Leapfrog's **Student and Work Experience Placement Policy** and relevant recruitment policies.

9. Safeguarding Young Workers
Where Leapfrog employs or provides placements for individuals under 18, we recognise that they remain children for safeguarding purposes.
Appropriate risk assessments and supervision arrangements will be implemented to protect their welfare.
Young workers will be informed about:

- Their rights to a safe working environment.
- Professional boundaries.
- How to raise concerns.
- Who they can speak to if they feel unsafe.
- Available safeguarding and wellbeing support.

Where a young worker may be experiencing abuse, neglect or exploitation, Leapfrog will respond in accordance with child protection procedures.
Please refer to the **Young Workers Policy**.

10. Volunteers
Volunteers must be assessed for suitability and receive safeguarding information appropriate to their role.
Relevant checks will be undertaken according to the nature of their duties and the applicable legal requirements.
Volunteers:

- Must be appropriately supervised.
- Must not be left alone with children.
- Must not undertake intimate care routines.
- Must not be counted in staffing ratios unless separately engaged in an eligible staff role and all requirements are met.
- Must follow Leapfrog's safeguarding, confidentiality and professional conduct expectations.
- Must report concerns immediately.

Volunteers must not begin activities requiring particular suitability checks until the necessary requirements have been met.
Please refer to Leapfrog's **Volunteers Policy**.

11. Visitors, Contractors and Premises Security
Leapfrog maintains procedures to ensure that visitors and contractors do not compromise children's safety or privacy.
Visitors must:

- Sign in and out.
- Provide identification where appropriate.
- Follow staff instructions.
- Be accompanied and supervised by an authorised member of staff.
- Respect children's confidentiality.
- Follow restrictions on mobile phones, cameras, smartwatches, smart glasses and other recording devices.

Unauthorised individuals must not have unsupervised access to children.
Staff must remain vigilant to risks arising from visitors, shared-use premises, entrances, exits and nursery boundaries.
Please refer to Leapfrog's **Visitors and Security Policy**, **Supervision of Children Policy** and **Mobile Phone and Electronic Device Use Policy**.

12. Safe Staffing and Deployment
Leapfrog will maintain staffing arrangements that meet statutory requirements and respond appropriately to children's ages, individual needs and safeguarding vulnerabilities.
Managers must ensure that:

- Children are adequately supervised at all times.
- Staff are deployed appropriately throughout the nursery.
- Intimate care and personal care arrangements are safe.
- Staff can summon assistance when necessary.
- Children requiring additional support receive appropriate supervision.
- Activities and room arrangements are risk assessed where necessary.
- Staff remain alert to safeguarding risks in quieter areas or during transitions.

Where individual support requires a child to spend time away from the main group, appropriate safeguards must be maintained to protect both the child and staff member.
Please refer to the **Supervision of Children Policy**, **Intimate Care Policy** and relevant risk assessments.

13. Raising Concerns About Unsafe Practice
All staff, students, apprentices and volunteers must raise concerns where safeguarding standards are not being maintained.
This includes concerns about:

- Unsafe working practices.
- Inappropriate staff conduct.
- Failures to follow safeguarding procedures.
- Inadequate supervision.

- Breaches of confidentiality or professional boundaries.
- Failure to respond appropriately to safeguarding concerns.

Concerns must be reported promptly through the appropriate management or safeguarding route.
Where concerns involve a senior leader, are not being addressed or cannot safely be raised internally, staff may contact the appropriate external safeguarding authority.
Please refer to Leapfrog's **Whistleblowing Policy** and **Part 3 – Reporting Procedures**.

14. Monitoring and Review
Senior leaders and nursery managers will monitor the implementation of safer recruitment, suitability, induction and training arrangements.
This includes reviewing:

- Recruitment and suitability records.
- Induction completion.
- Safeguarding training records.
- Staff supervision and appraisal.
- Professional conduct and low-level concerns.
- Compliance with safeguarding policies.
- Learning from incidents and safeguarding reviews.

Where weaknesses are identified, appropriate action will be taken to improve practice.
This section will be reviewed alongside the wider Safeguarding and Child Protection Policy and updated in response to changes in statutory requirements, local safeguarding arrangements or Leapfrog's operational procedures.

All adults working at Leapfrog share responsibility for creating a safe, secure and protective environment for children. Safer recruitment, effective training, professional conduct and ongoing supervision are essential to maintaining that responsibility.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
Oct 2022 March 24, October 2024 Jan, Feb, March 2025 August 2026 October 26	M.Topal	September 2027

Leapfrog Nursery School

Safer Recruitment of Staff Policy

At Leapfrog , safeguarding children begins with the people we recruit.
We are vigilant in our recruitment and selection procedures and are committed to ensuring that all employees, students, apprentices, volunteers, agency/supply staff and other people who may work with or have regular contact with children are suitable for their role.
Safer recruitment is not based upon a single check. We consider the information gathered throughout the recruitment process to build an overall picture of an individual's suitability, values, experience, qualifications, conduct and ability to safeguard and promote the welfare of children.
We follow a structured safer recruitment process each time we recruit a new member of staff.
Members of the Senior Leadership Team responsible for recruitment undertake appropriate safer recruitment, selection and induction training and keep their knowledge up to date through relevant Department for Education (DfE), Disclosure and Barring Service (DBS), local authority and other professional guidance.

This policy covers the process up to appointment and commencement of employment or placement. Once an individual joins Leapfrog, their induction, supervision, professional development and continued suitability are managed through our **Personnel and Ongoing Suitability Policy** and associated safeguarding and employment procedures.

1. Legal and Safeguarding Framework
Leapfrog follows the requirements relating to safer recruitment and suitable people contained within the current Statutory Framework for the Early Years Foundation Stage (EYFS) for group and school-based providers.
We also have regard to relevant requirements and guidance including:
· Department for Education safer recruitment and safeguarding guidance;
· Disclosure and Barring Service requirements and guidance;
· regulated activity and Children's Barred List requirements;
· right-to-work requirements;
· the Equality Act 2010;
· UK GDPR and the Data Protection Act 2018; and
· relevant employment legislation and Acas guidance.
Safeguarding is considered throughout recruitment and is not treated as simply obtaining a DBS certificate.

2. Planning a Vacancy
Before recruiting, the appropriate Manager/SLT will consider:
· why the role is required;
· the responsibilities of the role;
· appropriate qualifications, skills and experience;
· safeguarding responsibilities;
· working hours and location;
· the needs of the children and nursery;
· whether the role constitutes regulated activity; and
· the appropriate DBS and Children's Barred List eligibility.
An appropriate job description and person specification will be available for the role.
These will identify the responsibilities, knowledge, skills, qualifications and experience required and make safeguarding responsibilities clear where relevant.

3. Advertising
Leapfrog may advertise vacancies through appropriate channels including local authority websites, recruitment/job websites, our own website or social-media platforms and other appropriate recruitment services.
Our recruitment information will make clear our commitment to safeguarding children and safer recruitment.
Applicants will be made aware that appointments are conditional upon satisfactory completion of the required pre-employment checks.
For employees this includes, as applicable:
· **two satisfactory references**;
· **a clear and satisfactory Enhanced DBS check**, including Children's Barred List information where required;
· identity verification;
· right-to-work checks;
· qualification verification; and
· appropriate overseas or other suitability checks.
Leapfrog is committed to equality of opportunity. Recruitment literature and selection criteria will be relevant to the role and will not unlawfully discriminate.
Where equality monitoring information is collected, it will be kept separate from information used by those making recruitment decisions.

4. Applications and Shortlisting
Applicants will be considered against predetermined criteria contained within the job description and person specification.
We will consider relevant:
· qualifications;
· experience;
· skills and knowledge;
· employment history;
· safeguarding understanding;
· suitability to work with children;
· values and attitudes; and
· ability to meet the requirements of the role.
We will review the applicant's employment history and explore relevant gaps, inconsistencies or unexplained periods.
Shortlisting decisions will be made fairly and consistently and appropriately recorded.
At least two members of the Leapfrog management/leadership team will normally be involved in the overall recruitment decision.

5. Online Searches
As part of our safer recruitment process, Leapfrog may undertake a proportionate online search of shortlisted candidates using information which is publicly available.
The purpose of an online search is to identify information relevant to the candidate's suitability to work with children or information which may appropriately need to be explored during the recruitment process.
Online searches will not be used to make decisions based upon irrelevant personal information or protected characteristics.
Where potentially relevant information is identified, it will be considered fairly and in context and, where appropriate, discussed with the candidate so that they have an opportunity to explain or clarify it.

6. Interview
Shortlisted candidates will be invited to an interview conducted by appropriate members of the Leapfrog management/leadership team.
There will normally be at least two people involved in the overall interview and appointment decision.

The interview process will consider:
· the candidate's suitability for the role;
· employment history and relevant gaps;
· qualifications and experience;
· safeguarding knowledge and understanding;
· professional boundaries;
· children's safety and welfare;
· child development and early-years practice appropriate to the role;
· ability to reflect upon practice;
· values and attitudes;
· ability to work effectively within a team; and
· compatibility with Leapfrog's ethos, curriculum and vision.
Candidates will be asked questions using consistent predetermined criteria appropriate to the role.

Values-Based Recruitment
Values-based interviewing is an important part of recruitment at Leapfrog.
Questions are designed to help us understand not only what a candidate knows, but how they think, respond, reflect and behave, particularly in relation to children, safeguarding, professional relationships and teamwork.
This helps us consider whether the candidate's values and approach are consistent with Leapfrog's ethos and our expectations for the safety, welfare and wellbeing of children.
Safeguarding and professional-boundary questions will form part of the interview.

7. Identity and Right to Work
The identity of the successful applicant will be verified using appropriate original or otherwise legally acceptable documentation.
All employees must demonstrate their right to work in the UK before commencing employment.
Right-to-work checks will be undertaken in accordance with current Home Office requirements.
The required evidence/check will be appropriately recorded.

8. Practical Assessment
Shortlisted candidates will normally be invited to undertake a supervised practical assessment within the nursery**.**
This will involve spending time within an appropriate age group and interacting with children and staff and, where appropriate, parents/carers.
The practical assessment may incorporate:
· joining children's play;
· interacting with individuals or groups;
· reading a story;
· delivering a short activity prepared by the candidate; or
· participating in an aspect of the normal nursery routine.
We may consider the candidate's:
· warmth and responsiveness towards children;
· communication;
· engagement;
· professional boundaries;
· awareness of children's individual needs;
· ability to follow children's interests;
· initiative;
· interaction with staff;
· understanding of safety;
· ability to reflect upon their practice; and
· compatibility with Leapfrog's values and ethos.
Following the practical assessment, Nursery Managers and/or SLT will ask the candidate to reflect on their experience**.**

Where appropriate, we may also ask children for their views in a child-friendly way and invite staff who observed the candidate to share relevant professional feedback. These views contribute to the overall assessment but do not determine the recruitment decision.
Candidates remain visitors/prospective employees throughout the practical assessment and will be appropriately supervised at all times.
They will not:
· be left alone with children;
· undertake nappy changing, toileting or other intimate care;
· administer medication;
· have unsupervised responsibility for children; or
· access confidential children's records or information.

9. Recruitment Decision and Conditional Offer
Following interview and practical assessment, the appropriate members of SLT/management will consider all available information and select the candidate considered most suitable for the role and the needs of the nursery.
The successful candidate will receive a conditional offer of employment.
A proposed start date may be discussed as part of the offer process. However:
A start date will not be confirmed and an employee cannot commence employment at Leapfrog until two satisfactory references and a clear Enhanced DBS check have been received, checked and accepted by Leapfrog.
Where Children's Barred List information is required for the role, this must also have been satisfactorily completed.
There are no exceptions to Leapfrog's requirement for employees to have:
· **two satisfactory references; and**
· **a clear and satisfactory Enhanced DBS**
before commencing employment.
Any date discussed or included within a conditional offer before these checks are complete is provisional only.
If the checks are not satisfactorily completed by the proposed date, the employee's start date will be postponed.
Leapfrog does not operate a delayed-DBS procedure which allows a newly appointed employee to begin work under supervision while awaiting DBS clearance.

10. References
Leapfrog requires two satisfactory references for every new employee before employment commences**.**
References form an important part of our overall assessment of suitability and will be appropriately verified rather than treated simply as an administrative requirement.
We will ensure that the reference requirements of the current EYFS are met.
As appropriate to the candidate's circumstances, we will:
· obtain at least the required written reference directly from an appropriate referee;
· not rely upon open references or testimonials such as those addressed "To whom it may concern";
· obtain references directly rather than relying upon the applicant to supply them;
· ensure a referee is not a family member;
· normally seek a reference from an appropriate senior person within the applicant's current employer, training provider or education setting;
· verify the individual's most recent relevant period of employment where they are not currently employed;
· obtain a reference from the relevant employer from the last time the applicant worked with children where they are not currently working with children;
· where the applicant has never worked with children, obtain an appropriate reference from their current employer, training provider or education setting;
· verify that electronic references originate from a legitimate source;
· contact referees where information is vague or insufficient;

· compare references with information provided by the candidate;
· explore relevant discrepancies;
· establish the reason for leaving the candidate's current or most recent relevant employment; and
· ensure any concerns are satisfactorily resolved before appointment is confirmed.

Where a newly qualified applicant has limited employment history, appropriate references may include their training provider/tutor and another suitable professional, educational or employment reference.

Verbal information may be sought directly from a referee where clarification is required, but Leapfrog's requirement for two satisfactory references to have been received and verified before commencement remains**.**

11. Qualifications

Where qualifications are required or relevant to the role, the successful candidate will be asked to provide appropriate evidence.

Qualifications will be checked and appropriate records/copies retained within personnel records.

Where a qualification is being relied upon for staff:child ratios, management will ensure that it meets the current Early Years qualification requirements and standards.

Any uncertainty about whether a qualification is suitable for ratios will be checked before it is relied upon.

12. Enhanced DBS and Children's Barred List Checks

All new employees working with children will be subject to the appropriate Enhanced DBS check, including Children's Barred List information where required and legally eligible for the role.

The check will be initiated as part of the pre-employment process.

An employee cannot commence employment at Leapfrog until the required Enhanced DBS check has been received and considered clear and satisfactory by Leapfrog.

A DBS certificate is one element of safer recruitment and does not replace:

· identity checks;
· references;
· employment-history checks;
· qualification checks;
· interview;
· professional judgement; or
· ongoing monitoring of suitability.

Leapfrog will record the information required under the EYFS relating to checks undertaken, including the relevant DBS reference number, date obtained and details of who obtained it.

DBS information will be handled securely and in accordance with current DBS and data-protection requirements.

13. DBS Update Service

Where an applicant is subscribed to the **DBS Update Service**, Leapfrog may, with the individual's permission, use an appropriate Update Service status check where the existing certificate is at the correct level and for the appropriate workforce and barred-list status required for the role.

Management will verify the original DBS certificate and identity and satisfy itself that the certificate is appropriate for the position being offered.

The Update Service forms one part of the wider safer recruitment process and does not replace references, identity, employment history, qualifications or other required checks.

If the Update Service indicates that certificate information may have changed, or the existing certificate is not appropriate for the role, a new DBS application will be required.

Leapfrog will not treat membership of the Update Service as automatic or continuous DBS clearance.

14. DBS Information and Suitability Decisions

The presence of information on a DBS certificate does not automatically mean that a person is unsuitable to work at Leapfrog.

Where information is disclosed, an appropriate member of SLT/management will undertake an individual and proportionate suitability assessment, taking safeguarding as the overriding consideration.
This may include consideration of:
· the nature and seriousness of the offence or information;
· relevance to working with children;
· the circumstances surrounding it;
· the individual's age at the time;
· the length of time that has elapsed;
· whether there is any pattern of behaviour;
· the individual's openness and accuracy when disclosing information;
· the responsibilities of the proposed role;
· any evidence of subsequent conduct; and
· any other relevant safeguarding information.
Further information or appropriate professional advice may be sought before a decision is made.
No person who is barred from regulated activity with children will be permitted to undertake regulated activity at Leapfrog.

15. Overseas Applicants and Overseas Checks
A UK DBS check does not necessarily provide information about offences committed overseas. Where an applicant has lived or worked outside the UK, Leapfrog will consider and undertake appropriate additional overseas criminal-record or suitability checks where required or reasonably obtainable**.**
The checks available vary between countries and may include criminal-record certificates or other appropriate evidence.
Where an individual has lived or worked in more than one relevant country, checks may be required from more than one country.
We will follow current government guidance for the relevant country rather than relying upon a fixed period such as the previous Leapfrog five-year rule.
Where a check cannot be obtained, management will consider what additional information or alternative checks can reasonably be obtained and whether sufficient evidence of suitability exists before proceeding with the appointment.

16. Health, Disability and Recruitment
Leapfrog is committed to fair and inclusive recruitment.
We will not ask candidates general questions about their health or disability during the recruitment process except where this is lawful, for example where information is required to:
· make reasonable adjustments to the recruitment or assessment process;
· establish whether the applicant can undertake an essential part of the role after reasonable adjustments have been considered; or
· meet another lawful exception.
Following a conditional offer, we may request relevant health information where appropriate to establish whether the person can safely fulfil the requirements of the role and whether any support, workplace adjustment or individual risk assessment is required.
Having a disability, medical condition or health need does not in itself make an individual unsuitable to work with children.
Leapfrog will comply with the Equality Act 2010 and consider reasonable adjustments where required.
Health information will be handled sensitively and confidentially.

17. Students, Apprentices and Volunteers
Students, apprentices and volunteers must be appropriately suitable for their role and will be subject to the safeguarding and safer recruitment checks applicable to their age, role, activities and frequency of attendance.

Management will establish whether the individual's activities constitute regulated activity with children and ensure that the appropriate Enhanced DBS and Children's Barred List requirements are met before the individual undertakes regulated activity.
From 1 September 2026, the previous supervision exemption from regulated activity with children has been removed. This means that supervision by a member of staff does not prevent activities from being regulated activity where the individual undertakes relevant activities, such as teaching, training, instructing, caring for or supervising children, frequently enough to meet the regulated-activity criteria.
No person who is barred from regulated activity with children will be permitted to undertake regulated activity at Leapfrog.

Students
Leapfrog's arrangements for accepting student and work-experience placements are set out in Section 18 – Work Experience and Student Placements.
Students are not automatically included within staff:child ratios.
Where permitted by the EYFS, a suitable student on a long-term placement aged **17 or over** may be included within ratios at the level below their level of study, but only where:
· all applicable safeguarding and suitability requirements have been met;
· Leapfrog management is satisfied that they are **suitable, competent and responsible**; and
· they hold a **valid and current Paediatric First Aid qualification**.
The decision to include a student within ratios will be made by the Nursery Manager/SLT on an individual basis. Leapfrog is under no obligation to include a student within ratios and the arrangement may be reviewed or withdrawn at any time.
Anyone aged under 17 will not be included within staff:child ratios as a student.

Apprentices
Apprentices are employees and will therefore be subject to Leapfrog's full safer recruitment procedures, including our requirement for two satisfactory references and a clear and satisfactory Enhanced DBS check before commencing employment.
In accordance with the EYFS, apprentices may be included within ratios from the age of **16**.
Where an apprentice is included within ratios at the level below their level of study, all applicable EYFS requirements must be met. Leapfrog must be satisfied that they are suitable, competent and responsible, and they must hold a valid and current Paediatric First Aid qualification.
Whether an apprentice is included within ratios will be determined by the Nursery Manager/SLT according to their competence, experience, stage of training and the needs and safety of the children.

Volunteers
Volunteer arrangements will be considered individually according to the person's age, proposed role, activities and frequency of attendance.
Where a volunteer undertakes regulated activity with children, Leapfrog will obtain the appropriate Enhanced DBS check with Children's Barred List information before the individual undertakes that regulated activity.
Occasional volunteers whose activities do not meet the regulated-activity criteria will be considered individually and appropriate safeguarding and supervision arrangements will be put in place.
Volunteers are not automatically included within staff:child ratios.
Where permitted by the EYFS, a suitable long-term volunteer aged **17 or over** may be included within ratios at the level below their level of study only where all applicable requirements are met, they hold a valid and current Paediatric First Aid qualification and Leapfrog management is satisfied that they are **suitable, competent and responsible**.
Detailed arrangements for induction, mentoring, supervision and ongoing suitability are contained within the **Personnel and Ongoing Suitability Policy**.

18. Work Experience and Student Placements

Leapfrog recognises the value of high-quality placements in supporting individuals who are undertaking a genuine early-years qualification and developing the future early-years workforce. However, placements must be compatible with our safeguarding responsibilities, the needs of the children and our ability to provide meaningful induction, mentoring and supervision.

School and Short-Term Work Experience

Leapfrog does not offer school or short-term work experience placements.

This includes:

- Year 10 and Year 11 school work experience;
- one or two-week school, sixth-form or general work-experience placements;
- short-term placements arranged primarily to gain general experience of working within a nursery; and
- individual requests to attend the nursery for a short period of work experience.

Following changes to regulated activity and DBS requirements from 1 September 2026, Leapfrog has reviewed the safeguarding and administrative requirements associated with these placements.

Where an individual regularly participates in teaching, training, instructing, caring for or supervising children, their activities may constitute regulated activity depending upon the nature and frequency of their involvement. Supervision by a nursery employee does not, by itself, prevent those activities from being regulated activity.

Given the short duration of these placements and the level of safer recruitment, DBS, induction, safeguarding and supervision arrangements that may be required, Leapfrog has decided that school and other short-term work experience placements will not be offered within our nurseries.

This is a Leapfrog safeguarding and operational decision and may go beyond the minimum requirements applicable to some occasional activities.

This does not prevent Leapfrog from arranging an appropriate one-off visit, tour or observation where there is a legitimate purpose and the individual remains a visitor, rather than undertaking work or assuming responsibility for children. Such visits must be agreed by management and managed in accordance with Leapfrog's safeguarding, confidentiality and visitor procedures.

Long-Term College and Early Years Student Placements

Leapfrog will consider long-term student placements which form an integral part of a recognised college, further-education or early-years course, typically where the student attends **regularly over a significant period or throughout the academic year**.

Each placement will be considered individually before it is accepted.

Management will consider:

- the student's age;
- the course or qualification being undertaken;
- the purpose and learning requirements of the placement;
- the duration and frequency of attendance;
- the activities and responsibilities the student is expected to undertake;
- information provided by the college, training provider or education setting;
- the appropriate DBS and Children's Barred List requirements;
- the student's suitability for the particular nursery and placement; and
- whether Leapfrog has sufficient capacity to provide appropriate induction, mentoring, supervision and support.

All applicable safer recruitment and suitability requirements set out in Section 17 must be satisfactorily completed.

Before a placement is confirmed, the student will have an appropriate interview/discussion with Leapfrog to help us establish their suitability, expectations, understanding of safeguarding and reasons for undertaking the placement.

Acceptance onto a college course or a request for placement from a college or training provider does not automatically mean that Leapfrog will accept the individual.

Once accepted, the student will receive an appropriate Leapfrog induction and will be assigned a mentor.

As part of Leapfrog's placement support, long-term students will have regular contact with their mentor, including a weekly check-in, providing opportunities to discuss their learning, progress, responsibilities, safeguarding, nursery practice and any support required.
Students will be appropriately supervised and supported. The responsibilities they are given will reflect their:
· age;
· competence;
· experience;
· stage of training;
· checks completed;
· course requirements; and
· demonstrated ability to work safely and responsibly.
Students will not automatically undertake all aspects of nursery practice simply because they have been accepted for placement.
Where a long-term student is considered for inclusion within staff:child ratios, the requirements and management decision-making arrangements set out in Section 17 will apply.
Detailed arrangements for induction, mentoring, supervision, professional conduct and ongoing suitability are contained within the Personnel and Ongoing Suitability Policy.

19. Bank and Agency Staff

Leapfrog Bank Staff
Leapfrog does not routinely use agency or external supply staff. Our established practice is to maintain our own bank of staff, who can provide additional or temporary staffing cover across our nurseries when required.
Bank staff are recruited directly by Leapfrog and are subject to the same safer recruitment and suitability procedures as other Leapfrog employees, appropriate to their role. This includes our requirement for two satisfactory references and a clear and satisfactory Enhanced DBS check before they commence work, together with all other applicable identity, right-to-work, qualification and suitability checks.
Using our own bank staff enables us, wherever possible, to provide cover using people who:
· have been recruited and checked directly by Leapfrog;
· understand our safeguarding expectations and procedures;
· have received appropriate Leapfrog induction;
· are familiar with our policies, routines, ethos and ways of working; and
· may already be familiar with our children, staff and nursery environments.
Bank staff remain subject to Leapfrog's requirements for ongoing suitability, professional conduct, training and safeguarding, in the same way as other members of our staff team.
Where bank staff work across different Leapfrog nurseries, the Manager will ensure that they receive any site-specific information necessary to work safely, including relevant information about children, medical and allergy needs, emergency arrangements, safeguarding procedures and deployment.

Agency or External Supply Staff
As a rule, Leapfrog does not use agency or external supply staff and will seek to meet temporary staffing requirements through our own staff team and established bank staff.
If exceptional circumstances mean that the use of an external agency worker becomes necessary, this must be authorised by SLT.
Before the individual works within the nursery, Leapfrog will obtain appropriate confirmation from the supplying agency that all required safer recruitment, identity, qualification and suitability checks have been satisfactorily completed, including the appropriate Enhanced DBS and Children's Barred List check where required.
Leapfrog will also verify the identity of the person attending against the information supplied by the agency and record the required vetting information.
Any agency or external supply worker will receive an appropriate site induction and safeguarding briefing before working with children.

As an additional Leapfrog safeguarding measure, agency and external supply staff will be supervised and will not be left alone with children.
They will not be given unnecessary access to Famly, children's records or other confidential information. Any access required to safely fulfil their role will be limited to the minimum necessary.
The use of agency staff will remain an exceptional staffing arrangement rather than part of Leapfrog's usual staffing model.

20. Pre-Employment Suitability Declaration
New employees will be required to declare relevant information concerning their suitability to work with children in accordance with the current EYFS and Leapfrog's safeguarding requirements.
Applicants and employees are expected to provide complete and accurate information and must not knowingly conceal information relevant to their suitability.
The declaration forms part of the overall suitability assessment and does not replace the checks undertaken by Leapfrog.
Once employment begins, the employee becomes subject to Leapfrog's ongoing suitability and disclosure requirements, as set out within the Personnel and Ongoing Suitability Policy, Staff Code of Conduct and Safeguarding and Child Protection Policy.

21. Final Pre-Employment Check and Authorisation to Start
Before a new employee is authorised to commence employment, the Business Manager/appropriate authorised member of SLT will confirm that all required pre-employment checks have been satisfactorily completed.
This includes, as applicable:
☐ two satisfactory references received and verified;
☐ clear and satisfactory Enhanced DBS received;
☐ Children's Barred List information where required;
☐ identity verified;
☐ right to work confirmed;
☐ qualifications verified;
☐ employment history and relevant gaps considered;
☐ overseas checks considered/completed where applicable;
☐ any recruitment concerns or discrepancies satisfactorily resolved; and
☐ any other role-specific checks completed.
A start date must not be confirmed until the two satisfactory references and clear Enhanced DBS required by Leapfrog have been received and accepted**.**
Where any required pre-employment check remains outstanding, management will determine whether the appointment can proceed. Where the outstanding requirement is either of Leapfrog's mandatory two satisfactory references or clear Enhanced DBS, the individual cannot commence employment.

22. Handover to Induction and Ongoing Suitability
Once all required pre-employment checks have been completed and the individual is authorised to start, they will enter Leapfrog's induction process.
From this point, arrangements relating to:
· induction;
· mentor/buddy support;
· week 1, week 2 and week 4 reviews;
· initial review/probation arrangements;
· supervision;
· appraisal;
· professional development;
· health and reasonable adjustments;
· annual suitability declarations;
· changes affecting suitability; and

· ongoing monitoring of professional conduct and suitability are governed by the **Personnel and Ongoing Suitability Policy** and associated nursery procedures.
Suitability is an ongoing requirement and does not end once recruitment checks have been completed.

23. Recruitment Records and Confidentiality
Leapfrog will maintain appropriate records of recruitment and vetting checks in accordance with the EYFS, DBS requirements and data-protection legislation.
Recruitment information will be:
· accurate;
· securely stored;
· accessible only to those with a legitimate reason;
· retained for an appropriate period; and
· disposed of securely when no longer required.
Required information relating to successful candidates will be transferred to the appropriate personnel record.
Information relating to criminal records, health and other sensitive personal information will receive an appropriately high level of protection.

24. Unsuccessful Candidates
Every interviewed candidate will be informed whether or not they have been successful.
Where appropriate, unsuccessful candidates may be offered constructive feedback.
Recruitment records relating to unsuccessful candidates will be retained and securely disposed of in accordance with Leapfrog's data-retention arrangements.

25. Related Policies and Procedures
This policy should be read alongside:
· Personnel and Ongoing Suitability Policy;
· Safeguarding and Child Protection Policy;
· Staff Code of Conduct;
· Managing Allegations Against Staff Policy/Procedure;
· Low-Level Concerns Policy;
· Whistleblowing Policy;
· Equality, Inclusion and Diversity Policy;
· Data Protection and Confidentiality Policy;
· Staff Supervision Policy;
· Mobile Phone and Electronic Device Policy; and
· relevant DBS, recruitment and personnel procedures.

26. Monitoring and Review
This policy will be reviewed **at least annually**, and sooner where there are changes to:
· the EYFS;
· safeguarding legislation or guidance;
· DBS or regulated-activity requirements;
· employment or equality legislation;
· relevant DfE or Acas guidance; or
· Leapfrog's recruitment practice.
Leapfrog will continue to review its recruitment arrangements to ensure that our procedures remain robust, fair, proportionate and centred upon the safety and welfare of children.

This policy was adopted on	Signed on behalf of the nursery	Date for review

October 2022 October 2024 August 2026	M.Topal	September 2027

Special Educational Needs, Disabilities (SEND) and Inclusion Policy

This policy has been developed with regard to:

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years
- Statutory Framework for the Early Years Foundation Stage (EYFS)
- Working Together to Safeguard Children
- Relevant local authority SEND guidance and the Enfield Local Offer
- Enfield Inclusion Charter

Statement of intent

At Leapfrog, we are committed to the inclusion of all children and to providing an ambitious, high-quality early education in which every child has the opportunity to participate, make progress and thrive.

We recognise that some children may experience additional barriers to their learning, development, participation or wellbeing. This may include children with SEND or emerging developmental needs, children experiencing disadvantage, children who are known or previously known to children's social care, children with medical or developmental needs and children whose individual circumstances may make them vulnerable.

Our approach is strengths-based and child-centred. We begin with what children can do, their interests, relationships, experiences and individual starting points and consider what they need from us to help them progress.

Children with SEND and additional needs are at the heart of our ambitious curriculum. We maintain high expectations while recognising that children may require different approaches, reasonable adjustments, additional support, targeted intervention or specialist provision to enable them to participate and succeed.

We aim to identify emerging needs and barriers early and respond promptly. Through knowledgeable practitioners, strong relationships with families, appropriate assessment and our graduated Assess–Plan–Do–Review approach, we adapt our provision according to the individual child.

We recognise that children may have needs across more than one area and that these needs may change over time. The broad areas of need described within the SEND Code of Practice support our understanding and planning but do not define the child. Each child is an individual and we do not seek to categorise children according to a diagnosis or label.

We work in partnership with parents/carers and, where appropriate, health, education, social care and other professionals to ensure children receive coordinated and effective support.

Our aim is not simply for children to access nursery, but for every child to belong, participate, make meaningful progress from their starting points and experience the same high aspirations we hold for all children.

SEND Code of Practice

Leapfrog has regard to the statutory guidance set out within the SEND Code of Practice when identifying, assessing and making provision for children with special educational needs and disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

For children under compulsory school age, this includes where they are likely to have significantly greater difficulty in learning than their peers when they reach compulsory school age, or have a disability which prevents or hinders them from making use of facilities generally provided for children of the same age.

We recognise that a child does not require a formal diagnosis before support can be put in place.

Inclusive provision

Inclusive practice begins before a child receives a diagnosis, additional funding or formal SEND support.

Where we identify a barrier to a child's participation, learning, development or wellbeing, practitioners will consider what can reasonably be adapted within our everyday provision and curriculum.

We will not delay appropriate support while waiting for a diagnosis, specialist assessment or additional funding.

SEND and inclusion are the responsibility of the whole nursery team.

We will:

• maintain high aspirations and expectations for all children;

• know children's individual starting points, strengths, interests and needs;

• identify emerging needs and barriers to learning, development, participation or wellbeing as early as possible;

• involve parents/carers throughout assessment, planning and review;

• seek and recognise the child's voice through words, behaviour, communication, gestures, preferences and other appropriate means;

• make reasonable adjustments and adapt our environment, routines, communication, teaching and curriculum where required;

• ensure children with SEND have meaningful access to our ambitious curriculum and the wider experiences available at Leapfrog;

• provide targeted interventions and additional support where appropriate and evaluate whether they are making a difference;

• recognise that babies and our youngest children may also have emerging needs requiring early identification and support;

• recognise that vulnerability and disadvantage may create additional barriers even where a child does not have SEND;

• challenge discriminatory or inappropriate attitudes and practice;

• work collaboratively with relevant professionals and agencies;

• support effective transitions; and

• invest in staff knowledge, confidence and professional development.

Understanding and supporting vulnerable children

At Leapfrog, inclusion extends beyond children who have an identified SEND need.

We are committed to ensuring that practitioners know their children well and understand which children may be vulnerable or experiencing circumstances that could create barriers to their learning, development, participation or wellbeing.

A child may be vulnerable for many reasons and this does not necessarily mean they have SEND or require a diagnosis. Vulnerability may be temporary, emerging or ongoing and may relate to the child's health, development, family circumstances, emotional wellbeing, disadvantage or wider experiences.

We recognise that children learn and develop best when their fundamental needs for safety, security, care, connection, nutrition, rest, emotional regulation and a sense of belonging are supported.

Where these needs are not consistently met, a child may find it more difficult to engage, communicate, regulate their emotions, build relationships, attend to learning or make expected progress. Over time, this may contribute to widening developmental gaps or indicate that additional support or intervention is required.

Practitioners are expected to:

• know which children within their room may currently be vulnerable and understand relevant circumstances where it is appropriate for them to know;

• consider the whole child rather than focusing only upon an identified area of developmental need;

• recognise changes in behaviour, wellbeing, attendance, engagement, communication or development;

• consider whether a child's presentation may be communicating an unmet need or change in circumstances;

• identify where developmental gaps may be emerging or widening;

• provide appropriate support, adaptation or intervention at the earliest opportunity;

• raise emerging concerns with the Key Person, SENCO, Inclusion Coordinator or DSL as appropriate; and

• regularly reflect upon whether the support being provided is making a meaningful difference.

Our intention is not to label children as vulnerable, but to ensure practitioners recognise vulnerability and respond appropriately.

Support may include high-quality inclusive practice, additional nurture and connection, reasonable adjustments, targeted intervention, the graduated SEND approach, Family Help or safeguarding procedures according to the individual child and circumstances.

We do not wait for a child to fall significantly behind before considering what they may need from us.

Early identification and assessment

We recognise the importance of identifying emerging needs as early as possible.

Practitioners continually observe, interact with and assess children through everyday practice. We use this knowledge alongside information from parents/carers and, where relevant, other professionals.

We undertake the statutory Progress Check at age two in accordance with the EYFS.

At Leapfrog, we also undertake our own developmental review at approximately 12 months. This is an additional Leapfrog assessment which helps us develop an early understanding of children's development and identify where closer monitoring, discussion with parents or additional support may be beneficial.

Our assessment considers the whole child and may draw upon:

• practitioner observations and professional knowledge;

• information from parents/carers;

• the child's communication, interactions and behaviour;

• developmental progress and individual starting points;

• speech, language and communication;

• physical development;

• personal, social and emotional development;

• sensory, medical and individual needs; and

• relevant information from other professionals.

Where appropriate, recognised developmental or screening tools may be used to support professional judgement in areas such as speech, language and communication and physical development.

These tools support, rather than replace, professional judgement, observation, parental knowledge and relevant specialist advice.

Where a child's progress is less than expected, or practitioners or parents identify an emerging concern, we will consider what may be affecting the child's development and what additional support or adjustment may be required.

Starting at Leapfrog

All new children are provided with an induction and settling-in period according to their individual needs.

We recognise that starting nursery can be particularly challenging for some children and may cause significant distress for the child and family.

We will work closely with families to establish a settling process appropriate to the child, while considering the level of support they may require and how their nursery sessions can be managed safely and successfully.

Where appropriate, we may ask parents/carers to provide relevant professional reports and/or give permission for us to communicate with professionals already supporting their child. This allows us to understand the child's needs, consider reasonable adjustments, arrange provision and identify any staff training required.

Individual attendance arrangements and adjusted sessions

We aim to enable every child to access their full agreed nursery provision wherever this can be achieved safely and in a way that appropriately meets their needs.

There may, however, be circumstances where a child's individual needs, level of distress, ability to regulate, medical or care requirements, or the level of enhanced adult support required mean that aspects of the nursery day or their current pattern of attendance are particularly challenging.

In these circumstances, Leapfrog may determine that temporary adjustments to the child's attendance are necessary while appropriate support, strategies, reasonable adjustments or additional provision are established. This may include shorter sessions, adjusted arrival or collection times, reduced days or a gradual build-up of attendance.

Any decision will be individual to the child and will be made carefully by nursery leadership, involving the SENCO and Inclusion Coordinator where appropriate. Parents/carers will be consulted and the reasons for the proposed arrangements clearly explained.

In making this decision, we will consider:

• the child's individual needs, wellbeing, safety and ability to access and benefit from the nursery day;

• the reasonable adjustments, ordinarily available provision and enhanced support already in place or that can reasonably be put in place;

• any relevant professional advice;

• whether particular times, routines, transitions or aspects of the nursery day are creating significant difficulty for the child;

• the level and nature of adult support required;

• the safety and wellbeing of the individual child, other children and the staff supporting them;

• our ability to maintain safe staffing arrangements, statutory ratios, appropriate supervision and our wider safeguarding responsibilities to all children; and

• how attendance can be increased as the child settles, support becomes established and their needs can be safely and effectively met.

Adjusted attendance will not be used as a punishment or simply because a child has SEND, displays distressed behaviour or requires additional support. It will form part of an individual, supportive plan where we consider that the child's current attendance arrangements cannot, at that time, be sustained safely or appropriately despite reasonable steps being taken.

Where reduced or adjusted attendance is agreed or determined to be necessary, the arrangement will be recorded, kept under review and linked, where appropriate, to the child's My Support Plan and Assess–Plan–Do–Review process.

Our intention will ordinarily be to work towards a gradual increase in attendance where this is appropriate for the child and can be achieved successfully for the child and nursery collectively. There will not be an assumption that reduced attendance should become a permanent arrangement.

Where a child continues to require a level of support that cannot reasonably be met through the existing arrangements, we will work with parents/carers and, where appropriate, the EYSEND Team, Area SENCO and other professionals to consider what further support, funding, reasonable adjustments or specialist provision may be required.

The nursery retains responsibility for determining whether an attendance arrangement can be delivered safely and appropriately within the setting. Decisions will be based on the individual circumstances, the best interests and needs of the child, the safety and

wellbeing of all children and staff, and our statutory safeguarding, supervision and staffing responsibilities.

Leadership of SEND

At Leapfrog, the person responsible for overseeing SEND and inclusion across our nurseries is:

Mine Topal – Inclusion Coordinator

Each Nursery has a named SENCO for their individual setting and works with the support and guidance of the Inclusion Coordinator.

The Inclusion Coordinator provides leadership, advice and oversight across Leapfrog and supports nursery SENCOs and practitioners to meet children's individual needs.

The Inclusion Coordinator and setting SENCOs will:

- ensure practitioners understand their responsibilities towards children with SEND;
- promote high aspirations for all children;
- advise, support and develop colleagues;
- lead and support the graduated approach;
- ensure parents/carers are closely involved;
- ensure children's views and communication are considered;
- support the development and review of Individual Support Plans;
- liaise with relevant professionals and agencies;
- seek advice from EYSEND and Area SENCOs where appropriate;
- support applications for additional funding;
- support EHC needs-assessment processes where appropriate;
- coordinate relevant staff training;
- monitor the effectiveness of SEND provision; and
- support transitions between settings and onwards to school.

Provision for children with SEND remains the responsibility of all practitioners and is not solely the responsibility of the SENCO or Inclusion Coordinator.

Quality of provision

We provide a broad, balanced and ambitious curriculum for all children, adapting teaching, communication, experiences, environments, resources and levels of support according to individual need so that children with SEND can participate meaningfully alongside their peers.

High-quality inclusive provision may include:

• secure relationships and a strong Key Person approach;

• knowledgeable and responsive practitioners;

• appropriate staff deployment;

• reasonable adjustments;

• adapted teaching and communication;

• accessible environments and resources;

• visual and communication support;

• sensory and regulation support;

• targeted small-group or individual intervention;

• specialist resources or equipment;

• partnership with families; and

• advice and support from relevant professionals.

Additional support should complement, rather than unnecessarily separate children from, the everyday experiences, relationships and ambitious curriculum available to their peers.

The graduated approach

Where additional SEND support is required, Leapfrog follows the graduated approach:

Assess – Plan – Do – Review

Assess

The Key Person, working with the SENCO and/or Inclusion Coordinator and the child's parents/carers, will consider the child's strengths, needs, development, experiences and barriers affecting participation or progress.

Assessment will draw upon observations, developmental information, parental knowledge and relevant professional advice.

Plan

Where SEND support is required, the Key Person, SENCO and/or Inclusion Coordinator will work with parents/carers to agree the outcomes being sought and the provision, reasonable adjustments, strategies or interventions that will be put in place.

Where appropriate, this will be recorded within the child's Individual Support Plan.

Plans will identify the support to be provided, intended outcomes and an appropriate date for review. The child's views, communication, interests and preferences will be considered according to their age and development.

Do

The Key Person has day-to-day responsibility for implementing the agreed provision, supported by the SENCO, Inclusion Coordinator and wider nursery team.

Relevant practitioners will understand the child's needs and the strategies, adjustments and interventions being provided so that support is consistent.

At Leapfrog, Key Persons are supported by colleagues and managers to ensure they have appropriate time and support to plan and provide agreed interventions.

Practitioners will continually reflect upon the child's response and may adapt environments, routines, communication and intervention strategies where necessary.

Review

The effectiveness of support and its impact upon the child's participation, development and progress will be reviewed with parents/carers.

Individual Support Plans will normally be formally reviewed at least half-termly, or sooner where the child's needs, progress or circumstances indicate this is necessary.

The review will consider:

- progress towards agreed outcomes;
- what is working well;
- what is not having the intended impact;
- the child's response and views;
- parents'/carers' views;
- relevant professional advice; and
- whether provision should continue, change, increase or reduce.

Assess–Plan–Do–Review is an active and reflective cycle. We will not continue an intervention simply because it has been written into a plan; we will consider whether it is making a meaningful difference for the individual child.

Working with parents and carers

Parents and carers know their children best and are essential partners in supporting children with SEND.

We will:

• listen to parents' observations and concerns;

• involve parents throughout assessment, planning and review;

• share relevant assessments and support plans;

• discuss the impact of interventions and adjustments;

• explain processes and available support;

• signpost families to the Enfield Local Offer and relevant services;

• support families when liaising with professionals where appropriate; and

• recognise the importance of respectful and open communication.

Family Help and safeguarding

We recognise that a child's learning, development and wellbeing can be affected by their wider family circumstances and that SEND, vulnerability, disadvantage and safeguarding needs may overlap.

In line with Working Together to Safeguard Children, we recognise the importance of identifying when children and families may benefit from additional help and support at the earliest opportunity.

Where needs extend beyond support that can be provided by the nursery alone, we will work with the child, their family and other agencies where appropriate to identify what additional or coordinated support may be required.

This may include:

• discussing emerging needs sensitively with parents/carers;

• considering the child within the context of their family and wider circumstances;

• contributing to Family Help assessments, plans and reviews;

• working with professionals and services already supporting the family;

• attending relevant multi-agency meetings;

• appropriately sharing information to support coordinated decision-making;

• contributing our knowledge of the child's development, presentation, strengths and needs; and

• supporting families to access relevant local services.

Where a coordinated multi-agency response is required, a lead practitioner may be identified according to the needs and circumstances of the child and family.

At Leapfrog, Mine Topal, Inclusion Coordinator, will support and coordinate our involvement where SEND, development or additional needs form part of the Family Help process, working closely with the nursery SENCO and DSL.

We will work in partnership with families and seek consent where appropriate. However, we recognise that information may be shared without consent where there is a lawful safeguarding reason to do so.

Where at any time there is concern that a child may be in need, is suffering or is likely to suffer significant harm, safeguarding procedures will take priority and an appropriate referral will be made without delay.

Family Help must never be used to delay safeguarding action where this is required.

Please refer to our Safeguarding and Child Protection Policy for our full Family Help, information-sharing and referral procedures.

EYSEND Team and Area SENCO support

We recognise the importance of seeking specialist advice where our own assessment and provision indicate that a child may require additional support.

The Inclusion Coordinator and nursery SENCOs will work with the local authority EYSEND Team and Area SENCOs where appropriate to seek advice, guidance and support regarding a child's emerging or identified needs.

Where appropriate, and with parental/carer consent, we may request support from our designated Area SENCO. This may include discussion of the child's needs, visits to the nursery, observation and advice regarding strategies, provision, reasonable adjustments or appropriate next steps.

Parents/carers will be involved in this process and relevant advice or reports following involvement from the EYSEND Team or Area SENCO will be discussed and shared with them.

Advice received will be incorporated into the child's provision and, where appropriate, their Support Plan and subsequent Assess–Plan–Do–Review cycles.

Where adjusted attendance is being considered or has been necessary because of the complexity of a child's needs, we will seek appropriate professional advice wherever this is available and use this to support planning towards increased participation and attendance.

The Inclusion Coordinator and SENCO will consider whether further professional involvement, additional funding or assessment is required in response to the advice received.

Enfield Inclusion Charter and Local Offer

Leapfrog is committed to the principles of the Enfield Inclusion Charter and to developing inclusive practice which enables children to belong, participate and achieve.

We recognise that inclusion is a whole-setting responsibility and should be evident throughout our environments, curriculum, relationships, reasonable adjustments, staff knowledge and expectations for children.

We will:

• promote a culture of belonging and high expectations for every child;

• identify and seek to remove barriers to participation and learning;

• recognise and respond to children's individual strengths and needs;

• make reasonable adjustments;

• work collaboratively with children, parents/carers and professionals;

• support practitioners to develop their knowledge and confidence;

• consider the accessibility of our environment, curriculum, communication and routines; and

• regularly reflect upon and improve our inclusive practice.

We will signpost families to the Enfield Local Offer, which provides information about SEND services, support, activities and provision available to children, young people and families locally.

The Inclusion Coordinator and nursery SENCOs will support families to understand and access relevant local SEND services where appropriate.

SEND funding and additional support

We recognise that inclusive practice begins with high-quality ordinarily available provision, appropriate adaptations and reasonable adjustments.

Where a child requires additional or enhanced support, the Inclusion Coordinator and nursery SENCO will work with parents/carers, relevant professionals and the local authority to identify and access appropriate support and funding.

Special Educational Needs Inclusion Funding (SENIF)

Where a child has emerging or identified SEND and requires provision beyond that is ordinarily available within the setting, we will consider whether they meet the local criteria for SENIF.

Where appropriate, the Inclusion Coordinator and/or SENCO will discuss this with parents/carers and obtain the required consent before making an application.

SENIF forms an important part of our graduated approach. It enables us to put enhanced support into place, evaluate its impact and demonstrate what additional provision has been made before considering whether a child may require further statutory assessment.

We will maintain evidence of how enhanced provision has been implemented and evaluate its impact through Assess–Plan–Do–Review.

Disability Access Funding (DAF)

Where a child meets the current eligibility criteria for Disability Access Funding, we will work with parents/carers to access this funding through the relevant local authority process.

Parents/carers may be asked to provide evidence of eligibility and the necessary consent.

DAF will be used to support the child's access to their early years provision. Depending upon the individual child, this may include reasonable adjustments, specialist resources or equipment, adaptations to the environment or other enhancements which improve their access and participation.

We will consider the individual child's needs when deciding how DAF can most effectively be used and retain appropriate records and evidence in accordance with funding requirements.

Where appropriate, the Inclusion Coordinator may also provide supporting evidence to families who require assistance with a Disability Living Allowance application or review.

Other funding and support

Depending upon the child's needs, eligibility and current local arrangements, other SEND or inclusion funding may be available, including support provided through current national or local inclusion funding arrangements.

The Inclusion Coordinator and SENCO will consider relevant funding and support as part of the graduated approach.

Additional funding does not replace our responsibility to provide high-quality inclusive practice and reasonable adjustments, and we will not delay appropriate support while waiting for funding to be agreed.

Education, Health and Care Needs Assessment

Some children may require an Education, Health and Care Needs Assessment to determine whether an EHC Plan is necessary to secure the provision required to meet their needs.

Where a child continues to require significant additional support despite purposeful action through the graduated approach and enhanced provision, we will work with parents/carers and relevant professionals to consider whether a Request for an EHC Needs Assessment is appropriate.

The Inclusion Coordinator will lead this process with the child's key worker, nursery SENCO and family.

Before Leapfrog would ordinarily progress a Request for Needs Assessment, we would expect to have:

• completed a minimum of two cycles of Assess–Plan–Do–Review;

• clearly identified the child's strengths, needs and barriers to learning, development and participation;

• implemented and evaluated appropriate ordinarily available provision, reasonable adjustments, strategies and interventions;

• sought relevant professional advice where appropriate;

• considered and, where the child meets the relevant criteria, accessed and evaluated SENIF or other available enhanced support; and

• gathered evidence demonstrating the child's progress and response to the additional provision provided.

The purpose of this pathway is to demonstrate that ordinarily available provision, reasonable adjustments, the graduated approach and relevant enhanced support have been appropriately considered, accessed and evaluated before escalating to statutory assessment.

Evidence submitted may include:

• Individual Support Plans and reviews;

• evidence from the Assess–Plan–Do–Review cycles;

• evidence of SENIF or enhanced provision and its impact;

• developmental assessments and observations;

• EYSEND/Area SENCO advice;

• other professional reports and recommendations;

• parents'/carers' views;

• the child's views and communication; and

• evidence of progress and continuing needs.

Parents/carers will be fully involved throughout this process.

Where a child's needs are exceptional, complex or circumstances indicate that an earlier request may be necessary, the Inclusion Coordinator will consider this individually with the family and relevant professionals rather than delaying appropriate action solely to complete the usual Leapfrog pathway.

The local authority is responsible for considering the evidence submitted and deciding whether an EHC Needs Assessment is necessary and, following assessment, whether an EHC Plan should be issued.

Where an EHC Plan is in place, we will work with the family, local authority and relevant professionals to deliver the provision applicable to nursery and contribute to appropriate reviews.

Consultation regarding an EHC Plan and nursery placement

Where Leapfrog is consulted as part of an EHC needs assessment, the development of an EHC Plan or consideration of an early years placement, we will work openly and constructively with parents/carers, SEN Services, the EYSEND Team, Area SENCO and other relevant professionals.

We will carefully consider the child's identified needs and the provision described or proposed within their EHC Plan alongside the individual nursery environment and the support that can reasonably be provided.

This will include consideration of:

• the child's education, health, care, communication, sensory and physical needs;

• the provision and level of adult support required;

• reasonable adjustments that could be made;

• specialist equipment, resources or environmental adaptations required;

• relevant professional advice and training requirements;

• staffing, supervision and safe deployment;

• the physical environment and whether it can appropriately meet the child's needs;

• the impact of the proposed arrangements upon the child's safety, wellbeing, participation and access to learning; and

• our ability to maintain safe and appropriate provision for all children attending the nursery.

We recognise that each Leapfrog setting and environment is different. A decision about whether a child's needs can appropriately be met must therefore be made individually and must not be based simply upon a diagnosis or the existence of an EHC Plan.

Where we believe that a child's needs can be met with appropriate provision, reasonable adjustments, funding, specialist advice or additional support, we will work collaboratively with the family and relevant services to establish these arrangements.

Where, following careful assessment and consultation, we have significant concerns that the provision required within an EHC Plan cannot reasonably or safely be delivered within a particular Leapfrog environment, we will clearly set out those concerns and the supporting evidence to SEN Services as part of the consultation process.

We will work constructively with SEN Services and other professionals to establish whether additional provision, funding, environmental adaptations, staffing, specialist support or other reasonable adjustments could enable the child's needs to be met before reaching a view that the particular nursery environment may not be appropriate.

Our participation in this process will always be centred upon identifying provision that can safely and effectively meet the individual child's needs while maintaining our safeguarding responsibilities to all children within the setting.

Reasonable adjustments and accessibility

We will make reasonable adjustments for disabled children in accordance with our responsibilities under the Equality Act 2010.

We recognise the importance of considering barriers in advance rather than waiting for a child to experience disadvantage before taking action.

Adjustments may include changes to:

- the physical environment;
- routines and transitions;
- communication;
- teaching approaches;
- resources and equipment;
- sensory environments;
- participation in activities;
- staffing and deployment where appropriate; and
- personal, intimate or medical care arrangements.

Adjustments will be considered according to the individual child and specialist advice sought where necessary.

Intimate, personal and medical care

Children with SEND or disabilities will be supported to receive intimate, personal and medical care with dignity, respect and appropriate privacy.

Where a child requires specialist procedures, such as Clean Intermittent Catheterisation (CIC), administration of emergency medication or other specialist care, staff will receive appropriate training and follow the child's individual healthcare plan, risk assessment and relevant professional guidance.

Please refer to our Intimate, Personal and Respectful Care Policy and Individual Healthcare/Medical Needs Policy.

Transitions

We recognise that transitions may require additional planning for children with SEND or other additional needs.

Where appropriate, we will work with parents/carers and relevant professionals to support:

- starting at Leapfrog;
- movement between rooms or Leapfrog settings;
- changes in Key Person or significant routines;
- transition to another early years setting; and
- transition to school.

Additional visits, transition meetings, visual supports, information sharing or other individual arrangements may be put in place where beneficial.

Staff knowledge and professional development

All practitioners have a responsibility to support children with SEND, additional needs and vulnerabilities.

We provide staff with appropriate training, coaching, professional discussion, workshops and ongoing guidance to develop their knowledge and confidence.

Staff are expected to understand which children may currently be vulnerable, the support in place for children with additional needs and their individual responsibility for implementing agreed strategies consistently.

Where a child has a specific or complex need, additional training will be arranged where necessary so practitioners have the knowledge, skills and confidence required to support the child safely and effectively.

The Inclusion Coordinator and SENCOs will identify where further staff development, specialist knowledge or professional advice is required.

Monitoring the effectiveness of our provision

We monitor the effectiveness of SEND and inclusive provision through evidence which may include:

- children's progress, wellbeing and participation;
- Support Plans and APDR reviews;
- observations and assessments;
- SENIF and additional funding reviews;
- EHC Plans and professional reports;
- EYSEND and Area SENCO advice;
- parent/carer views;
- children's communication and views;
- staff and management discussions;
- supervision and professional development;
- advice from external professionals;
- transitions;
- complaints and concerns; and
- inspection and quality-assurance activity.

Monitoring will focus not simply upon whether provision has been delivered, but whether it is making a meaningful difference to the child.

Complaints

Any concerns about SEND or inclusive provision should initially be discussed with the child's Key Person, Nursery Manager/SENCO or Inclusion Coordinator.

Where concerns cannot be resolved informally, parents/carers may use Leapfrog's Complaints Procedure.

We will make reasonable adjustments to enable parents/carers to access information and our complaints process where required.

Related policies

This policy should be read alongside our:

- Safeguarding and Child Protection Policy
- Inclusion and Equal Opportunities Policy
- Promoting Positive Behaviour Policy
- Intimate, Personal and Respectful Care Policy
- Individual Healthcare/Medical Needs Policy
- Parents and Carers as Partners Policy
- Transitions Policy
- Data Protection and Confidentiality Policy
- Complaints Procedure

Policy review

This policy will be reviewed annually and sooner where there is a significant change to legislation, statutory guidance, local SEND arrangements or Leapfrog practice.

Our principle

Every child is an individual.

Our role is to know the child, understand their strengths, recognise vulnerability, identify and remove barriers, provide appropriate support and reasonable adjustments and maintain ambitious expectations for what they can achieve.

We begin with what the child can do, work in partnership with their family and continually ask:

What does this child need from us to participate, progress and thrive?

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 November 2024 October 26	M.Topal	September 2027

Leapfrog Nursery School

Separated Families and Parental Responsibility Policy

At Leapfrog, we recognise that family separation can be a difficult and emotional time for children and their families. Our priority is always the child's welfare, safety and emotional wellbeing.
We work sensitively with families to understand any changes to a child's circumstances and to establish appropriate arrangements for their care. Practitioners will provide reassurance and consistency and share significant changes in a child's behaviour or wellbeing with parents/carers, where appropriate.
We remain neutral in disputes between adults. Our role is not to determine who is right or wrong, but to support the child, act lawfully and safeguard their welfare.

Parental Responsibility
Parental responsibility means the legal rights, duties, powers and responsibilities a person has in relation to a child and their upbringing, including important decisions about their care, education and medical treatment.
More than one person may have parental responsibility and separation or divorce does not automatically remove it.
Parental responsibility can depend upon individual family circumstances, including birth registration, marriage or civil partnership, adoption, fertility treatment, parental responsibility agreements and court orders. We will not make assumptions about parental responsibility based simply on who a child lives with or their relationship to the child.
Where there is uncertainty or a dispute, we may request appropriate documentation and seek professional or legal advice.

Registration and Changes in Family Circumstances
During registration, we request information about:
· the child's parents/carers and those with parental responsibility;
· emergency contacts and authorised collection arrangements; and
· any relevant court orders or legal restrictions affecting the child.
Parents/carers must keep this information up to date and tell us promptly about significant changes.
Where a court order or other legal restriction affects the child's care, collection or information sharing, we may request a copy so that we can understand and follow the arrangements which apply to the nursery.
Information will be stored securely and shared only with those who need to know.

We Will
· Keep the child's welfare and safety at the centre of our decisions.
· Provide consistency, reassurance and emotional support where family circumstances are changing.
· Treat parents/carers respectfully and remain neutral in adult disputes.
· Comply with relevant court orders which have been brought to our attention.
· Communicate appropriately with those who have parental responsibility, subject to any court order, safeguarding consideration or other legal restriction.

· Maintain factual and objective records.
· Keep family information appropriately confidential.
· Avoid asking children to carry messages or become involved in adult disagreements.
· Seek legal or safeguarding advice where arrangements are disputed or unclear.
· Follow our Safeguarding and Child Protection Policy where information raises concerns about the child's safety or welfare.

Information and Nursery Events
Where both parents have parental responsibility, separation alone will not normally be a reason to prevent either parent receiving appropriate information about their child.
Where appropriate, both parents may receive nursery information and invitations to relevant events.
We recognise that attending the same event may sometimes be difficult for separated families and will consider reasonable arrangements where practicable. We cannot guarantee separate meetings or events in every circumstance.
Parents should not ask Leapfrog to withhold information from another person who is legally entitled to receive it unless there is an appropriate legal or safeguarding reason.

Collection Arrangements
Parents must ensure that collection arrangements are clear and kept up to date.
Parental responsibility and authorised collection arrangements are not necessarily the same thing. When dealing with a disagreement about collection, we will consider the child's welfare, our recorded collection arrangements, parental responsibility, any relevant court order and any safeguarding information known to us.
Staff will not attempt to mediate disputes between adults. Where arrangements are unclear or disputed, the Nursery Manager may seek legal or safeguarding advice before acting.
If we believe a child may be at immediate risk of harm, safeguarding procedures will take priority.

Safeguarding
Family separation does not in itself mean that there is a safeguarding concern. However, staff will remain alert to any impact upon the child's welfare and to concerns including domestic abuse, coercive or controlling behaviour, threats, risk of abduction, neglect or emotional or physical harm.
Any safeguarding concern will be managed in accordance with our Safeguarding and Child Protection Policy.

We Ask Parents/Carers To
· Provide accurate information about parental responsibility, collection arrangements and relevant court orders.
· Tell us promptly when arrangements change.
· Work with us to provide continuity and emotional support for their child.
· Discuss sensitive family matters with the Nursery Manager or Key Person away from the child wherever possible.
· Not ask staff to take sides, pass messages or become involved in family disputes.
· Avoid confrontation or discussion of adult disputes on nursery premises or in front of children.
Where parents are unable to agree about parental responsibility, contact, living arrangements or other legal matters, these must be resolved outside the nursery through the appropriate legal, mediation or family support routes.

Our Principle
Family circumstances may change, but the child's need to feel safe, secure and supported remains constant. Leapfrog will remain neutral in adult disputes while keeping the child's welfare, safety and emotional wellbeing at the centre of our decisions.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 Oct 26	M.Topal	September 2027

Leapfrog Nursery School

Settling in and Transition Policy

At Leapfrog, we recognise that starting nursery is a significant transition for both a child and their family. Our approach is nurturing, flexible and child-centred.

We know that children learn best when they feel safe, secure, connected and understood. Our priority during settling is therefore to help children build trust in the adults caring for them, develop secure relationships and become increasingly confident within the nursery environment and routines.

Every child is different. Some children confidently separate and embrace nursery very quickly, while others need more time, reassurance or a gradual introduction to their nursery day. We aim to move at the child's pace while also recognising the practical needs and circumstances of their family.

Successful settling is not measured simply by how quickly a child can complete a full nursery day. We want children to have a positive and sustainable nursery experience in which they increasingly feel safe enough to play, explore, communicate, learn and develop.

Relationships and the Key Person

Each child will be allocated a Key Person before or when they start nursery. The Key Person will take a central role in developing a secure relationship with the child and a positive partnership with their family.

Before and during settling, we will seek to understand the child's:

- routines and interests;
- communication;
- comforters and sources of reassurance;
- eating, sleeping and personal care needs;
- development;
- important relationships;
- medical, SEND or additional needs; and
- individual ways of communicating that they feel happy, worried, tired or overwhelmed.

At Leapfrog, settling is not the responsibility of the Key Person alone. We encourage all practitioners within the child's room to develop warm and responsive relationships with the child and family, giving the child a wider network of familiar and trusted adults.

A secondary familiar practitioner will also be identified wherever possible.

We recognise that children naturally form different relationships. Where a child develops a particularly secure attachment to another practitioner, or another practitioner appears better placed to support their current needs and learning, we may review the Key Person allocation. Any change will be managed sensitively and communicated with the family.

The purpose of the Key Person system is to provide meaningful connection and security for the child rather than simply maintain an administrative allocation.

Leadership support

Lead Practitioners and Nursery Managers will actively support the settling process.

They will work alongside Key Persons and room teams to observe how children are responding, support communication with families, consider staff deployment and continuity, identify additional strategies and review whether the settling arrangements are working.

Where a child is finding settling particularly difficult, the Lead Practitioner and/or Nursery Manager will become actively involved in planning the next steps.

Before starting

Before a child begins nursery, we will work with parents/carers to gather information that helps us understand and care for their child from the outset.

Parents/carers know their child best and their knowledge is an important part of the settling process.

Families will also receive relevant information about nursery routines, policies and procedures.

Where appropriate, we may arrange additional conversations, professional liaison, home visits or online meetings before the child starts, particularly where there are medical, SEND or other additional needs which require advance planning or reasonable adjustments.

Induction and settling sessions

Every child will be offered:

- an induction session with their parent/carer; and

- one settling session.

There will be no charge for the induction or first settling session.

These sessions provide an opportunity for the child and family to become familiar with the environment and practitioners, exchange important information and begin developing relationships.

Following the first free settling session, any additional settling sessions or attendance will be charged according to the time the child attends.

A flexible approach to settling

We do not prescribe a fixed number of settling sessions or expect every child to follow the same pattern.

Settling arrangements will be informed by the individual child, including their age and development, response to separation, emerging relationships with practitioners, previous experiences of care, emotional wellbeing, SEND or additional needs and their intended pattern of attendance.

Where appropriate, parents/carers may remain with their child during initial experiences of nursery. As the child becomes more comfortable, we may encourage the parent/carer to leave for short periods and gradually increase the time apart.

Some children may benefit from shorter, more frequent experiences initially, while for others fewer transitions and longer sessions may work better.

Our approach will be guided by the child rather than a predetermined formula.

Understanding how a child is settling

Practitioners will consider the child's experience as a whole rather than measuring settling simply by whether they have stopped crying or can separate from their parent.

We will consider whether the child is increasingly able to:

- develop trusting relationships with practitioners;
- accept comfort and reassurance;
- play, explore and engage;
- communicate their needs;
- eat, drink, sleep or rest according to their individual needs;
- manage personal care;
- regulate with appropriate adult support;
- participate in routines and transitions; and
- experience nursery without becoming persistently overwhelmed or distressed.

We recognise that a child who initially appears settled may require additional support later as they begin longer sessions or encounter different parts of the nursery routine.

Building towards full nursery sessions

Being able to manage a short settling visit does not necessarily mean that a child is ready for a full nursery session or day.

Where necessary, we may build attendance gradually through shorter sessions, adjusted arrival or collection times, a gradual increase in hours or additional familiarisation with particular routines and transitions.

For some children, a shorter positive experience which ends successfully can initially be more beneficial than repeatedly expecting them to remain for a length of time they are not yet able to manage.

Where a child is ready to manage their full sessions from the outset, we will not unnecessarily restrict their attendance.

Temporarily adjusted attendance

Where a child is experiencing sustained difficulty managing their intended nursery attendance, we will work with their family to understand what may be contributing to this and what support or adjustment may help.

Where we believe the child is not yet able to manage their full session safely or positively, Leapfrog may recommend or determine that a temporary adjustment to attendance is required. This may include shorter sessions, reduced days or adjusted arrival or collection times.

This will not be used as a punishment or simply because a child is taking longer than another child to settle. Its purpose is to protect the child from repeatedly experiencing prolonged distress or becoming overwhelmed while allowing positive relationships, confidence and successful nursery experiences to develop.

In making this decision, we will consider:

- the child's emotional and physical wellbeing;
- the nature and duration of any distress;
- the support and reasonable adjustments available;
- SEND, communication, sensory, medical or developmental needs;
- the level of adult support required;
- relevant professional advice;
- the circumstances and needs of the family;
- the safety and wellbeing of the individual child, other children and practitioners; and

• our ability to maintain safe staffing, statutory ratios, appropriate supervision and our wider safeguarding responsibilities.

The Nursery Manager, supported by the Lead Practitioner, Key Person and, where appropriate, SENCO or Inclusion Coordinator, will oversee these decisions.

Temporary arrangements will be clearly communicated to parents/carers and kept under review. The intention will ordinarily be to gradually increase attendance as the child becomes increasingly secure and able to manage their nursery experience successfully.

The nursery retains responsibility for determining whether an attendance arrangement can be safely and appropriately supported within the setting.

Children with SEND and additional needs

Children with SEND, emerging developmental needs or other additional needs may require an individualised settling process.

We will not assume that a child will find settling difficult because they have SEND, nor will their attendance be unnecessarily restricted where they are managing their nursery experience successfully.

Where additional support is required, we will work with parents/carers and, where appropriate, the SENCO, Inclusion Coordinator and relevant professionals to consider reasonable adjustments, enhanced adult support, communication strategies, sensory support or adaptations to the environment and routines.

Where difficulties continue despite appropriate support, we may seek advice, with parental involvement, from the EYSEND Team, Area SENCO or other relevant professionals.

Where appropriate, settling and attendance arrangements may form part of the child's My Support Plan and Assess–Plan–Do–Review process.

Please refer to our Special Educational Needs, Disabilities and Inclusion Policy.

Breakfast club, extended hours and holiday clubs

Breakfast club, extended or after-school hours and holiday clubs may introduce additional transitions beyond the child's usual nursery session.

Depending on the setting and provision, these may include different practitioners, groups of children, rooms or environments, mealtime routines and changes to the normal rhythm of the nursery day. Holiday club provision may also differ from the child's familiar term-time routine.

Where a child finds these additional transitions difficult, we may gradually introduce and build up these sessions, helping them become familiar with the practitioners, environment and routines involved.

Where a child is settled and able to manage these transitions successfully, there will be no requirement for these hours to be introduced gradually and their attendance will not be unnecessarily limited.

Our aim is to support children to successfully access the provision their family requires while ensuring that their experience remains positive and manageable.

Communication and partnership with families

Communication with families is at the heart of successful settling.

We recognise that leaving a child at nursery can be an emotional experience for parents and carers as well as children. We will communicate openly and sensitively about how the child is managing and listen to the family's observations about their child before, during and after nursery.

We will:

• welcome parents' knowledge of their child;

• provide appropriate reassurance and updates;

• discuss concerns sensitively and constructively;

• agree strategies that may support consistency between home and nursery;

• encourage families to share photographs, comforters or other familiar items where appropriate;

• use Famly to support communication and, where appropriate, share photographs of the environment and practitioners so families can talk about nursery at home; and

• review arrangements together when the current approach is not having the intended impact.

We recognise that not every parent/carer is able to remain at nursery for extended periods during settling. We will respect individual family circumstances and work together to find an approach that considers both the child's emotional needs and the family's practical circumstances.

While we aim to reassure families, practitioners' first responsibility is to remain present with and support the children. Messages and photographs will therefore be provided when it is appropriate and safe to do so rather than at fixed intervals.

Comfort, familiarity and connection

Children may bring an appropriate comforter or familiar item where this supports emotional security.

Family photographs, familiar routines, visual support, songs, stories and other appropriate strategies may be used to help children feel connected and understand what is happening and what comes next.

We recognise the importance of professional love and warm, responsive care. Children will be comforted when distressed and practitioners will remain emotionally available while children develop trust and security in their new relationships.

Outings

Children will not ordinarily participate in outings away from the nursery during their initial settling period.

Once practitioners are satisfied that the child has developed sufficient familiarity and security within the setting, they may participate in outings in accordance with our Outings Policy, parental permissions and risk-assessment procedures.

Further transitions

Settling does not only occur when a child first starts Leapfrog.

Children may require additional support when moving rooms, changing Key Person, increasing or changing nursery hours, beginning breakfast club or extended hours, attending holiday club, returning following a prolonged absence, experiencing significant changes within their family, moving between Leapfrog settings or preparing to move to another setting or school.

We will recognise these as transitions in their own right and provide additional familiarisation and support where appropriate.

Monitoring and review

Settling arrangements will be reviewed through communication between the family, Key Person, Lead Practitioner and Nursery Manager.

Our focus will be on the quality of the child's experience rather than simply the number of hours they are able to remain at nursery.

Where an approach is not working, we will reflect and adapt rather than repeatedly expecting the child to manage an arrangement that is causing significant difficulty.

Our principle

At Leapfrog, settling is about building trust, security and belonging.

We will listen to the child through their words, behaviour and responses, communicate openly with their family and use the Key Person relationship, supported by Lead Practitioners, Managers and the wider nursery team, to help the child develop confidence in nursery life.

Some children will be ready for their full nursery experience immediately. Others will need us to build it with them gradually.

Our aim is the same for every child: a positive, secure and sustainable nursery experience.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 October 26	M.Topal	September 2027

Sickness and Illness Policy

At Leapfrog, we promote the health and wellbeing of all children and aim to provide an environment in which children are healthy, safe, comfortable and able to participate positively in nursery life.

We recognise that young children will experience common childhood illnesses and that not every minor symptom means a child needs to remain at home. However, nursery is a busy group environment and children who are unwell may need the comfort, rest and individual care that can be more appropriately provided at home.

We work in partnership with parents and carers to make sensible, child-centred decisions while also protecting other children, staff and families from the unnecessary spread of infection.

Promoting good health

We promote children's health and wellbeing by:

• asking parents/carers not to bring children to nursery when they are unwell or subject to a public health exclusion period;

• asking staff and visitors not to attend when they are unwell or should remain away in accordance with current public health guidance;

• providing healthy, balanced and nutritious meals, snacks and drinks;

• providing opportunities for children to learn about healthy eating, physical activity, outdoor experiences and good oral health;

• maintaining good standards of hand hygiene, cleaning, ventilation and infection prevention in accordance with our Infection Control Policy;

• providing regular access to outdoor play and fresh air;

• sharing appropriate public health information with families, including information about childhood immunisation;

• signposting families to current government/NHS guidance about vitamin supplementation for babies and young children; and

• providing appropriate opportunities for children to rest and sleep according to their individual needs.

Please also refer to our Infection Control, Medication, Healthy Eating and Safe Sleeping policies.

When a child is unwell

Parents/carers should consider whether their child is well enough to participate comfortably in a normal nursery day before bringing them to nursery.

A child does not necessarily need to be excluded because they have a minor cough, cold or other mild symptom where there is no public health exclusion requirement and they remain well enough to participate.

However, we may ask for a child to remain at home or be collected where they:

• have symptoms requiring exclusion under current UKHSA guidance; https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/managing-specific-infectious-diseases-a-to-z

• have a high temperature and are unwell;

• are vomiting or have diarrhoea;

• appear significantly unwell, lethargic or distressed;

• require a level of individual care or comfort that cannot reasonably be provided within the nursery environment;

• are unable to participate comfortably in their usual nursery routines; or

• present symptoms which give the nursery reasonable concern about their health or the potential spread of infection.

We recognise that children respond to illness differently. Decisions will therefore consider the individual child, their symptoms, current public health guidance and the needs and safety of the wider nursery community.

The Nursery Manager or senior member of staff on duty will make the final decision about whether a child is well enough to remain at or attend nursery.

If a child becomes unwell at nursery

If a child becomes unwell during the nursery day, we will:

• assess their immediate needs and provide reassurance and appropriate care;

• contact their parent/carer and, where necessary, ask for the child to be collected as soon as reasonably possible;

• care for the child in a quiet and comfortable area, with a familiar practitioner wherever possible, while they wait to be collected;

• continue to supervise the child appropriately;

• use appropriate infection-prevention precautions and PPE where required by the nature of the illness or care being provided;

• monitor the child for any deterioration;

• administer medication only in accordance with our Medication Policy and relevant permissions; and

• seek medical or emergency assistance where necessary.

A child who is unwell will not be isolated in a way that compromises their emotional wellbeing or supervision. We will continue to provide comfort and reassurance while taking reasonable steps to minimise the spread of infection.

Infectious illness and exclusion periods

Leapfrog follows current UK Health Security Agency (UKHSA) guidance for children and young people's settings when determining public health exclusion periods and managing infectious illness.

Different infections have different exclusion requirements. We will therefore refer to the current UKHSA guidance rather than applying the same exclusion period to every illness.

Parents/carers should inform us where their child has been diagnosed with, or is suspected of having, an infectious disease where this may be relevant to the nursery.

Where required, we will seek advice from the UKHSA Health Protection Team and follow any specific public health advice provided.

Immunisations

Leapfrog supports and promotes the UK childhood immunisation programme as an important measure in protecting individual children and the wider nursery community from vaccine-preventable diseases.

We will:

• encourage parents/carers to follow the current NHS childhood vaccination schedule and signpost families to appropriate NHS information where required;

• ask parents/carers to keep the nursery informed of their child's immunisation status and update us where relevant;

• record relevant immunisation information provided by parents/carers as part of the child's health information;

• recognise that some children may be unable to receive particular vaccinations for medical or other reasons and respond sensitively to individual circumstances;

• never routinely exclude or disadvantage a child simply because they are not fully immunised, unless specific public health advice requires action;

• follow current UKHSA guidance where a vaccine-preventable infectious disease is identified or suspected within the nursery; and

• provide relevant information to the UKHSA Health Protection Team where requested and lawful to do so as part of managing an infection, exposure or outbreak.

Where a vaccine-preventable infection occurs, children or staff who are unvaccinated, partially vaccinated or otherwise considered susceptible may be given specific advice by the UKHSA Health Protection Team. This may include additional precautions or, for some infections and circumstances, temporary exclusion following exposure.

Any such decision will be based on current UKHSA or medical advice rather than a general Leapfrog rule relating to vaccination status.

Parents/carers will be encouraged to seek advice from their GP, health visitor, NHS vaccination service or other appropriate healthcare professional if they have questions about their child's vaccinations.

Leapfrog does not provide individual medical advice about whether a child should or should not receive a vaccination.

Diarrhoea and vomiting

Children with diarrhoea and/or vomiting must remain away from nursery until at least 48 hours after their last episode, in accordance with current UKHSA guidance.

There may be circumstances where a longer exclusion period or additional clearance is required for a particular infection. Where this applies, we will follow UKHSA or Health Protection Team advice.

Where vomiting is known to be caused by an established non-infectious medical condition or allergic reaction, the usual infectious-disease exclusion period may not necessarily be appropriate. This will be considered individually in accordance with the child's healthcare information, the circumstances of the episode and, where necessary, medical or public health advice.

Antibiotics and other medication

A child will not automatically be excluded from nursery simply because they have started a course of antibiotics.

Whether a child can attend will depend upon:

- the illness or infection being treated;
- any applicable UKHSA exclusion period;
- whether the child is well enough to participate comfortably in nursery;
- whether they require additional rest or care;
- any potential side effects or reaction to new medication; and
- whether their medication can be safely administered in accordance with our Medication Policy.

Some infectious illnesses require a specific period after antibiotic treatment has commenced before a child can return. We will follow current UKHSA guidance for the particular infection.

Please refer to our Medication Policy for arrangements relating to prescribed and non-prescribed medication, ongoing medical conditions and emergency medication.

Communicating infectious illness

Where an infectious illness has been identified within the nursery, we will consider whether information needs to be shared with other families.

Where appropriate, parents/carers will be informed that an infection has been identified so that they can be alert to relevant signs and symptoms.

We will maintain the confidentiality of individual children and families and will not ordinarily identify the person affected.

Additional cleaning and infection-control measures will be implemented where appropriate in accordance with our Infection Control Policy and UKHSA advice.

Outbreaks and Health Protection Team advice

Where we suspect an outbreak, identify an infection requiring public health advice or are otherwise advised to do so by current UKHSA guidance, the Nursery Manager will contact the appropriate UKHSA Health Protection Team.

We will follow any advice provided regarding:

- exclusion;
- communication with families;
- infection-prevention measures;
- cleaning;
- testing or medical advice where applicable;
- management of contacts;
- continued operation of the nursery; and
- notification to other relevant authorities.

We will not independently impose additional public health restrictions where specialist advice is required.

Meningitis and septicaemia

Suspected meningitis or septicaemia will always be treated seriously.

If a child becomes seriously unwell at nursery or displays symptoms giving rise to concern about meningitis, septicaemia or another medical emergency, staff will seek urgent medical assistance in accordance with our Accident and Emergency Procedures.

Where we are informed of a suspected or confirmed case of meningitis or meningococcal disease involving a child or member of staff, the Nursery Manager will contact the UKHSA Health Protection Team and follow the advice provided.

We will not independently determine which children or adults require preventative treatment or exclusion. This will be guided by the appropriate health professionals.

Head lice

Head lice do not ordinarily require exclusion from nursery.

Parents/carers are encouraged to check their child's hair regularly and treat head lice appropriately when identified.

We ask families to inform us where head lice have been identified so that we can appropriately remind other families to check their children's hair without identifying the individual child.

Serious illness or deterioration at nursery

If a child's condition deteriorates or staff believe they require urgent medical treatment, their immediate health and safety will take priority.

Staff will:

• inform the Nursery Manager or most senior member of staff immediately;

• call 999 where emergency medical assistance is required;

• follow instructions given by the emergency call handler;

• provide appropriate first aid within the limits of their training;

• contact the child's parent/carer as soon as possible;

• arrange for an appropriate familiar member of staff to accompany the child to hospital where required;

• take relevant information and emergency medication with the child where appropriate; and

• ensure appropriate staffing, ratios, supervision and safeguarding arrangements remain in place for the other children.

Where an ambulance has been called, we will not delay necessary emergency treatment while waiting for a parent/carer to arrive.

Transport to hospital or other medical care will be managed in accordance with our Accident and Emergency Procedures. Staff will not ordinarily transport an unwell child in a private vehicle.

Where exceptional circumstances require an alternative arrangement because emergency transport is significantly delayed or unavailable and the child's welfare requires further action, the Nursery Manager or senior leader will make a dynamic risk-based decision in accordance with our Accident and Emergency Policy, taking account of emergency-service advice, parental communication, safeguarding, supervision, suitable transport and the child's immediate medical needs.

Recording and notification

Significant illness occurring while a child is in our care will be appropriately recorded and parents/carers informed.

Where required, Leapfrog will make statutory notifications to Ofsted and/or other relevant authorities.

This includes notifying Ofsted of food poisoning affecting two or more children cared for on the premises as soon as reasonably practicable and, in any event, within 14 days.

Serious illness, hospital treatment or other significant incidents will be considered in accordance with our Accident and Emergency Policy and statutory notification requirements.

Returning to nursery

Following illness, children may return when:

• any applicable UKHSA exclusion period has ended;

• they are sufficiently recovered to participate comfortably in their normal nursery experience; and

• any additional public health or medical requirements relevant to their illness have been met.

We recognise that children may remain tired or need additional reassurance following illness. Where appropriate, we will work with families to support their return.

However, where a child remains significantly unwell or requires a level of individual care that cannot reasonably be provided within the nursery environment, we may ask the family to keep them at home until they have recovered further.

Policy review

This policy will be reviewed at least annually and sooner where there is:

• a significant illness, outbreak or hospital incident;

• a change to UKHSA, EYFS or other relevant statutory guidance;

• learning arising from an incident; or

• a change to Leapfrog procedures.

Our principle

Children should be at nursery when they are well enough to enjoy and participate in their day.

Our approach is to balance the needs and wellbeing of the individual child with our responsibility to protect the health and wellbeing of the wider nursery community.

We will communicate openly with families, respond compassionately when children become unwell and follow current public health and medical guidance when determining exclusion and return to nursery.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 October 26	M.Topal	September 2027

At Leapfrog, we aim to ensure that all children have sufficient sleep and rest to support their health, wellbeing, development and natural sleeping rhythms within a safe and nurturing environment.

The safety of babies and children while sleeping is paramount. Our procedures follow the statutory requirements of the Early Years Foundation Stage (EYFS), Department for Education safer sleep guidance and safer sleep advice from The Lullaby Trust.

We recognise that every child has individual sleep needs and routines. We work closely with parents and carers to understand these while ensuring that safer sleep requirements are consistently followed.

Safer sleep arrangements

Practitioners will ensure that all children, particularly babies and children under two years old, are placed down to sleep safely.

For babies aged 12 months and under;

• babies will only be placed to sleep in an appropriate cot, carrycot, Moses basket or travel cot

• babies will always initially be placed on their backs to sleep

• where possible in a cot, babies will be positioned with their feet towards the foot of the cot

• the sleep surface will be clear, flat and firm

• mattresses will be firm, flat, waterproof and appropriate for the sleep equipment being used

• babies will not be placed to sleep on floor mats, floor beds, sleep pods or other alternative sleep surfaces; and

• babies will never be put down to sleep with a bottle to self-feed.

If a baby rolls onto their tummy, they will be repositioned onto their back unless they are able to independently roll from back to front and back again, in which case they may be allowed to find their own sleeping position.

Children over 12 months may sleep on an appropriate separate, clear, flat and firm sleep surface suitable for their age and development.

Sleep supervision and monitoring

Sleeping children will remain appropriately supervised at all times.

Practitioners will;

• ensure sleeping children remain visible and accessible

• position cots and sleep mats so that staff can easily see and reach every child

• visually monitor sleeping children, including observing their breathing and the rise and fall of their chest

• check sleeping children at least every 10 minutes

• record 10-minute sleep checks and sleep times on Famly

• observe whether a child's sleep position has changed

• remain alert to changes in breathing, colour, temperature or general presentation

• remain alert to unusual behaviour during sleep, including difficulty breathing, excessive sweating, unusual movements, seizures or waking unusually distressed; and

• respond immediately to any concern.

Babies and children will not be left to sleep in a separate sleep area without appropriate staff supervision.

Sleep areas will be arranged so practitioners can easily see and reach sleeping children. Walkways will remain clear so staff can move safely between children and reach them quickly when necessary.

Doors will not be closed in a way which prevents visibility, access or safeguarding oversight. Staff will not be alone behind a closed door with sleeping children.

Sleep spaces and equipment

All children will have an individual sleep space appropriate to their age, development and needs.

Sleep equipment will be in good condition, appropriately maintained and used in accordance with the manufacturer's instructions.

Travel cots

Where a travel cot is used;

• it must be suitable for the child's age and development

• it must be correctly assembled and stable

• the firm, flat mattress designed and supplied for use with that cot will be used

• additional mattresses or padding will not be added; and

• the cot will be kept clear in accordance with our clear-cot requirements.

Floor and low-level sleep mats

Children over 12 months may use an appropriate separate, clear, flat and firm sleep mat or mattress where this is suitable for their age and development.

Sleep mats will;

• be placed on a clean, firm surface

• be positioned away from heaters, radiators, draughts, direct sunlight, cords and other hazards

• provide each child with their own clearly defined sleep space

• be positioned with sufficient separation between each child to maintain a clearly defined individual sleep space, reduce the risk of children rolling into or coming into contact with one another, and allow practitioners to clearly see, safely access and move between all sleeping children**;** and

• maintain clear walkways and emergency access around the sleep area.

Where raised sleep mats or beds are used, they must be low, stable and appropriate for the child. They must not create gaps or other areas where a child's head, body or limbs could become trapped.

Stacked or tiered sleep arrangements where one sleeping child is positioned directly above or below another will not be used.

Organisation of the sleep area

Where cots and mats are used within the same sleep area;

• each child will have their own separate sleep space

• babies aged 12 months and under will sleep in an appropriate cot rather than on a floor mat

• cots and mats will be positioned to maintain clear visibility and access

• children will not be positioned so that they can roll or move into another child's sleep space

• walkways and emergency access will remain clear

• sleep spaces and bedding will be individually identified to prevent cross-use; and

• bags, cords, wires and other potential hazards will be kept safely out of children's reach.

Clear cots and bedding

For babies, the safest cot is a clear cot.

Cots will be kept clear of

• pillows, cushions, duvets and quilts

• cot bumpers, sleep positioners, pods or nests

• soft toys and other unnecessary loose items.

Where lightweight bedding is used, it will be securely tucked in and no higher than the child's shoulders.

An appropriately sized and fitted baby sleep bag may be used in accordance with the manufacturer's instructions. Leapfrog will provide sleep bags, however families may also provide their child's usual sleep bag where it meets our safer sleep requirements.

Weighted blankets, weighted sleep bags or other weighted sleep products will not be used for babies.

Each child will have individually allocated and appropriately labelled clean bedding.

Bedding will be washed as required and at least weekly, and immediately where it becomes soiled or contaminated.

Dummies during sleep

Where a baby normally uses a dummy as part of their sleep routine, we will work with parents/carers to maintain this consistently while the child is at nursery.

The Lullaby Trust advises that regular dummy use during sleep is associated with a lower risk of SIDS. Where a baby uses a dummy for sleep at home, it should therefore normally be offered when they are settled for their nursery sleep.

Practitioners will ensure that;

• parents/carers confirm whether their baby normally uses a dummy for sleep

• the dummy is offered as part of the baby's usual sleep routine and is never forced

• if the dummy falls out once the baby is asleep, it does not need to be replaced and the baby will not be woken to put it back in

• if the baby wakes and normally uses a dummy to settle, it may be offered again

• dummy cords, neck cords, ribbons, clips, toys or other attachments are never used while a baby is sleeping

• nothing sweet, including honey, is placed on the dummy; and

• dummies are kept appropriately clean and individually identified to prevent cross-use.

We will not introduce dummy use to a child who does not normally use one without discussion with their parent/carer.

The Lullaby Trust recommends that dummy use is gently withdrawn between 6 and 12 months. We will work with families around this transition while recognising that decisions about introducing or withdrawing a dummy remain with the child's parent/carer.

Temperature, ventilation and overheating

Sleep areas will be clean, quiet and well ventilated.

Room temperature will be monitored using an appropriate thermometer rather than relying solely on how the temperature feels to adults.

For babies, we will aim for a room temperature of approximately 16–20°C wherever reasonably possible.

We recognise that maintaining this exact temperature may not always be possible, particularly during periods of hot weather. Where temperatures are higher, practitioners will take appropriate steps to reduce the risk of overheating, including adjusting clothing and bedding and following our Climate Control and Adverse Weather Policy.

Sleep spaces will be positioned away from radiators, heaters and direct sunlight.

Babies and children will be appropriately dressed for the temperature of the environment and practitioners will remain alert to signs that a child is becoming too hot or too cold.

Babies will not wear hats indoors while sleeping.

Lighting may be dimmed to create a calm environment, but lighting must always remain sufficient for practitioners to clearly observe sleeping children.

Prams, pushchairs, car seats and sitting devices

Babies aged 12 months and under will not routinely sleep in a pram, pushchair, car seat, bouncy chair, swing or other seated or inclined device.

Where a baby falls asleep while travelling, they will be transferred to an appropriate cot or other permitted sleep space as soon as they return to nursery.

Children over 12 months who fall asleep while travelling should, wherever possible, also be transferred to their own separate, clear, flat and firm sleep space on return.

A lie-flat pram or pushchair will not be used as a child's main sleep space at nursery.

If a baby falls asleep while being held or comforted by a practitioner, they will be transferred to their own safe sleep space to continue their sleep.

Children arriving at nursery asleep

Children may occasionally arrive at nursery asleep, particularly following travel. Arriving asleep will not in itself be treated as a concern; however, staff must complete an appropriate handover and satisfy themselves that the child appears well and can be safely accepted into nursery.

When a child arrives asleep, a practitioner will:

• acknowledge and receive the child directly from the parent/carer rather than simply accepting a sleeping child without an appropriate handover

• visually observe the child, including their colour, breathing, position and general presentation

• ensure the child appears to be breathing normally and is appropriately responsive for a sleeping child

• ask the parent/carer when the child fell asleep and whether there is anything relevant staff need to know about the child's health, sleep, night or morning

• establish whether the child has been unwell, unusually tired, difficult to wake, had an accident or injury, received medication, experienced a seizure or medical episode, or whether there is any other reason for the child sleeping which staff need to be aware of

• record relevant information on Famly as a pre nursery where this is necessary for the child's care, welfare or safeguarding; and

• ensure the child's arrival and handover are appropriately recorded in accordance with normal nursery procedures.

A sleeping child should never be assumed to be well simply because they appear to be asleep.

Babies aged 12 months and under

Where a baby aged 12 months and under arrives asleep in a car seat, pushchair or other travel equipment, they will be removed and transferred to their own appropriate cot as soon as possible following handover.

The baby will be placed on their back in accordance with our safer sleep procedures.

Coats, hats, outdoor clothing or excessive layers will be removed or adjusted as appropriate to reduce the risk of overheating, even where doing so may disturb or wake the baby.

A car seat, pushchair or other seated or inclined travel device will not be used as an alternative sleep space at nursery.

Children over 12 months

Where a child over 12 months arrives asleep, we will consider their age, individual needs, how they have arrived and the circumstances of their sleep.

Where they remain asleep, they should, wherever possible, be transferred to their own appropriate separate, clear, flat and firm sleep space and monitored in accordance with this policy.

Outdoor clothing, hats, blankets and other layers will be adjusted as necessary to prevent overheating.

If transferring the child wakes them, practitioners will provide reassurance and support them sensitively with the transition into their nursery day.

Safeguarding and professional curiosity

A child arriving asleep does not automatically indicate a safeguarding or welfare concern. However, practitioners must remain professionally curious and consider the child's presentation alongside what they know about the child and family.

Staff should take particular notice where;

• the child is unusually sleepy or their level of sleepiness is significantly different from their normal presentation

• the child is unusually difficult to rouse

• there are concerns about the child's breathing, colour, temperature or responsiveness

• the parent/carer's explanation does not appear consistent with the child's presentation

• there is an unexplained injury or mark

• there are concerns that medication or another substance may have contributed to the child's drowsiness

• the child has repeatedly arrived extremely tired or asleep and this forms part of a wider concern about their health, routines, supervision or basic care needs; or

• there are existing safeguarding, medical or welfare concerns which make the presentation significant.

Where there is an immediate medical concern, staff will follow our Accident and Emergency procedures and seek urgent medical assistance where required.

Where the presentation raises a safeguarding or welfare concern, staff will record what they have observed and what the parent/carer has said factually and report the concern to the DSL in accordance with our Safeguarding and Child Protection Policy.

Practitioners should not investigate or make assumptions about the cause. Their role is to observe, ask appropriate and proportionate questions as part of the child's normal handover, record relevant information and share concerns through the correct safeguarding route.

Repeated tiredness or sleeping on arrival

Where a child frequently arrives asleep or appears consistently very tired, the Key Person or Lead Practitioner will discuss this sensitively with the family.

The purpose of the conversation will be to understand the child's sleep pattern, health and individual circumstances and consider whether any support or adjustment may be helpful.

Patterns will be monitored where appropriate. Where persistent tiredness begins to affect the child's health, wellbeing, development or ability to participate in nursery, this will be discussed with the family and appropriate advice or support may be recommended.

Where persistent tiredness forms part of wider concerns about a child's needs not being met, practitioners will follow Leapfrog's safeguarding procedures.

Individual sleep routines and partnership with families

We ask parents/carers about their child's sleep routine during induction and settling and continue to communicate about sleep as the child's needs and routines develop.

Information may include;

• usual sleep and nap times

• usual length of sleep

• how the child settles

• comfort and reassurance preferences

• whether they like to be gently patted or stroked

• use of an appropriate sleep bag or bedding

• lighting and noise preferences

• familiar sounds or white noise; and

• relevant health or medical information.

Individual sleep information will be clearly available to practitioners caring for the child so that all relevant staff understand how to support them. This information will be reviewed and updated as the child's nursery sleep routine becomes established or changes.

Supporting individual sleep routines within the nursery environment

We recognise that children may have very individual ways of settling and sleeping at home. We will listen carefully to parents/carers and, wherever reasonably possible, use familiar routines, comfort and reassurance to help children feel safe and secure at nursery.
Nursery is, however, a group-care environment and it may not always be possible or appropriate to replicate a child's home sleep routine exactly. Sleep and settling arrangements must work safely within our nursery environment, taking account of our safer sleep procedures, safeguarding expectations, staff deployment and supervision requirements, the needs of other children and the safe operation of the nursery.

We will not adopt a sleep or settling arrangement which compromises appropriate supervision or visibility, requires isolated working, creates a safeguarding or health and safety concern, significantly affects the care and supervision of other children, or cannot reasonably and consistently be maintained within the nursery environment.

We recognise that developing a nursery sleep routine can take time, particularly when a child is new to nursery. During settling and transition, practitioners will provide additional reassurance, responsive care and appropriate flexibility while the child builds secure relationships with familiar adults and gradually becomes comfortable with the routines and sleep environment at nursery. Where a child's usual sleep routine cannot reasonably or safely be provided within nursery, we will discuss this sensitively with parents/carers and work together to consider appropriate adaptations. Our aim will always be to find a consistent approach which supports the child's individual sleep and emotional needs while being safe, practical and sustainable within the nursery environment. Parental knowledge and preferences are an important part of understanding each child's needs.

However, parental preference cannot override statutory safer sleep requirements. Where a family's usual sleep practice differs from the safer sleep arrangements we follow at Leapfrog, we will explain our responsibilities and work with the family to establish an appropriate alternative while the child is in our care.

Through close partnership with families, we aim to help each child develop a secure and comfortable nursery sleep routine. This may look slightly different from their routine at home, but will continue to reflect what we know about the individual child, what helps them feel safe and settled, and what can be consistently provided within their nursery day.

Medical needs and alternative sleep arrangements

Where a child has a medical condition which may affect their sleeping position, sleep environment or monitoring requirements, parents/carers must discuss this with the Nursery Manager.

This may include conditions affecting breathing, seizures, positioning or any other condition which could affect the child's safety during sleep.

Any departure from our usual safer sleep arrangements must be supported by appropriate medical advice and individually risk assessed.

Where necessary, an individual Health Care Plan will be developed in partnership with parents/carers and relevant health professionals.

Practitioners caring for the child will be made aware of the child's individual requirements and know how to respond to a medical emergency.

Sleep, rest and the individual child

We recognise that children's sleep needs vary considerably according to their age, development, health, activity and individual rhythms.

Children will not be forced to sleep or deliberately kept awake against their needs.

When a child starts nursery, we will seek to understand and support their established sleep routine. As they settle, we may work with families to gradually develop a pattern which fits comfortably with the nursery day and allows the child to benefit from their wider nursery experience.

The child's health, wellbeing and need for sleep will remain the priority.

We will create an environment which supports children who need to sleep or rest while continuing to meet the needs of children who do not require sleep.

This may include dimming lights and using soft calming music or white noise, provided this does not interfere with practitioners' ability to observe and safely supervise sleeping children.

Children who are awake will continue to have appropriate opportunities to play, learn and develop, which may include accessing outdoor provision or another appropriate area of the nursery.

Practitioners will communicate significant changes in sleep patterns to parents/carers and share relevant observations where a child's sleep appears to be affecting their wellbeing or nursery experience.

Comfort and responsive care

Children will be supported to settle to sleep in a warm, nurturing and responsive way.

Practitioners may provide appropriate physical reassurance, such as holding, patting or gently stroking a child, where this is part of their familiar settling routine and appropriate to the individual child.

Children who become distressed will be comforted and practitioners will remain emotionally available while they develop trust and security.

If a child falls asleep while being held, they will be transferred to an appropriate safe sleep surface.

Safer sleep requirements will continue to apply regardless of a child's preferred settling method.

Outdoor sleep

Where outdoor sleep is offered, it will only take place where an appropriate safe sleep space can be provided and the same safer sleep, supervision and monitoring requirements can be maintained.

Weather conditions, temperature, shade, clothing, direct sunlight and the surrounding environment will be considered before outdoor sleep takes place.

Outdoor sleep arrangements will be discussed with parents/carers.

Sleeping twins and siblings

Twins and siblings will each have their own separate safe sleep space.

We will follow current advice from The Lullaby Trust regarding safer sleep for twins while working sensitively with families around their familiar routines.

Emergency preparedness

Practitioners supervising sleeping children must know how to respond to an emergency and appropriate paediatric first aid cover will be maintained in accordance with EYFS requirements.

Staff must know the procedures to follow where a sleeping child;

• is unresponsive

• is not breathing normally or experiences breathing difficulties

• experiences a seizure or other medical episode

• experiences an allergic reaction or anaphylaxis; or

• requires emergency evacuation, including in the event of a fire.

Staff will immediately follow Leapfrog's first aid, medical emergency and emergency evacuation procedures.

Where emergency medical assistance is required, 999 will be called and staff will follow the instructions provided by the emergency call handler.

Relevant accidents, incidents, medical events or unusual observations will be recorded on Famly and managed in accordance with our Accident and Emergency, Medication and Health Care Plan procedures.

Safeguarding during sleep

Normal safeguarding expectations continue while children are sleeping.

Sleep areas will maintain appropriate visibility and oversight at all times.

Sleep room doors must not be fully closed in a way which prevents visibility, immediate access or appropriate safeguarding oversight.

Staff should not be alone in a closed-off room with sleeping children.

Practitioners must remain vigilant for anything which may indicate a safeguarding or welfare concern and follow Leapfrog's safeguarding procedures where necessary.

Any concern about the conduct of a member of staff must be reported immediately to the DSL in accordance with our Safeguarding and Child Protection Policy.

Recording sleep and concerns

Famly will be used to record;

• when children go to sleep

• relevant waking times

• 10-minute sleep checks

• relevant changes or concerns observed while the child is sleeping; and

• accidents, incidents or medical events where appropriate.

Where a practitioner observes unusual breathing, excessive sweating, unusual movements, difficulty waking, significant distress on waking or any other unexpected presentation, this will be responded to appropriately and communicated to the parent/carer.

Where there is a medical or safeguarding concern, the appropriate nursery procedure will also be followed.

Staff knowledge, training and monitoring

All practitioners caring for sleeping babies and children will understand Leapfrog's safer sleep procedures.

Safer sleep practice will form part of staff induction, training and ongoing monitoring.

Managers and Lead Practitioners will ensure that:

• practitioners understand current safer sleep requirements

• sleep spaces and equipment remain appropriate and safe

• room arrangements provide clear visibility, access and safe spacing

• 10-minute checks and sleep times are consistently recorded

• individual sleep information remains current

• new, temporary and agency staff understand our safer sleep procedures

• staff know how to respond to sleep-related medical emergencies; and

• concerns or unsafe practices are addressed immediately.

Managers and Lead Practitioners will monitor practice rather than relying solely on staff knowledge of the written policy.

Policy review

This policy will be reviewed at least annually and sooner following;

• changes to the EYFS or safer sleep guidance

• a significant sleep-related incident or concern

• changes to sleep equipment or arrangements

• learning identified through an accident, incident or near miss; or

• concerns identified through monitoring of staff practice.

Our principle

Every sleep matters.

At Leapfrog, we combine nurturing, responsive care with consistent safer sleep practice. We listen to families, understand each child's individual sleep needs and provide comfort and reassurance while maintaining clear safety boundaries.

A child's safety will always take priority where a preferred sleep routine is not compatible with current safer sleep requirements.

Further guidance

Department for Education – Safer Sleep:
https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/safer-sleep

The Lullaby Trust:
http://www.lullabytrust.org.uk

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 November 2024 October 26	M.Topal	September 2027

Social Media and Networking Policy

Social media is an important part of modern communication. At Leapfrog, we use social media to celebrate children's experiences, share nursery news and updates, and provide families with useful information and links to best practice.
We recognise our responsibility to protect children's privacy, safety and wellbeing when using social media.
This policy should be read alongside our **Online Safety, Photographing and Filming Children, Safeguarding and Child Protection, Data Protection and Confidentiality, and Staff Code of Conduct policies**.

Leapfrog's Use of Social Media
Leapfrog uses platforms such as Facebook and Instagram to share photographs, activities, nursery updates and information with families and the wider community.
We follow our Photographing and Filming Children Policy when deciding which images are appropriate to share.
To safeguard children, we ensure that:

- Prior written permission is obtained from parents/carers before sharing children's images on public social media.
- Separate permission is obtained for images used in public marketing and promotional materials.
- **Consent to share photographs privately through Famly does not automatically give permission for public social media or marketing use.**
- Children's names, personal details or sensitive information are not shared.
- Photographs respect children's dignity and privacy, taking account of any safeguarding restrictions.
- Only authorised members of the Leapfrog management team can access and post on official social media accounts.
- Accounts are password-protected and access is reviewed when staff roles change or employment ends.
- Comments and messages are monitored, with inappropriate content or concerns addressed promptly.

Where consent is withdrawn, we will stop future use and take reasonable steps to remove relevant images from accounts under our control.

Staff Use of Social Media
All staff are expected to use social media responsibly and professionally, including when using personal accounts outside working hours.
Staff must:

- Not post photographs, videos or information about children attending Leapfrog on personal social media accounts.

- Not share confidential information about children, families, colleagues or nursery operations.
- Not post photographs taken at work or in nursery uniform without management authorisation.
- Not make inappropriate comments about Leapfrog, colleagues, children or families.
- Maintain professional conduct online, avoiding offensive, discriminatory, bullying or otherwise inappropriate content that may affect their professional role.
- Not send private messages to parents/carers about nursery matters or use personal social media for nursery communication.
- Direct any work-related questions received through personal social media to the nursery manager or official communication channels.
- Report concerning messages, comments or inappropriate online contact to the manager or Designated Safeguarding Lead.
- Follow the Staff Code of Conduct, confidentiality and whistleblowing procedures.

Staff should not initiate personal social media connections with parents/carers where the relationship has arisen through their work at Leapfrog.
Existing friendships or family relationships are recognised, provided professional boundaries and confidentiality are maintained.
Where staff operate another business or social media account followed by nursery families, they must ensure that professional boundaries are maintained and that Leapfrog's information, images or relationships are not used inappropriately.
Breaches of this policy may result in disciplinary action, including dismissal in serious cases.

Communication with Parents
All communication about nursery matters must take place through approved channels, including **Famly, official nursery emails, telephone numbers or face-to-face meetings**.
Staff must not use personal social media accounts or private messaging to discuss children's care, development, behaviour or family circumstances.
This protects children, parents and staff and ensures that important communication is appropriately recorded.

Parents' and Visitors' Use of Social Media
We recognise that families enjoy sharing their children's nursery experiences. However, photographs and information may include other children or families whose privacy must be respected.
We ask parents, carers and visitors to:

- Not screenshot, forward or share photographs from Famly or other nursery communications where other children are identifiable.
- Not post photographs or videos containing other children without the appropriate permission.
- Not share personal information about other children, families or staff.
- Not photograph or film other children on nursery premises without authorisation.
- Respect the privacy of staff and avoid sending personal friend requests where the relationship has arisen through nursery attendance.
- Raise concerns directly with nursery management rather than discussing confidential nursery matters on social media.

Where photography is permitted at nursery events, families will be reminded of any restrictions on sharing images of other children.
Existing personal or family relationships between staff and parents are recognised, provided appropriate boundaries are maintained.

Safeguarding and Reporting Concerns
Any inappropriate sharing of children's images, disclosure of confidential information, concerning online contact or suspected misuse of nursery social media must be reported promptly to the nursery manager or Designated Safeguarding Lead.
Staff must not investigate safeguarding concerns themselves or engage in online disputes on behalf of Leapfrog.
Where necessary, management will take appropriate action, including requesting removal of content, restricting access, preserving evidence or referring concerns to relevant authorities.
Any suspected personal data breach must also be reported in accordance with our Data Protection and Confidentiality Policy.

Monitoring and Review
The Leapfrog management team is responsible for overseeing official social media accounts and ensuring this policy is followed.
This policy will be reviewed annually or sooner where changes in safeguarding guidance, legislation or nursery practice require it.

At Leapfrog, we enjoy celebrating children's experiences, but their safety, dignity and privacy will always come first.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 October 2026	M.Topal	September 2027

Leapfrog Nursery School

Special Considerations for Employees Policy

At Leapfrog, we recognise that employees may have individual circumstances, health conditions or additional needs which require particular consideration or support.
This may include young workers, pregnant employees and new mothers, employees with disabilities or additional learning needs, neurodivergent employees, those experiencing health difficulties or menopause, and employees undergoing gender reassignment.
We are committed to treating employees fairly, respecting individual differences and making reasonable adjustments where required to enable staff to work safely and effectively.

Legal Requirements
Leapfrog follows relevant employment, equality and health and safety legislation, including:

- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Relevant maternity protection, young worker and employment regulations

This policy should be read alongside our Health and Safety, Equality and Diversity, Staff Wellbeing, Menopause and Staff Code of Conduct policies.

Individual Assessments and Support
Where an employee requires additional consideration, the nursery manager, with support from senior management where appropriate, will:

- Discuss the employee's individual circumstances and any difficulties affecting their work.
- Assess relevant workplace risks and complete an individual risk assessment where necessary.
- Consider reasonable adjustments, additional training, supervision, equipment or changes to working arrangements.
- Agree appropriate measures with the employee and record arrangements where necessary.
- Seek occupational health or specialist advice where appropriate.
- Review arrangements when circumstances, duties or workplace conditions change.

Reviews will take place according to individual needs, rather than waiting for an annual review where more frequent consideration is required.
Any adjustments must also maintain the safety and wellbeing of children, colleagues and the employee.

Disability, Neurodivergence and Additional Learning Needs
We encourage employees to discuss any disability, neurodivergence, learning difficulty or additional support needs which may affect their work.
We recognise that employees may require different approaches to training, communication, organisation, equipment or working arrangements.
Reasonable adjustments will be considered on an individual basis, in accordance with the Equality Act 2010.

Employees are not expected to disclose unnecessary personal medical information. Our focus is on understanding any workplace difficulties and identifying appropriate support.

Health and Medical Needs
We encourage employees to inform management where a health condition, medical need or significant change in their health may affect their ability to carry out their duties safely.
Where appropriate, we will consider adjustments to duties, working arrangements, equipment or the working environment.
Employees experiencing menopause-related symptoms will be supported in accordance with our Menopause Policy.
Medical information will be handled sensitively and confidentially, with access limited to those who need relevant information to fulfil their responsibilities.

Pregnancy, New Mothers and Breastfeeding
Employees are encouraged to inform management of their pregnancy so that appropriate support can be arranged.
When an employee notifies Leapfrog in writing that they are pregnant, have given birth within the previous six months or are breastfeeding, an individual workplace risk assessment will be completed in accordance with health and safety requirements.
Assessments will consider relevant nursery duties, including lifting children, physical activity, infection risks, fatigue and other workplace hazards.
Risk assessments will be reviewed as pregnancy progresses or circumstances change.
Where risks cannot be adequately controlled, we will consider adjustments to working conditions or hours, suitable alternative work or, where legally required, suspension on full pay.
We will also consider appropriate rest and breastfeeding arrangements for employees returning to work.

Young Workers
Employees under 18 will receive appropriate induction, supervision and training, with particular consideration given to their experience, maturity and understanding of workplace risks.
Relevant risk assessments will be completed, and duties will be allocated in accordance with applicable legal requirements.

Part-Time and Fixed-Term Employees
Part-time and fixed-term employees will not be treated less favourably than comparable full-time or permanent employees because of their employment status, unless different treatment is objectively justified.
Terms and benefits will be applied on a pro-rata basis where appropriate.

Transgender Employees
Leapfrog is committed to treating transgender employees with dignity, respect and fairness.
Employees who are proposing to undergo, are undergoing or have undergone gender reassignment are protected against discrimination under the Equality Act 2010. Medical treatment or surgery is not required for this protection.
We will discuss individual workplace needs sensitively, respect confidentiality and consider appropriate support, including changes to personal records, names, communication and arrangements for appointments or absence.
Any arrangements relating to workplace facilities will be considered individually, taking account of current legal requirements, privacy, dignity and the rights of all employees. Specialist advice will be sought where necessary.

Confidentiality and Review
Information relating to an employee's health, disability or personal circumstances will be treated confidentially and shared only where necessary and lawful.
Employees are encouraged to raise concerns or request support without fear of unfair treatment.

Managers will monitor agreed adjustments, seek feedback and review arrangements when necessary.
This policy will be reviewed annually or sooner where legislation, guidance or nursery practice changes.

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April 2022 October 2024 October 26	M.Topal	September 2027

Leapfrog Nursery School

Staff Development and Training Policy

At Leapfrog, we value our staff highly and believe that investing in their personal and professional development is essential to delivering high-quality early years education and care.
We are committed to creating a positive learning culture where every practitioner feels supported, motivated and inspired to develop their knowledge, skills and confidence.
The quality of our provision is underpinned by knowledgeable, skilled and reflective practitioners who understand their responsibilities and are continually developing their teaching and interactions with children.

Professional development at Leapfrog is not limited to formal qualifications or training courses. It is embedded within our everyday practice through **coaching, mentoring, workshops, reflective supervision, spotlights, shared learning and whole-staff training**.
Our aim is to ensure that professional development is purposeful, relevant and has a positive impact on the experiences, learning and development of children.

Qualifications and Career Development
We encourage and support staff to develop their qualifications, skills and professional interests throughout their employment.
We aim to maintain a highly qualified team, with practitioners holding relevant early years qualifications and others supported to work towards recognised qualifications where appropriate.
We will:

- Signpost and support staff to achieve **Level 2, Level 3 and higher early years qualifications**, including apprenticeships and further education opportunities.
- Encourage practitioners to progress towards **Early Years Teacher Status (EYTS)**, supporting those wishing to develop their expertise in early years teaching, curriculum and pedagogy.
- Support staff undertaking **SENCO qualifications**, including the Level 3 Early Years SENCO qualification, to strengthen our inclusive practice and support for children with SEND.
- Provide guidance on relevant English and mathematics qualification requirements.
- Encourage staff to develop specialist knowledge through additional training in areas such as communication and language, SEND, safeguarding, behaviour and child development.
- Identify opportunities for career progression into Senior Practitioner, Room Leader, SENCO, Early Years Teacher and management roles.
- Recognise individual strengths and provide opportunities for staff to lead training, mentor colleagues and share their expertise.

We recognise that professional development is individual. Some practitioners may wish to progress towards formal qualifications or leadership positions, while others may choose to deepen their knowledge and expertise within their existing roles.
Our aim is to support every member of staff to continue learning, feel valued and reach their professional potential.

Our Professional Development Programme
Leapfrog offers a varied and ongoing programme of professional development, combining internal expertise with external training opportunities.

Whole-Staff INSET Days
We provide **five carefully planned whole-staff training days across the academic year**, with a strong focus on teaching, learning, curriculum development and professional reflection.
Our INSET programme is supported and led by our **innovative and inspiring Headteacher**, who brings expertise, creativity and a clear educational vision to the development of our team.
These days provide opportunities for staff across our nurseries to come together, share ideas, reflect on practice and develop a consistent understanding of the Leapfrog approach.
Feedback from staff has been consistently positive, reflecting the value they place on these opportunities to learn, collaborate and feel inspired.

Workshops, Training Meetings and Practice Spotlights
We provide regular opportunities for professional learning through:

- Targeted workshops focused on specific areas of teaching, learning, SEND, safeguarding and children's development.
- Staff and room meetings which encourage professional discussion and shared reflection.
- Leapfrog Spotlights, providing concise, practical guidance on important aspects of everyday practice.
- Coaching and modelling from experienced practitioners, leaders and managers.
- Opportunities for staff to lead workshops and share specialist knowledge with colleagues.
- Reflective discussions following observations, training or significant learning experiences.

Our aim is to make professional development accessible, practical and directly relevant to the children we care for.

Noodle Now Training Platform
All staff have access to **Noodle Now**, our online professional development platform.
This provides a wide range of mandatory and additional training courses which staff can complete at their own pace, with certificates available upon completion.
Managers support staff in identifying relevant courses according to their role, responsibilities and individual development needs.

External Training and Professional Learning
We actively encourage staff to access high-quality external training and resources, including:

- Department for Education (DfE) training and professional development opportunities.
- Local authority training, briefings and workshops.
- Safeguarding and SEND training.
- Relevant specialist courses and qualifications.
- Professional publications, guidance and research.

Staff are encouraged to share learning from external training with colleagues so that new knowledge benefits the wider team.

Induction, Coaching and Mentoring
All new staff receive a structured induction to help them understand Leapfrog's values, curriculum, policies and expectations.
New practitioners are supported by managers, experienced colleagues and an allocated work buddy where appropriate.
Ongoing coaching and mentoring help staff develop confidence, strengthen their practice and take increasing responsibility.
We encourage experienced practitioners to lead by example, share their knowledge and support colleagues who are developing their skills.

Supervision, Observation and Appraisal
Professional supervision is an important part of staff development at Leapfrog.
We provide **termly supervision meetings** and annual appraisals, alongside ongoing observations, feedback and professional discussions.
These opportunities enable staff to:

- Reflect on their teaching, interactions and professional practice.
- Discuss children's learning, development, wellbeing and safeguarding concerns.
- Recognise strengths and achievements.
- Identify areas for improvement.
- Agree clear and achievable development targets.
- Discuss training, qualifications and career aspirations.
- Receive coaching, guidance and support.

Observations and feedback should be **constructive, specific and focused on improving practice**.
Development targets are informed by individual performance, the needs of children, curriculum priorities and the wider needs of the nursery.
Where improvement is required, managers will provide appropriate guidance, support and opportunities to develop.

Leadership and Shared Learning
We believe professional development is strengthened when staff are actively involved in shaping and improving nursery practice.
We encourage staff to:

- Share ideas and contribute to nursery development.
- Lead activities, workshops or areas of practice linked to their strengths.
- Take on additional responsibilities where appropriate.
- Support and mentor less experienced colleagues.
- Reflect together on challenges and successful approaches.
- Share learning between our nursery settings.

Managers and Lead Practitioners are expected to model high-quality practice, provide constructive feedback and support the ongoing development of their teams.
We promote a supportive learning culture where staff feel confident to ask questions, seek guidance and reflect on what could be improved.

Planning and Evaluating Professional Development
Managers identify training and development priorities through supervision, appraisal, observations, staff feedback, curriculum evaluation and the needs of children.
Individual training records and development plans are maintained, and a training budget is reviewed annually to support identified priorities.
We evaluate the effectiveness of professional development by considering:

- What staff have learned.
- How confidently new knowledge is being applied.
- Improvements in teaching, interactions and professional practice.
- The impact on children's experiences, learning and development.
- Whether further coaching, training or support is required.

Completing a training course is not the end of professional development. What matters is how learning is applied in practice.

Roles and Responsibilities

Senior leaders and managers are responsible for identifying development priorities, providing appropriate opportunities, monitoring progress and supporting staff to improve.
Lead Practitioners support colleagues through modelling, coaching, feedback and sharing effective practice.
All staff are expected to take an active role in their own professional development by engaging with training, reflecting on feedback, maintaining required knowledge and applying their learning in everyday practice.

Monitoring and Review
The effectiveness of our staff development programme is reviewed through supervision, appraisals, observations, staff feedback and evaluations of children's experiences and learning. This policy will be reviewed annually or sooner where changes to guidance, qualifications or nursery practice require it.

Our Commitment
At Leapfrog, we believe that **when our staff grow, our children benefit**.
We are proud to invest in a professional development programme which encourages curiosity, builds confidence, develops expertise and inspires practitioners to continually improve.
Our commitment is not simply to provide training, but to create a team of **knowledgeable, reflective and passionate early years professionals** who put children at the heart of everything they do.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 November 2024 October 26	M.Topal	September 2027

Staff Working with their Own Children or Close Relation Policy

At Leapfrog, we support employees returning to work following the birth of a child and recognise that staff may wish for their own children or close relatives to attend one of our nurseries.
We recommend that staff members' children attend a different Leapfrog setting where practical. However, we recognise this may not always be possible or preferable for the family.
Our priority is to ensure that every child receives consistent, high-quality care, while staff can fulfil their professional responsibilities without compromising the needs of their own child or others.

Agreeing Arrangements
Where a staff member's child or close relative attends the same nursery, the employee will meet with the nursery manager and, where appropriate, the Room Leader to agree suitable arrangements.
Decisions will be made individually, considering:

- The child's age, stage of development and individual needs, including SEND.
- Room organisation, staffing, ratios and deployment.
- The employee's usual role, responsibilities and working arrangements.
- The child's attendance pattern and settling-in or transition needs.
- The emotional wellbeing of the child and the potential impact of contact with their parent during the nursery day.

The child may be placed in the same room or a different room, depending on what is most appropriate.

Settling-In and Staff Working Arrangements
We recognise that children settle into nursery at different rates and may require additional time, reassurance and support. Our priority is to ensure that every child feels safe, secure and emotionally ready to attend.
Where an employee requests a nursery place for their own child, we will discuss settling arrangements in advance, including the employee's working hours and responsibilities.
A child's attendance at Leapfrog does not automatically change the employee's agreed working hours or duties. Staff are employed to fulfil a particular role, and we must ensure that staffing, ratios and the needs of all children are maintained.
If a child requires an extended settling-in period, the nursery manager will meet with the employee to consider:

- The child's individual needs and the support that can be provided through their Key Person and settling plan.
- Whether temporary adjustments to working arrangements are possible without compromising nursery operations.
- Alternative childcare or family support arrangements where necessary.
- Whether the employee can continue to fulfil their agreed working hours and responsibilities.

Any temporary adjustments must be agreed with management, clearly documented and reviewed within an agreed timeframe.

Where an employee remains unable to fulfil their contracted hours, we will discuss appropriate options, including alternative childcare arrangements or a formal request to change working hours. Such requests will be considered fairly, taking account of individual circumstances, applicable employment rights and the operational needs of the nursery.
Our commitment is to support the child's wellbeing while ensuring that employees can meet their professional responsibilities and that the nursery continues to operate safely and effectively.

Professional Boundaries and Expectations
An individual agreement will be established to ensure that:

- During nursery hours, the child remains in the care of the nursery, with their allocated Key Person and usual care arrangements.
- Staff maintain professional boundaries and treat all children fairly and consistently.
- The employee fulfils their usual responsibilities and does not prioritise their own child over other children.
- Staff caring for a colleague's child maintain the same professional relationships, communication and confidentiality as they would with any other family.
- Contact with the child during the day is managed sensitively, considering routines, separation difficulties and emotional wellbeing.
- Arrangements remain appropriate during outdoor play, staff cover and movement between rooms.

These expectations also apply to employees working in non-room-based roles, including management, administration and catering.

Reviewing Arrangements
Where arrangements are affecting the child's wellbeing, staff responsibilities or the care of other children, the manager will meet with the employee to review the agreement.
Adjustments may include changes to contact during the day, staff deployment or room allocation.
Where a change of room is necessary, our preference is to move the employee rather than the child, maintaining the child's established relationships and age-appropriate provision wherever possible.
Arrangements will be reviewed as circumstances change, particularly during settling-in and transitions.

Breastfeeding
We support employees who wish to continue breastfeeding when returning to work.
Suitable arrangements will be discussed individually, with appropriate breaks, cover and a private, comfortable space provided where reasonably practicable, taking account of the needs of both the employee and baby.

Monitoring and Review
The nursery manager will oversee individual agreements and review them where necessary.
This policy will be reviewed annually or sooner if nursery arrangements or relevant guidance change.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 October 26	M.Topal	September 2027

Student and Work Experience Placement Policy

At Leapfrog, we are committed to supporting students wishing to pursue a career in early years education. We welcome opportunities to share our knowledge and good practice, providing meaningful learning experiences within a safe, supportive and professional environment.
All placements are considered individually, taking account of the needs of children, staff supervision and the nursery's operational requirements.
We will only consider student placements for the duration of the academic year. All placements are subject to review and may be ended earlier where necessary.

Placement Arrangements and Safer Recruitment
Placements may be offered to students undertaking recognised childcare or education courses and pupils from local secondary schools undertaking work experience.
Before accepting a placement, the nursery manager will:

- Liaise with the school, college or training provider to confirm the placement arrangements and expectations.
- Meet the student and assess their suitability for the placement.
- Complete and record appropriate identity, safeguarding and suitability checks, including enhanced DBS and barred-list checks where required and legally eligible.
- Obtain relevant references or confirmation of suitability from the education or training provider.
- Consider any individual learning or support needs and the nursery's capacity to provide appropriate supervision.

No student will begin a placement until management is satisfied that all applicable safeguarding and suitability requirements have been met.

Induction and Supervision
All students will complete a nursery induction, including the relevant Student Induction forms and declarations, before commencing their placement.
Students will be introduced to nursery routines, safeguarding procedures and professional expectations, including:

- Safeguarding and Child Protection, including reporting concerns, allegations and low-level concerns.
- Staff Code of Conduct, professional boundaries and whistleblowing.
- Health and Safety, fire and emergency procedures.
- Confidentiality, Data Protection and Online Safety.
- Positive Behaviour and Physical Intervention.
- Intimate and Personal Care procedures.

Each student will be allocated a mentor, an experienced member of staff to provide supervision, guidance and feedback.

Students must remain under appropriate supervision and must never be left alone with children.
Students must not undertake any intimate or personal care routines, including nappy changing, toileting or changing children's clothing following accidents.
Students are expected to follow nursery policies, maintain confidentiality, demonstrate professional conduct and report any safeguarding concerns immediately.

Learning and Development
We aim to provide students with positive opportunities to develop their knowledge and understanding of early years education.
Students will be encouraged to:

- Observe experienced practitioners and participate in appropriate activities.
- Develop their understanding of child development, the EYFS and Leapfrog's curriculum.
- Reflect on their practice and respond positively to guidance.
- Contribute to nursery routines within their agreed responsibilities.
- Develop professional skills, confidence and positive interactions with children.

Mentors will provide constructive feedback and liaise with tutors or assessors regarding progress.
Where concerns arise, appropriate support and improvement actions will be discussed with the student and training provider.

Staff-to-Child Ratios
At Leapfrog, placement students are additional to our staffing arrangements and will not be included in staff-to-child ratios.
Only students or apprentices who are also permanent members of the Leapfrog staff team may be considered for inclusion in ratios, where permitted by the current EYFS requirements.
Management must be satisfied that the individual:

- Meets the relevant age, suitability and safeguarding requirements.
- Is competent and responsible to undertake the role.
- Holds a valid and current paediatric first aid (PFA) qualification.
- Meets the relevant qualification or level-of-study requirements.

In accordance with the EYFS, an eligible employee undertaking a Level 3 early years qualification may be considered within the **Level 2 element of staffing ratios**, at the level below their level of study, where all applicable requirements are met.
This does not mean that the individual holds a completed Level 2 qualification, nor does it automatically entitle them to be included in ratios.

The final decision rests with nursery management, taking account of the needs and safety of children.
Employed apprentices are additionally subject to our Safer Recruitment, Staff Induction and Staff Development and Training policies.

Secondary School Work Experience
We may offer work-experience opportunities to secondary school pupils following agreement with their school.

Additional consideration will be given to the pupil's age, maturity, individual needs and appropriate supervision.
Pupils under 16 are not eligible for DBS checks. For pupils aged 16 or over, appropriate safeguarding checks will be determined in accordance with current requirements.
School work-experience pupils will not be included in staffing ratios, left alone with children or involved in intimate care routines.

Communication with Nursery Parents
Parents will be informed when students are undertaking placements within the nursery, for example through Famly.
Where appropriate, students may be introduced by name and photograph, with their permission.
Students must respect the confidentiality and privacy of children, families and staff at all times.

Monitoring and Review
The nursery manager is responsible for overseeing student placements and ensuring that appropriate safeguarding, supervision and learning arrangements are maintained.
Placements will be reviewed as necessary and may be ended where concerns arise regarding conduct, suitability, performance or operational requirements.

This policy will be reviewed annually or sooner following changes to statutory guidance or nursery practice.
Related policies: Safeguarding and Child Protection, Safer Recruitment, Staff Code of Conduct, Student Induction, Staff Development and Training, Health and Safety, Intimate and Personal Care, Data Protection and Confidentiality, and Online Safety.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 November 2024 October 26	M.Topal	September 2027

Leapfrog Nursery School

Sun Safety Policy

At Leapfrog, we are committed to protecting children from the harmful effects of excessive sun exposure and ultraviolet (UV) radiation. We recognise that sunburn during childhood can increase the risk of skin cancer in later life.
We aim to promote safe and enjoyable outdoor experiences while helping children develop an understanding of how to protect themselves in the sun.

Sun Protection Procedures
We monitor weather forecasts, temperatures and UV levels and adapt outdoor activities accordingly.
To protect children, we ensure that:

- **Sun hats:** Children wear a clearly labelled sun hat when outdoors in sunny weather. Wide-brimmed or legionnaire-style hats are encouraged to protect the face, ears and neck.
- **Sunscreen:** Parents provide a labelled, high-protection, broad-spectrum sunscreen, preferably SPF 50, suitable for their child's skin. Written parental consent must be obtained before staff apply sunscreen.
- **Application:** Sunscreen is applied before outdoor activities and reapplied according to the manufacturer's instructions, particularly following water play or excessive sweating.
- **Clothing:** Parents are encouraged to provide lightweight, loose-fitting clothing that covers children's shoulders and protects their skin.
- **Shade:** Shaded areas are provided for outdoor play. Children will not play in direct sunlight between **11am and 3pm during hot weather**, and outdoor activities will be adapted according to UV levels and individual needs.
- **Hydration:** Fresh drinking water is readily available indoors and outdoors, with children encouraged and supported to drink regularly.
- **Outdoor activities:** Staff monitor children's comfort and wellbeing, adjusting activities and time outdoors where necessary.

Staff will model positive sun safety practices and help children understand the importance of wearing hats, using sunscreen and drinking water.

Individual Needs and Parental Partnership
We work closely with parents to ensure children have suitable sun protection.
Key Persons will consider individual needs, including sensitive skin, allergies, medical conditions and any additional vulnerabilities.
We recognise that **children of all skin tones can experience UV damage**, although their individual protection needs may differ.
Where a child cannot use standard sunscreen due to an allergy or medical condition, parents will be asked to provide a suitable alternative, supported by medical advice

where necessary. Additional protective measures will be agreed to ensure the child can participate safely.
Parents are encouraged to apply sunscreen before bringing their child to nursery, with staff responsible for reapplication during the day where consent has been provided. Sunscreen will be stored appropriately, checked for expiry and used in accordance with the manufacturer's guidance.

Babies and Younger Children
Babies and younger children require particular protection from the sun.
Children under six months will be kept out of direct sunlight, with shade, suitable clothing and other protective measures prioritised.
Staff will take particular care when planning outdoor play, walks and sleep arrangements during warmer weather.

Vitamin D
Sunlight contributes to vitamin D production, but children should not be exposed to excessive UV radiation to obtain vitamin D.
In line with NHS guidance, we encourage parents to consider appropriate vitamin D supplementation:

- Babies from birth to one year who are breastfed should receive a daily vitamin D supplement of 8.5–10 micrograms.
- Formula-fed babies generally do not require a supplement while consuming 500ml or more of infant formula daily.
- Children aged one to four years should receive a daily supplement containing 10 micrograms of vitamin D.

Parents should seek advice from their healthcare professional where their child has individual medical or dietary requirements.

Monitoring and Review
The nursery manager is responsible for ensuring sun safety measures are followed and that outdoor activities are adapted to weather conditions.
This policy will be reviewed annually or sooner where guidance or nursery practice changes.
Related policies: Adverse Weather and Climate Control, Health and Safety, Outdoor Play, Administration of Medication and Allergies.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 November 2024 October 26	M.Topal	September 2027

Supervision of Children Policy

At Leapfrog, children's safety and wellbeing are our highest priorities. We ensure that children are appropriately supervised throughout the nursery day, including during play, meals, sleep, personal care, transitions and outings.
We recognise that effective supervision requires more than meeting statutory staffing ratios. Staff must remain attentive, understand children's individual needs and be appropriately deployed to maintain a safe, nurturing environment.
The nursery manager is responsible for ensuring that all staff, including relief and agency staff, understand their responsibilities and receive appropriate induction and guidance.

Staffing and Supervision
We ensure that:

- Staff are deployed appropriately, meeting statutory EYFS ratio and qualification requirements, while taking account of children's ages, developmental stages, SEND and individual care needs.
- **Every child is within the sight and/or hearing of a suitably qualified and vetted member of staff**, with closer supervision provided where necessary.
- Staff remain actively engaged and attentive, positioning themselves to observe children, anticipate risks and respond promptly.
- Registers are updated as children arrive and leave, with regular headcounts, particularly during transitions between rooms and outdoor spaces.
- Staff communicate clearly when moving between areas, taking breaks or handing over responsibility for children.
- Students and visitors are appropriately supervised and are never left in sole charge of children.
- Staff deployment is regularly reviewed by room leaders and managers to ensure supervision remains effective throughout the day.

Children must never be left unattended.

Supervision During Play and Activities
Staff balance children's opportunities to explore, take appropriate risks and develop independence with their responsibility to maintain safety.
Particular attention is given to:

- **Outdoor play:** Ensuring all areas are adequately supervised, including entrances, exits, boundaries and areas with restricted visibility.
- **Climbing and physical play:** Providing close supervision when children use climbing frames, steps, stairs, swings or other challenging equipment.
- **Water play:** Maintaining continuous, close supervision of children using water trays, paddling pools or other water activities. Children must never be left unattended near water.

- **Tools and equipment:** Supervising the use of scissors, cooking utensils and equipment, woodworking tools and other potentially hazardous resources.
- **Choking hazards:** Assessing activities and resources, particularly small objects, sensory materials and loose parts, according to children's ages and developmental needs.
- **Outdoor environments:** Identifying hazards involving plants, bushes, uneven surfaces and other environmental risks.

Staff will support children to recognise, understand and manage appropriate risks as part of their learning.

Supervision During Meals and Snacks
Children must be **within sight and hearing of a member of staff while eating**, with staff sat with and positioned to observe them closely and respond immediately if necessary.
We ensure that:

- Children remain seated safely while eating and are actively supervised throughout meals and snacks.
- Staff understand individual dietary needs, allergies, swallowing difficulties and relevant care plans.
- Food is prepared and presented appropriately for children's ages and developmental stages to minimise choking risks.
- Staff remain attentive to children's eating and do not become distracted by other duties.
- Staff supervising meal times hold a current and up to date paediatric first aid certificate and are trained on choking including silent choking management
- Babies are held or appropriately supported during bottle feeding and are never left alone with a bottle.
- A member of staff with a valid paediatric first aid qualification is available in accordance with EYFS requirements.

Staff follow our **Safer Eating and Food Safety procedures**, including recognising and responding promptly to choking or allergic reactions.

Supervision During Sleep and Personal Care
Sleeping children are supervised in accordance with our Safe Sleeping Policy.
Staff ensure that:

- Sleeping children are monitored through regular, recorded checks, with closer supervision where individual needs require it.
- Babies and young children are never left without appropriate supervision.
- Sleep spaces remain safe, with staff able to respond promptly to any concerns.
- Children are never left unattended on changing units or during nappy changing and toileting routines.
- Appropriate staffing and supervision are maintained when children require individual care or support.

Transitions, Outings and Shared Premises
Particular care is taken when children move between rooms, outdoor areas or other spaces.
Staff will:

- Complete headcounts and confirm responsibility for children during transitions.
- Ensure doors, gates and access points remain secure.
- Follow individual risk assessments and agreed staffing arrangements for outings.
- Consider additional supervision and staffing where necessary, particularly for younger children and those with SEND.
- Follow agreed arrangements for shared-use premises, ensuring children remain within designated safe areas.

Where external organisations provide activities or equipment, Leapfrog staff retain responsibility for children's supervision and must follow relevant safety requirements.

Staff Responsibilities and Monitoring
All staff are responsible for maintaining effective supervision and must immediately report concerns about staffing, deployment or children's safety.
Room Leaders and managers will monitor supervision throughout the day, making adjustments where children's needs, staffing or activities change.
No member of staff should assume that another adult is supervising a child without a clear handover of responsibility.

This policy will be reviewed annually or sooner following changes to statutory guidance or nursery practice.
Related policies: Safeguarding and Child Protection, Health and Safety, Risk Assessment, Safe Sleeping, Safer Eating and Food Safety, Intimate and Personal Care, Outings, Staff Deployment and Critical Incident.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
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Leapfrog Nursery School

Supervision of Visitors and Security of Premises Policy

At Leapfrog, we take all reasonable steps to safeguard children, staff and families by ensuring that visitors are appropriately identified, monitored and supervised.
We recognise that our nurseries welcome a variety of visitors, including prospective parents, external professionals, Ofsted inspectors, contractors and members of the local community. We aim to maintain a welcoming environment while ensuring that children's safety and security remain our priority.

Managing Visitors
All visitors must report to a member of staff on arrival and **sign the Visitors' Book when entering and leaving the nursery**.
Our procedures ensure that:

- Visits are arranged in advance wherever practical.
- Staff check the identity and purpose of visitors before allowing access to the nursery.
- Professional identification is verified where appropriate, including for Ofsted inspectors, local authority representatives and visiting therapists.
- Visitors are informed of relevant safeguarding, health and safety, emergency evacuation and confidentiality procedures.
- Visitors follow our Mobile Phone and Electronic Device Policy, including restrictions on photography, filming, smartwatches and camera-enabled smart glasses.
- Visitors are accompanied and appropriately supervised while accessing areas used by children.
- Visitors do not photograph, film or record children without prior authorisation.

Visitors must not be left alone with children. Where an external professional requires individual access to a child, the nursery manager will ensure that appropriate safeguarding checks, parental permissions where necessary, and staff supervision arrangements are in place.
Contractors and delivery personnel will be restricted to appropriate areas, with work arranged to minimise disruption and risks to children.

Security of Premises
To maintain a secure environment:

- External doors and gates must remain secured, with access controlled by authorised nursery staff.
- Internal doors and safety gates must be used appropriately to prevent children accessing unsafe or unauthorised areas.
- **Only nursery staff may authorise entry to the premises.** Staff, parents, students and visitors must not hold doors open or allow others to enter without staff approval.
- Staff must remain vigilant when children arrive, leave or move between indoor and outdoor areas.

- Any concerns regarding unauthorised access, damaged security measures or suspicious behaviour must be reported immediately to the nursery manager.

Shared-Use Premises
Where Leapfrog operates within shared-use buildings, staff must follow the agreed access and security arrangements for their setting.
Particular care will be taken to ensure that:

- Children remain within designated nursery areas.
- Shared entrances, corridors and facilities are appropriately supervised.
- Other building users /church wardens do not enter nursery areas without authorisation.
- Staff will supervise any church wardens / caretakers whilst they are within our nursery designated areas
- Staff remain aware of any contractors, visitors or activities taking place elsewhere within the building.

Any concerns about building security or access arrangements must be reported promptly to management.

Safeguarding and Professional Conduct
Visitors are expected to behave respectfully towards children, staff and families and follow nursery instructions.
Leapfrog will not tolerate threatening, abusive, discriminatory or harassing behaviour.
Visitors may be asked to leave, and the police contacted where necessary.
Any safeguarding concern involving a visitor must be reported immediately to the Designated Safeguarding Lead in accordance with our Safeguarding and Child Protection Policy.

Monitoring and Review
The nursery manager is responsible for ensuring that visitor and premises security procedures are followed.
This policy will be reviewed annually or sooner where safeguarding guidance, premises arrangements or nursery practice change.
Related policies: Safeguarding and Child Protection, Health and Safety, Mobile Phone and Electronic Device, Data Protection and Confidentiality, Risk Assessment, Critical Incident and Supervision of Children.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 November 2024 March 2025 October 26	M.Topal	September 2027

Leapfrog Nursery School

Staff Supervisions Policy

At Leapfrog, we value our staff and recognise that effective supervision is essential to maintaining high standards of care, teaching and safeguarding.
We promote a supportive culture of professional reflection, teamwork and continuous improvement, where staff feel confident to discuss their practice, celebrate achievements and identify areas for development.
Supervision is part of our wider performance management and professional development programme, which includes **induction, probation reviews, planned observations and feedback, termly supervision and annual appraisals**.
Our aim is to ensure that every member of staff receives regular support, guidance and constructive feedback to help them fulfil their role effectively.

Our Supervision Approach
All staff receive ongoing supervision and support appropriate to their role and experience.
Our approach includes:

- **Induction and probation:** Regular guidance, observations and feedback to support new employees in understanding Leapfrog's expectations and developing their practice.
- **Termly supervision:** A planned opportunity to discuss professional practice, children's needs, safeguarding, wellbeing and individual development.
- **Planned observations and feedback:** Observations of practice, followed by constructive professional discussion, contribute to the termly supervision process.
- **Annual appraisal:** A more detailed review of performance, achievements, professional development and future objectives.
- **Additional supervision:** Provided where necessary, including for new staff, those requiring additional support, returning from extended absence or managing particular challenges.

Supervision may take different forms, but must remain purposeful, supportive and focused on improving outcomes for children.

Termly Supervision Meetings
Formal supervision meetings are normally held **once each term**, with additional meetings arranged according to individual needs.
Meetings provide opportunities to:

- Discuss children's learning, development, wellbeing and any safeguarding concerns.
- Reflect on the quality of teaching, interactions and professional practice.
- Review previous targets, achievements and areas for improvement.
- Identify training, coaching and professional development needs.
- Discuss workload, wellbeing and any support required.
- Agree clear actions, responsibilities and review timescales.

Staff are encouraged to prepare for supervision by reflecting on their strengths, achievements and any challenges they wish to discuss.
Managers may use our Two Stars and a Wish approach, identifying two areas of strength and one priority for development.

Supervision should be a two-way professional discussion, with staff actively contributing to their own development.

Planned Observations and Feedback
Planned observations form an important part of our supervision and quality improvement processes.
Observations focus on the impact of staff practice, including interactions, teaching, children's engagement, safeguarding and the implementation of Leapfrog's curriculum.
Following an observation, staff will receive constructive feedback which:

- Recognises effective practice and individual strengths.
- Identifies specific areas for improvement.
- Provides practical guidance, coaching or modelling where needed.
- Establishes clear and achievable development targets.

Planned observations and their associated feedback contribute to termly supervision, ensuring that professional discussions are informed by everyday practice.
Where concerns are identified, managers will provide timely support rather than waiting until the next scheduled meeting.

Safeguarding, Suitability and Staff Wellbeing
Safeguarding remains a standing consideration within supervision.
Staff must promptly report any concerns about children's safety, welfare or development through the appropriate safeguarding procedures. **Supervision must never delay a safeguarding referral or response.**
Employees are also required to inform management of any changes in circumstances that may affect their suitability or ability to work safely with children, including relevant criminal matters, health conditions or medication where these may affect their duties.
Managers will provide opportunities for staff to discuss any concerns sensitively and consider appropriate support, risk assessments or adjustments where necessary.
Staff are not expected to disclose unnecessary personal medical information. Relevant information will be managed confidentially and in accordance with our safeguarding, safer recruitment and data protection procedures.

Roles and Responsibilities
Supervision is carried out by Nursery Managers, Room Leaders and members of the Senior Leadership Team who have received appropriate guidance and support.
Managers and supervisors are responsible for:

- Planning and providing regular supervision opportunities.
- Preparing for meetings and reviewing previous actions.
- Providing honest, constructive and supportive feedback.
- Identifying training and development needs.
- Recording agreed actions and monitoring progress.
- Escalating safeguarding, suitability or performance concerns appropriately.

Staff are responsible for:

- Attending and preparing for supervision meetings.
- Reflecting on their practice and contributing to discussions.
- Completing agreed actions and engaging with professional development.
- Raising concerns promptly rather than waiting for scheduled supervision.

Where a planned formal supervision meeting is cancelled, it should be rearranged within seven days wherever practicable.

Recording and Confidentiality
Formal supervision meetings and agreed development actions will be recorded using Leapfrog's supervision documentation.
Relevant observations, feedback and development targets may also contribute to the employee's supervision and appraisal records.
Supervision discussions are treated confidentially, with records stored securely and accessed only by authorised individuals.
Confidentiality cannot be guaranteed where information raises safeguarding, suitability or serious professional concerns which must be shared with appropriate leaders or external agencies.
Staff will be informed where concerns require further action, unless doing so would compromise safeguarding or another lawful process.

Monitoring and Review
Staff Voice and Additional Support
At Leapfrog, we encourage open communication and value feedback from all members of our team.
Alongside formal supervision, we use Google Forms and shared Google documents to gather staff feedback, ideas and suggestions, helping us understand staff experiences and identify opportunities for improvement.
Staff can also request a meeting with a member of the Senior Leadership Team (SLT) at any time to discuss concerns, seek guidance or share ideas.

We aim to create a supportive environment where every member of staff feels listened to, valued and confident to speak openly.
Any safeguarding or urgent welfare concerns must be reported immediately through the appropriate procedures rather than waiting for a supervision meeting or feedback opportunity.
Nursery Managers and the Senior Leadership Team will monitor the completion and quality of supervision across the nursery.

The effectiveness of supervision will be evaluated through staff feedback, observations, appraisals and improvements in professional practice.
This policy will be reviewed annually or sooner where statutory guidance or nursery practice changes.
Related policies: Staff Development and Training, Staff Code of Conduct, Safeguarding and Child Protection, Safer Recruitment, Staff Wellbeing, Special Considerations for Employees, and Disciplinary and Capability Procedures.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 November 2024 August 26	M.Topal	September 2027

Leapfrog Nursery School

Transitions Policy

At Leapfrog we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- Changes of family situations
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We may offer gradual increase of hours and offering additional days in the week to support with transitions. We have a settling in policy to support the child and their family.

Moving rooms procedure

When a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person and parents and:

- Basing on the individual needs of the child and when they are ready to move based on age/stage of development
- Enabling the child to spend short sessions in their new room prior to the permanent move to so they feel comfortable in their new surroundings with their key person initially, so they have a familiar person present at all times
- Wherever possible transitioning groups of friends together to enable these friendships to be kept intact and support the children with the peers they know
- Keeping parents informed of all visits and the outcomes of these sessions via Famly
- Only transitioning the child when they feel settled and ready to move. If a child requires more support this will be discussed between the key person, parent, manager and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis.

- Using transition books, social stories and visuals to help support children with accepting the new environment.
- Encouraging staff between the rooms to share information for a smooth transition

Starting school or moving childcare providers
Starting school is an important transition and some children may feel anxious about the move. We will do all we can to facilitate a smooth transition and minimise any potential stresses. This following process relates to children going to school. However, wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another nursery.

- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend and of the teachers. This helps the children to become familiar with this new concept and will aid the transition
- We will endeavour to build relationships with local schools where possible throughout the year and invite them to key events or we will attend key events, e.g. story cafes, Christmas and end of year performances
- We invite school representatives into the nursery, where possible or invite them to talk via online platforms such as Zoom so they have the opportunity to introduce themselves to the children
- Where possible we use other ways to support the transition to school, e.g. inviting previous children from the nursery who have moved on to school to come back and talk to the children about their school experiences
- Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these
- We produce an end of year report on every child leaving the setting and with parental permission will share this with the school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning
- With parental permission around school allocation day, we may share details of the schools children are going to so parent/carers can see which children may be going to the same school. This can offer some reassurance for the children to know that are moving with some familiar peers.

Other early years providers
Where children are attending other early years settings or are cared for by a childminder, we will work with them to share relevant information about children's development.
Where a child is brought to nursery or collected from nursery by a childminder, we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email, video call or telephone.

Family breakdowns
We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated families' policy that shows how the nursery will act in the best interest of the child.

Moving home and new siblings
We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes, and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement
We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement, which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes/transitions in their life, we ask that you speak to the nursery manager and the key person to enable this effective support to be put into place.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 October 26	M.Topal	September 2026

Trauma Informed Practice

At Leapfrog, we take a trauma-informed, relational approach to supporting the emotional wellbeing, development and behaviour of every child in our care.
Our approach is aligned with **Enfield Trauma Informed Practice in Schools and Settings (E-TIPSS)** and the **ARC framework – Attachment, Regulation and Competency**.
Trauma-informed practice is a **whole-setting approach**. It is not only an intervention for children who are known or believed to have experienced trauma. We aim to create environments, relationships, routines and ways of working which promote safety, calm, connection, control and hope for all children.
We recognise that children's behaviour, emotional responses and relationships develop within the context of their experiences, development, relationships and environment. We therefore seek to understand the child rather than simply respond to the behaviour we can see.
Our approach is guided by three principles:

Curiosity before judgement.

Connection before correction.

Regulation before reflection.

Understanding Trauma and Adversity
Trauma may arise when experiences overwhelm a person's ability to cope, affecting their sense of safety, relationships, emotional regulation and development.
Children and families may experience adversity through circumstances including abuse, neglect, domestic abuse, bereavement, family separation, parental mental ill-health, housing insecurity, poverty, discrimination, community violence, significant illness or repeated instability.
Trauma may result from a single event, repeated experiences or an accumulation of adversity. However, not every child experiencing adversity will develop trauma-related difficulties, and children respond differently to similar experiences.
Young children may communicate distress through changes in behaviour, play, relationships, sleep, eating, communication or development. They may become withdrawn, highly alert, clingy, overwhelmed or particularly sensitive to transitions and uncertainty.
These responses do not, in themselves, indicate trauma.
Practitioners must consider the whole child, including:

- Age and developmental stage
- Communication and language
- SEND and neurodivergence
- Sensory processing and regulation
- Physical health, sleep, hunger or discomfort
- Relationships and attachment
- Family circumstances and significant changes
- Culture, identity and lived experiences
- The nursery environment and expectations

We do not diagnose trauma or assume that a child's behaviour is caused by previous experiences.
Our role is to provide safe, responsive care, identify emerging needs and work with families and professionals where additional support is required.

How trauma and adversity may present
Young children do not always have the language or understanding to explain what they have experienced or how they feel.
Distress may therefore be communicated through behaviour, relationships, play, physical responses or changes in development.
A child may, for example:
• become unusually clingy or seek high levels of reassurance;
• withdraw or appear disconnected;
• find it difficult to trust adults or peers;
• become highly alert to perceived danger;
• become easily overwhelmed;
• have difficulty concentrating or engaging in learning;
• experience changes in sleep or eating;
• demonstrate developmental regression;
• have difficulty managing transitions or unexpected change;
• seek a high level of control or predictability;
• show strong fight, flight, freeze or other protective responses;
• communicate distress through physical or verbal behaviour; or
• experience physical symptoms associated with stress.

These behaviours do **not** in themselves demonstrate that a child has experienced trauma. They are signals for adults to remain curious and consider what the child may be communicating or needing.

The purpose of trauma-informed practice
Trauma-informed practice at Leapfrog is not therapy and practitioners do not attempt to treat trauma.
Our role is to provide a safe, predictable and relationally supportive environment which reduces barriers to children's participation, development and wellbeing and strengthens the protective factors around them.
Where specialist assessment, therapeutic intervention or family support is required, we will work with parents/carers and appropriate professionals to access further support.

Our trauma-informed principles
Our approach reflects six key principles of trauma-informed practice.
Safety
Children need to experience **physical, emotional and relational safety**.
We provide predictable adults, clear boundaries, safe environments and calm responses.
Trustworthiness
Children need adults whose responses are reliable and consistent.
We do what we say we will do, explain what is happening and avoid unnecessarily unpredictable responses.
Choice
Where developmentally appropriate, children are given meaningful choices which support a sense of control without transferring adult responsibility to the child.
Collaboration
We work with children, families, colleagues and other professionals. Children are supported to participate in decisions appropriate to their age, communication and understanding.

Empowerment
We notice children's strengths, capabilities and progress. We help them develop skills rather than defining them by difficulties, behaviour, diagnosis or previous experiences.
Cultural consideration
We recognise that people's experiences are shaped by culture, identity, relationships, discrimination and wider social circumstances.
Practitioners remain aware of their own assumptions and seek to understand each child and family within their individual context.

Enfield E-TIPSS and the ARC framework
Leapfrog uses the **ARC framework** within Enfield's E-TIPSS approach.
ARC provides a practical framework for understanding and supporting:
Attachment – Regulation – Competency
These areas are supported by strong foundations of:
Engagement – Education – Routines & Rhythms
The different elements of ARC are interconnected. Practitioners use their knowledge of the individual child to consider which areas may require particular support rather than treating ARC as a programme which must be followed in a fixed order.

Foundations

Engagement and relationships with families
Relationships are central to trauma-informed practice.
We recognise that families affected by adversity may find trusting professionals, discussing experiences or accepting support difficult. There may also be many other reasons why a family communicates or engages differently from what practitioners expect.
We therefore aim to develop respectful, non-judgemental relationships with parents and carers from the child's induction onwards.
We will:
• listen without judgement;
• recognise family strengths;
• communicate sensitively;
• remain aware of how our own experiences, expectations and cultural perspectives may influence our understanding of the family;
• avoid unnecessary assumptions;
• consider barriers to communication or engagement;
• adapt communication where reasonably possible;
• explain concerns and decisions clearly;
• involve families in planning support for their child;
• offer appropriate advice and signposting; and
• sensitively support referrals to other services where required.
Parents are **not expected to disclose personal or traumatic experiences** for their child to receive compassionate, trauma-informed care.
Our focus should be on understanding what helps the child and family **now**, while remaining appropriately professionally curious where there are safeguarding concerns.

Education and understanding
Trauma-informed practice requires adults to understand that behaviour, emotional responses and relationships may be influenced by a child's developmental experiences and current environment.
Staff receive appropriate information, training and opportunities for reflective practice so that they can:
• recognise dysregulation;

• understand behaviour as communication;
• support co-regulation;
• consider possible triggers and patterns;
• distinguish observation from interpretation;
• understand the importance of predictable relationships;
• recognise the effect their own emotional state can have on children; and
• respond in a developmentally appropriate and compassionate way.
Where appropriate, we also help children and families develop age-appropriate understanding of emotions, regulation, routines and strategies which may support them.

Routines and rhythms

Predictability creates felt safety.
Traumatic or overwhelming experiences can involve uncertainty, chaos or loss of control. For some children, unexpected changes and transitions may therefore trigger a strong emotional or physiological response.
At Leapfrog we provide:
• clear and consistent daily routines;
• visual timetables;
• now-and-next approaches where appropriate;
• preparation and warnings before transitions;
• repeated and predictable routines;
• familiar adults;
• individual visual or photographed routines where required;
• clear expectations and boundaries; and
• additional preparation for significant changes.
We seek to understand children's routines at home and work collaboratively with families where additional consistency or structure may support the child.
Practitioners should look for **patterns and triggers** rather than repeatedly waiting for dysregulation to occur.
Where a pattern is identified, we consider what can be changed **before** the difficult moment.

Attachment

Attachment – Safe and Responsive Relationships

Caregiver Affect Management: The Regulated Adult
Children rely on emotionally available adults to help them feel safe and regulate.
Practitioners must recognise that their own emotional responses can influence how they interpret and respond to children's behaviour.
Repeated screaming, hitting, refusal, running away or other challenging situations may leave adults feeling frustrated, anxious, helpless or overwhelmed.
When adults become dysregulated, they may unintentionally become more controlling, reactive, punitive or less responsive to the child's needs.
Practitioners should therefore:

- Recognise their own emotional triggers.
- Monitor their tone, body language and reactions.
- Pause before responding where safe to do so.
- Seek support from colleagues when needed.
- Use Leapfrog's **5-minute regulation approach** where appropriate, ensuring another suitable adult maintains safe supervision.
- Return to the situation when able to respond calmly and professionally.

A regulated adult is part of the intervention.
Asking for support demonstrates professional awareness, not failure.

Practitioner Self-Awareness, Assumptions and Bias
Trauma-informed practice requires us to be curious about **our own interpretations as well as the child's behaviour**.
We recognise that adults bring personal experiences, beliefs, values and expectations into their work. These may be influenced by childhood experiences, parenting, culture, education, attitudes towards behaviour and discipline, or previous professional experiences.
Prejudice, stereotypes and conscious or unconscious bias may affect how we interpret children and families, particularly in relation to culture, ethnicity, religion, disability, neurodivergence, gender, family circumstances or communication differences.
Practitioners must recognise when their own experiences or expectations may be influencing their judgement.

Attunement
Attunement means seeking to understand what is happening for the child and communicating that understanding through our response.
Children who feel unsafe or overwhelmed often need connection before they are able to process instruction, reflection or consequences.

Practitioners will:
• notice changes in behaviour and emotional presentation;
• observe verbal and non-verbal communication;
• distinguish between what they have observed and what they have interpreted;
• name and acknowledge feelings appropriately;
• narrate what they observe without judgement;
• provide reassurance and connection;
• consider the child's individual communication style;
• recognise sensory and environmental factors;
• consider the child's culture, identity, relationships and lived experience without making assumptions; and
• respond according to the child's developmental level.

We recognise that every child is different. What helps one child feel safe and regulated may not help another.
Attunement requires us to be:
Curious, not certain.
We seek to understand the meaning of behaviour while remaining open to different explanations and to information from the child, their family, colleagues and other professionals.

Effective response to behaviour
At Leapfrog we recognise that **behaviour communicates something**.
Behaviour which adults find challenging may communicate distress, an unmet need, difficulty regulating, sensory overload, fear, frustration, a need for connection or a skill which is still developing.
Adults will remain curious about the behaviour while maintaining appropriate boundaries.
Practitioners will:
• be proactive and notice early signs of dysregulation;
• consider what happened before the behaviour;
• identify possible needs, patterns or triggers;
• consider environmental factors;
• consider communication, SEND and sensory needs;
• support regulation before expecting reflection;

• address immediate safety concerns calmly;
• use clear and appropriate boundaries;
• adapt strategies according to the child's state and individual needs;
• notice and reinforce positive interactions and developing skills;
• teach alternative ways to communicate and respond; and
• support relational repair following difficult moments.

Trauma-informed practice does **not** mean having no boundaries or expectations.
Predictable, appropriate boundaries help children feel safe.
Unsafe behaviour will be addressed, but we aim to do so without unnecessary shame, intimidation or punitive responses.
We ask:
What does this child need from us now?
and then:
What can we help them learn for next time?

Shame and relational repair
We do not seek to change children's behaviour by making them feel ashamed.
Children need to understand that relationships remain safe even when adults need to stop or redirect behaviour.
Where behaviour has affected another person or the environment, adults will first support **regulation and safety**.
Once the child is sufficiently regulated and developmentally able to engage, practitioners can sensitively help them:
• understand what happened;
• recognise the impact on others;
• express feelings or needs;
• consider another way of responding;
• repair relationships; and
• reconnect positively with the group.

Regulation
Co-regulation
Young children develop self-regulation through repeated experiences of being regulated alongside responsive adults.
We do not expect a dysregulated young child simply to "calm themselves down".
Practitioners provide co-regulation through:
• calm tone and body language;
• proximity and connection;
• reassurance;
• predictable language;
• appropriate physical comfort;
• reducing unnecessary language or demands;
• movement or sensory support;
• visual support;
• breathing or calming activities where appropriate; and
• remaining emotionally available.
Our aim is to help the child's nervous system return to a state in which they can safely reconnect, communicate, play and learn.
A child who is highly dysregulated may temporarily have reduced access to language, reasoning, flexible thinking, impulse control and problem-solving.
We therefore follow the principle:
Regulation before reflection.

Identification
We help children gradually develop awareness of their emotions and physical responses.
Practitioners may:
• name feelings;
• reflect what they notice;
• use age-appropriate emotional vocabulary;
• use visual supports;
• explore how feelings may be experienced in the body;
• use stories, games, music and role play;
• model appropriate emotional language; and
• help children recognise emotional cues in themselves and others.
All feelings are valid.
Children are supported to understand that while all feelings are acceptable, some behaviours may require adult help, a boundary or a different way of responding.

Modulation
We help children discover safe and effective ways of moving through different emotional and energy states.
Regulation does not always mean becoming quieter or calmer. Children may sometimes need support to increase their level of alertness and engagement.
Strategies may include:
• sensory regulation boxes;
•sensory circuits;
• movement and physical activity;
• tactile and messy play;
• putty or other sensory resources;
• calming spaces;
• music and sound;
• stories and rhymes;
• shared play;
• breathing or relaxation activities;
• proprioceptive or appropriate deep-pressure activities; and
• individual regulation strategies identified for the child.
Strategies will be appropriate to the child's age, development, sensory profile and individual needs.
Specialist or weighted sensory equipment will only be used where appropriate and safely, taking account of individual need, risk assessment and professional advice where required.
Weighted equipment will not be used as part of safer sleep arrangements.

Competency
Executive function
Stress and dysregulation can affect children's ability to think flexibly, inhibit impulses, anticipate consequences, remember information and problem-solve.
We help children gradually develop these skills by:
• breaking tasks into manageable steps;
• using visual support;
• modelling problem-solving;
• providing opportunities to practise choices;
• supporting children to pause before responding;
• helping them consider alternative solutions;
• preparing them for changes;
• using appropriate games, play and everyday experiences to practise skills; and

• recognising progress.
Our aim is to help children increasingly move from **reacting** towards being able to think, communicate and make choices.
These skills are most effectively taught and practised when the child is sufficiently regulated to learn.

Self-development and identity
Every child should experience themselves as valued, capable and worthy of care.
Practitioners will notice and celebrate children's:
• strengths;
• interests;
• achievements;
• developing skills;
• individual identity; and
• contribution to the nursery community.
Children will be given meaningful, developmentally appropriate opportunities for choice and agency.
We avoid defining children by behaviour, diagnosis, family circumstances or previous experiences.
Our language should communicate that a child **is experiencing difficulty**, rather than that they **are difficult**.

Relational connection
Some children may find relationships particularly difficult.
They may seek intense connection, withdraw from relationships, attempt to control interactions or find it difficult to trust that adults will continue to care for them when things go wrong.
Practitioners provide repeated experiences of safe and predictable relationships.
We help children understand:
• adults are available to help;
• relationships can survive difficult moments;
• their needs matter;
• they can seek support;
• boundaries can be safe and predictable;
• disagreements can be managed; and
• relationships can be repaired.

Key Person relationships are particularly important in providing children with a secure relational base within nursery.
Children should also gradually experience safe and positive relationships with a wider range of adults and peers so that their sense of security is not dependent on one person alone.

SEND, neurodivergence and trauma-informed practice
Trauma-informed practice must not lead us to assume that dysregulation or behaviour is caused by trauma.
Children with SEND or emerging SEND may experience communication differences, sensory sensitivities, difficulty processing information, challenges with transitions or differences in social interaction which affect how safe and regulated they feel.
We consider the **whole child**.
Where appropriate, trauma-informed strategies will sit alongside our graduated SEND approach, reasonable adjustments and individual support.
A child's SEND must not be overlooked because their behaviour is interpreted as trauma, and trauma or adversity must not be overlooked simply because a child has SEND.
Our SEND and Inclusion Policy should be read alongside this policy.

Preventing re-traumatisation
Trauma-informed practice seeks to avoid unnecessarily recreating experiences of fear, helplessness, shame or loss of control.
Wherever possible, practitioners will avoid:
• humiliating or shaming children;
• unnecessarily intimidating responses;
• shouting as a behaviour-management strategy;
• unpredictable consequences;
• punitive isolation;
• unnecessary power struggles;
• forcing children to discuss experiences they are not ready or able to discuss;
• labelling children by their behaviour; and
• withdrawing relational connection as a consequence.
This does not prevent adults from intervening firmly where necessary to keep children or others safe.
Safety remains paramount.

Boundaries within trauma-informed practice
Trauma-informed practice does not mean permissive practice.
Children need adults who are **warm, predictable and able to maintain safe boundaries**.
An adult can acknowledge the child's emotional experience while maintaining the boundary.
For example:
"I can see you're angry. I'm here to help you. I won't let you hurt them."
The feeling is acknowledged.
The relationship remains safe.
The unsafe behaviour is stopped.
Once the child is regulated, the adult can support reflection, learning and repair.
Our approach can therefore be understood as:
Connect → Regulate → Boundary → Reflect → Repair
Our Promoting Positive Behaviour Policy should be read alongside this policy.

Working with families
Parents and carers hold important knowledge about their child.
We seek to understand:
• what helps their child feel safe and secure;
• important routines;
• communication needs;
• sensory needs;
• known triggers;
• successful regulation strategies;
• significant changes affecting the child; and
• what the family themselves may be finding difficult.
We communicate observations rather than judgements.

For example, rather than approaching a family with:
"We're having lots of problems with their behaviour,"
we may say:
"We've noticed that transitions have been particularly difficult recently. We have found that preparing them beforehand seems to help. Have you noticed anything similar, and what works for you?"
We do not need to know a family's trauma history in order to support their child.

Where engagement is difficult, practitioners should consider **what may be getting in the way and whether we can adapt our approach**, rather than assuming that the family does not care or does not wish to engage.

Trauma-informed practice and safeguarding

Trauma-informed practice complements safeguarding; it does **not** replace it.
Practitioners must not attempt to investigate trauma, question children extensively about possible experiences or provide therapeutic intervention beyond their professional role.
Where a child says or communicates something which may constitute a safeguarding disclosure or concern, practitioners will:

- listen;
- remain calm;
- take the child seriously;
- avoid leading or investigative questions;
- not promise confidentiality;
- record what was seen, heard or disclosed accurately; and
- report the concern immediately in accordance with our Safeguarding and Child Protection Policy.

An understanding that behaviour may communicate distress must **never delay a safeguarding response**.
Likewise, trauma-informed practice does not mean accepting behaviour which places the child or others at risk.
Adults will intervene appropriately to maintain safety while continuing to respond with dignity, regulation and relational support.

Recording and professional language

Records should describe **what was observed, heard and done**, rather than presenting assumptions as facts.
Practitioners should avoid unnecessarily labelling a child as "traumatised", "manipulative", "attention seeking", "defiant", "naughty" or similar.
Where interpretation is relevant to planning support, this should be clearly identified as professional consideration rather than fact and should take account of alternative explanations.
Language should remain respectful, strengths-based and appropriate for information which may be shared with families and other professionals.

Working with other professionals

Where children or families require additional support, we work collaboratively with relevant services and professionals.
This may include, as appropriate:

- the Early Years SEND Team;
- Area SENCO;
- health professionals;
- Family Help;
- children's social care;
- educational psychology;
- speech and language therapy;
- occupational therapy;
- mental health or therapeutic services; and
- other relevant agencies.

Information will be shared appropriately and in accordance with our safeguarding and information-sharing responsibilities.

Staff wellbeing and organisational responsibility
A trauma-informed organisation must consider the wellbeing of adults as well as children. Working with children and families experiencing significant adversity can have an emotional impact on practitioners.
Managers will seek to create a culture in which staff can:
• ask for support;
• discuss difficult experiences appropriately;
• reflect on practice without unnecessary blame;
• recognise when they are becoming overwhelmed;
• access appropriate supervision or management support;
• explore their own responses and triggers;
• consider whether assumptions or bias may be influencing practice; and
• regulate before returning to challenging situations where necessary.
Staff remain professionally accountable for their behaviour and responses even during difficult situations.
Trauma-informed practice is therefore a **shared organisational responsibility**, rather than the responsibility of an individual Key Person.

Leadership and whole-setting practice
Managers and Lead Practitioners are responsible for ensuring that trauma-informed principles are reflected throughout nursery practice.
This includes:
• staff induction and ongoing professional development;
• providing access to appropriate trauma-informed and ARC training;
• modelling trauma-informed leadership;
• supporting staff reflection;
• creating opportunities for staff to consider emotional responses, assumptions, prejudice and unconscious or cultural bias;
• respectfully challenging interpretations or practice which may be discriminatory, judgemental or inequitable;
• monitoring interactions between adults and children;
• considering children's emotional and sensory needs when organising environments;
• maintaining predictable routines;
• ensuring behaviour procedures remain relational and non-shaming;
• identifying children who may require additional support;
• supporting appropriate referrals;
• working collaboratively with families; and
• challenging practice which is inconsistent with this policy.
Leaders will consider trauma-informed practice when reviewing relevant policies, environments, routines and procedures.

Trauma-informed practice in everyday Leapfrog provision
Our trauma-informed approach is reflected throughout everyday practice at Leapfrog, including:
• our Key Person relationships;
• our Induction forms;
• visual timetables and individual visual routines;
• now-and-next approaches;
• pre-warning and preparation for transitions;
• calm spaces and regulation areas;
• sensory regulation boxes;
• Scribble Spot;
• My Happy Mind;

• Our yoga curriculum, mindfulness and opportunities of rest and relaxation;
• sensory circuits;
• Attention Autism and communication support where appropriate;
• Makaton and visual communication;
• individual SEND strategies;
• responsive settling and transition arrangements;
• our 5-minute staff regulation approach;
• strengths-based behaviour support;
• reflective practice between colleagues;
• partnership with families; and
• restorative and reflective conversations following dysregulation.

These are not separate "trauma interventions".
They form part of an environment which promotes **connection, predictability, communication, regulation, competency and felt safety for all children**.

Staff training
All practitioners should have an appropriate understanding of Leapfrog's trauma-informed approach and the principles contained within this policy.
Training and professional development may include:
• the Leapfrog Trauma Informed Practice Spotlight;
• targeted ARC and trauma-informed practice workshops;
• Enfield E-TIPSS training and resources;
• case discussion;
• reflective supervision;
• SEND and behaviour training; and
• learning arising from individual children, families or incidents.
Training should help practitioners move beyond simply knowing the terminology and develop the ability to **apply trauma-informed thinking within everyday interactions and decision-making**.

Monitoring and review
Trauma-informed practice is an ongoing whole-setting approach rather than a single intervention or training programme.
Managers will monitor how the principles of this policy are reflected in:
• everyday interactions;
• staff language;
• environments;
• routines and transitions;
• behaviour support;
• relationships with families;
• individual support planning;
• recording and documentation; and
• staff reflection and supervision.

This policy will be reviewed at least annually and sooner where there are:
• changes to statutory or local guidance;
• developments within Enfield's E-TIPSS approach;
• learning from safeguarding, behaviour or significant incidents;
• changes to related Leapfrog policies; or
• identified learning from staff training or reflective practice.

Our principle

Every behaviour tells us something, but it does not tell us everything.
At Leapfrog, we remain curious about what a child may be communicating while avoiding assumptions about their experiences.

We provide **safety, connection, predictable boundaries and regulated adults**.
We support children to regulate before expecting them to reflect, and we help them develop the skills they need to communicate, connect, cope with difficulty and feel secure.

Further guidance
Enfield Council – Enfield Trauma Informed Practice in Schools and Settings (E-TIPSS)
https://www.enfield.gov.uk/educationalpsychologyservice/enfield-trauma-informed-practice-in-schools-and-settings
Enfield Council – E-TIPSS Briefing and Workshops for Early Years Settings and Partners
https://www.enfield.gov.uk/educationalpsychologyservice/e-tipss-briefing-and-workshops-for-early-years-settings-and-partners
GOV.UK – Working Definition of Trauma-Informed Practice
https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice

This policy was adopted on	Signed on behalf of the nursery	Date for review
November 2024 October 26	M.Topal	September 2027

Leapfrog Nursery School

~~Recruitment and Suitability of New Staff Policy~~

Recruitment and Suitability of New Staff Policy withdrawn September 2026. Relevant provisions incorporated into the Safer Recruitment and Personnel and Ongoing Suitability Policies to reduce duplication and provide clearer operational guidance.

This policy was adopted on	Signed on behalf of the nursery	Date for review
~~April 2022~~ ~~October 2024~~ ~~Sept 26~~	~~M.Topal~~	~~September 2026~~

Leapfrog Nursery School

Visits and Outings Policy

At Leapfrog Nursery School, we offer children a range of local outings, walks and visits beyond the nursery premises. We believe these experiences complement and enhance learning opportunities within the nursery, helping children develop confidence, independence, curiosity and a greater understanding of the world around them.
Outings are planned with children's safety, wellbeing and individual needs at the heart of every decision. We recognise that babies, younger children and children with SEND, medical conditions or additional vulnerabilities may require individual arrangements to participate safely and meaningfully.
We are committed to making outings inclusive, appropriately supervised and enjoyable for all children.
Parents will be informed about planned outings and their permission obtained before their child participates.

Planning and Risk Assessment
Visits and outings will be carefully planned in accordance with the current Early Years Foundation Stage (EYFS), relevant health and safety requirements and Leapfrog's internal procedures.
Before an outing, a senior member of staff will complete a pre-visit checklist, written risk assessment and outings plan.
The assessment will consider:

- The destination, activities and suitability of the environment for the children's ages and stages of development.
- The number and ages of children attending, group size and staffing arrangements.
- Individual medical needs, allergies, disabilities, SEND and other vulnerabilities.
- Access arrangements, mobility, pushchairs and any additional equipment required.
- Travel routes, road safety, transport arrangements and transitions between locations.
- Weather conditions and appropriate clothing or protection.
- Toileting, nappy changing, feeding, drinking and rest arrangements.
- First aid provision, medication and emergency procedures.
- Potential risks associated with members of the public, unfamiliar environments or shared spaces.
- Arrangements for maintaining supervision, communication and regular headcounts.

Where practicable, staff will visit the destination in advance to assess its suitability and identify potential hazards.
The risk assessment will identify reasonable steps to remove, minimise or manage risks. Additional controls will be introduced where required.
The Nursery Manager must approve the outing plan and staffing arrangements before the visit takes place.
Risk assessments will be reviewed where circumstances change, and staff will undertake dynamic risk assessments throughout the outing.

Parental Permission and Communication
Parents' permission will always be obtained before children participate in outings, either verbally or through Famly, and recorded appropriately.

Parents will be informed about the nature of the outing, destination and any relevant transport arrangements.
Where an outing involves additional risks, unusual activities or travel beyond our usual local arrangements, further written consent may be requested.
The outing plan and relevant risk assessment information will be made available to parents through Famly in advance, where practicable.
Confidential information relating to individual children, medical needs or staffing arrangements will not be shared with other families.
Any concerns raised by parents will be considered before the outing takes place.

Staffing, Ratios and Supervision
Leapfrog will provide appropriate staffing levels for every outing, determined through a risk assessment that considers the number and ages of children, their individual needs, the environment, method of travel and planned activities.
Statutory staffing requirements will be maintained, with additional staff deployed where necessary.
Particular consideration will be given to:

- Babies and younger children.
- Children with SEND or medical needs.
- Children with reduced awareness of danger or who may move away from the group unexpectedly.
- Children requiring mobility, feeding, toileting or personal care support.
- Busy public spaces, roads, transport and unfamiliar environments.
- Activities involving additional risks or changes in routine.

The Nursery Manager will ensure that staffing arrangements allow children to remain appropriately supervised throughout the outing, including during transitions, toileting, emergencies and unexpected changes.
A named member of staff will be responsible for each allocated group of children.
Staff must remain vigilant, maintain appropriate positioning and ensure that children are within sight or hearing as appropriate to their age, needs and the activity.
Students on placement and parent helpers must not be used to replace staff required to meet statutory ratios. Their participation will be subject to Leapfrog's supervision and suitability procedures.

Outing Leader and Staff Responsibilities
A designated member of staff will be appointed as the **Outing Leader** for each visit. This will normally be a senior or appropriately experienced member of staff.
The Outing Leader is responsible for:

- Ensuring the approved outing plan and risk assessment are followed.
- Coordinating staffing, supervision and group arrangements.
- Checking the register and confirming that all children are accounted for.
- Ensuring essential equipment, medication and emergency information are available.
- Ensuring that the authorised mobile phone and any nursery iPad are used securely and in a ccordance with Leapfrog's Mobile Phone and Electronic Device Policy.
- Confirming that staff understand their individual responsibilities.
- Coordinating headcounts and responding to any concerns.
- Maintaining communication with the Nursery Manager.
- Taking the lead during an accident, emergency or critical incident.

All accompanying staff are responsible for following instructions, maintaining supervision and reporting any concerns immediately.

First Aid, Medication and Essential Equipment
At least one member of staff accompanying the outing will hold a valid paediatric first aid certificate, with additional trained staff deployed where the risk assessment identifies a need.
A suitable, fully stocked first aid kit will be taken on every outing.
The Outing Leader will ensure that all necessary equipment is available, including:

- Essential medication and individual healthcare equipment.
- Relevant medical and emergency care information.
- A completed trip register and emergency contact details.
- A fully charged personal mobile phone carried by the designated Outing Leader for author ised communication and emergency use, together with a designated nursery iPad where p hotographs or observations are planned.
- High-visibility clothing for children.
- Appropriate pushchairs, safety reins or other mobility equipment.
- Nappies, wipes, spare clothing and personal care supplies where required.
- Food, drinking water and feeding equipment where appropriate.
- Weather-appropriate clothing and protection.
- Any other equipment identified through the risk assessment.

Medication must remain accessible to appropriately trained staff and be administered in accordance with the child's healthcare plan and Leapfrog's Administration of Medication Policy.

Registers, Headcounts and Identification
A completed trip register will accompany every outing.
A named member of staff will be responsible for maintaining an accurate register and checking that every child is accounted for.
Headcounts will be completed:

- Before leaving the nursery.
- When entering or leaving transport.
- On arrival at the destination.
- At regular intervals throughout the outing.
- Whenever the group changes location or activity.
- Before leaving the destination.
- On return to nursery.

The frequency of additional headcounts will be determined by the outing risk assessment and agreed with the Nursery Manager.
Staff will maintain clear responsibility for the children allocated to them.
All staff will wear appropriate nursery uniform so they can be easily recognised.
Children will wear high-visibility waistcoats displaying the nursery name and contact number.

Mobile Phones, Nursery iPads and Photography During Outings
Leapfrog recognises the importance of maintaining effective communication during outings while protecting children's privacy and safeguarding.
Nursery iPads and Photography

- A designated Leapfrog nursery iPad may be taken on outings to capture photographs and observations of children's learning and experiences.
- Only authorised nursery devices may be used to photograph or record children, in accordance with parental permissions and Leapfrog's Mobile Phone and Electronic Device Policy.
- Nursery devices must remain securely managed by an authorised member of staff and must not be left unattended or accessible to members of the public.

- Photographs must be used and stored in accordance with Leapfrog's confidentiality, data protection and safeguarding procedures.
- Taking photographs must never distract staff from their primary responsibility to supervise children safely.

Personal Mobile Phone – Outing Leader

- The designated Outing Leader is authorised to carry and use their personal mobile phone during an outing **for essential communication and emergency purposes only**.
- Permitted use includes contacting the nursery, Nursery Manager, senior leadership team, parents through appropriate nursery arrangements, or emergency services where necessary.
- The phone must be sufficiently charged and accessible in the event of an emergency.
- Personal mobile phones must not be used to photograph, video or record children.
- Personal phone use for social media, messaging or other non-essential purposes is not permitted during the outing.
- The Outing Leader must ensure that any necessary calls are made without compromising the supervision or safety of children, delegating supervision appropriately where required.

This is a specific, authorised exception to Leapfrog's normal restrictions on personal mobile phones and applies only to the designated Outing Leader during an approved outing.
All other staff must continue to follow Leapfrog's Mobile Phone and Electronic Device Policy.
Children's safety and supervision must always take priority over photography or communication.

Outings Plan
A written outings plan will be completed and approved before the visit.
The plan will include:

- The name of the designated Outing Leader.
- The destination and purpose of the visit.
- Expected departure, arrival and return times.
- The number and ages of children attending.
- Staffing arrangements and staff-to-child ratios.
- Relevant individual needs and additional support arrangements.
- The equipment required for the visit.
- Staff and emergency contact information.
- Travel arrangements, route and method of transportation.
- Financial arrangements, where applicable.
- First aid provision and the name of the designated first aider.
- Emergency procedures and contingency arrangements.
- Links to children's learning and development.

The Nursery Manager will retain access to the plan and relevant emergency information while the group is away from the premises.

Use of Vehicles and Transport
Parents will be informed in advance of any outing involving the transportation of children away from the nursery.
Transport arrangements will be carefully planned and risk assessed, with additional staff deployed where necessary.
Particular consideration will be given to children with disabilities, medical needs or additional mobility requirements.
Where commercial transport, coaches or minibuses are used, the Nursery Manager will obtain appropriate assurances regarding vehicle safety, driver suitability, licensing, insurance and maintenance.

The following procedures will apply:

- Appropriate seat belts, child seats and booster seats will be used in accordance with legal requirements.
- The maximum permitted number of passengers will not be exceeded.
- Children will be accompanied and supervised by appropriately authorised Leapfrog staff.
- No child will be left unattended in a vehicle.
- Extra care will be taken when boarding and leaving vehicles.
- Staff will complete register checks and headcounts when entering and leaving transport.
- Safe collection, drop-off and crossing arrangements will be established.
- Relevant emergency equipment will be available in accordance with the type of vehicle and transport arrangements.

The Nursery Manager will ensure that transport arrangements are suitable for the ages and individual needs of the children.

Accidents, Injuries and Medical Emergencies
In the event of an accident, injury or medical emergency during an outing, staff will immediately assess the situation, provide appropriate first aid and contact emergency services where necessary.
The Outing Leader will ensure that the remaining children are safely supervised and accounted for while the Nursery Manager and senior leadership team are informed promptly.
Parents will be contacted as soon as practicable.
Where a child requires hospital treatment, a suitable member of staff may accompany them where appropriate and agreed with emergency services, provided safe supervision and staffing arrangements can be maintained for the remaining children.
The Nursery Manager may arrange additional staff or other support as required.
All incidents will be recorded and reviewed in accordance with Leapfrog's Accident and Incident, Critical Incident and Safeguarding and Child Protection Policies.
The DSL and senior management will consider whether notification to Ofsted, consultation with the LADO or referral to another statutory agency is required, recording the reasons for their decisions.

Lost Children During Outings
In the event that a child is missing during an outing, staff must act immediately in accordance with Leapfrog's Lost Child Procedure.
The Outing Leader will take control of the situation and ensure that:

- An immediate headcount and register check are completed.
- The police are contacted on 999 without delay.
- Venue staff or security are alerted, where appropriate.
- Relevant information is provided, including the child's description, last known location, clothing and any additional needs or vulnerabilities.
- The remaining children are kept together, supervised and safe.
- Staff are deployed to assist with the search only where this does not compromise the supervision and safety of other children.
- The Nursery Manager and senior leadership team are informed immediately.
- Parents are contacted promptly, with communication coordinated by nursery management.
- All actions, timings, decisions and communications are recorded.

Following the incident, senior management will ensure that required statutory notifications are made, including notification to Ofsted as soon as reasonably practicable and within 14 days where the incident is notifiable.

Consultation with the LADO will take place where concerns about adult conduct, supervision or omissions meet or may meet the relevant allegations threshold.
A full review will be undertaken to identify learning, provide appropriate support and prevent recurrence.

Parents and Other Adults Assisting on Outings
There may be opportunities for parents or other appropriate adults to assist with outings.
The Nursery Manager will discuss the arrangements in advance, including:

- Health and safety expectations.
- Appropriate supervision and professional boundaries.
- Confidentiality and respect for children and families.
- Mobile phone and photography restrictions.
- The importance of following staff instructions.
- What to do in an emergency or if a concern arises.

Parent helpers are additional adults and must not replace staff required to meet statutory ratios. They must remain under the direction of the Outing Leader and must not be given sole responsibility for children.

Emergencies and Critical Incidents
In the event of an emergency during an outing, including severe weather, a security threat, terrorist incident, serious injury, transport disruption or another unexpected event, staff will follow Leapfrog's Critical Incident and Emergency Procedures.
The Outing Leader will make an immediate assessment of the situation and direct staff to take the safest available action, including moving children away from danger, seeking appropriate shelter or evacuating where necessary.
Staff will:

- Prioritise the immediate safety and wellbeing of all children.
- Follow relevant emergency service instructions.
- Account for every child and member of staff.
- Maintain appropriate supervision and staffing arrangements.
- Consider the needs of babies, younger children and children with SEND, medical conditions or mobility difficulties.
- Ensure access to essential medication, first aid supplies and emergency contact information.
- Inform nursery management as soon as it is safe to do so.
- Maintain communication with parents through nursery management, providing timely and accurate updates.
- Record the incident and actions taken, including decisions to change the planned outing or return arrangements.

Staff will use professional judgement and dynamic risk assessment where circumstances change unexpectedly.
The safety of children will always take priority over completing the planned outing.
Following any significant incident, the Nursery Manager and senior leadership team will review the response and consider any safeguarding, reporting or regulatory responsibilities.
Further guidance on responding to a terrorist incident can be found at:
https://www.counterterrorism.police.uk/safetyadvice/

Monitoring and Review
Nursery Managers are responsible for ensuring that outings are planned, risk assessed, appropriately staffed and carried out in accordance with this policy.

The senior leadership team will monitor the effectiveness of outings procedures through management oversight, incident reviews, staff feedback and safeguarding monitoring. Learning from incidents, near misses or changes in children's needs will be used to strengthen future planning and practice.
This policy will be reviewed annually, or sooner where statutory guidance, legislation or nursery procedures change.
At Leapfrog, outings are an opportunity for children to explore, connect and develop confidence beyond the nursery environment, with their safety, inclusion and wellbeing guiding every decision.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 November 2024 October 26	M.Topal	September 2027

Volunteer Agreement

Nursery setting: _____
Volunteer name: _____
Named supervisor: _____
Volunteering role: _____
Agreed days/hours: _____
Start date: _____

Our Commitment to You
At Leapfrog Nursery School, we value the contribution volunteers make to our nursery community. We aim to provide a welcoming, supportive and safe environment where you can share your skills, gain experience and develop your understanding of early years education.
Leapfrog will provide:

- An introduction to the nursery, our values and your agreed volunteering role.
- Appropriate recruitment and suitability checks, including a DBS check and two satisfactory written references.
- An induction covering safeguarding, health and safety, confidentiality and relevant nursery procedures.
- A named member of staff to mentor and provide guidance, supervision and support.
- Training and information appropriate to your responsibilities.
- Opportunities to discuss your experiences, receive feedback and raise concerns.
- A safe and inclusive environment, with consideration given to any reasonable adjustments or additional support you may require.
- Appropriate insurance arrangements for authorised volunteering activities, subject to the terms of our insurance policies.

What We Expect From You
As a volunteer at Leapfrog, you agree to:

- Attend at the agreed times and inform the nursery as soon as possible if you are unable to attend.
- Follow Leapfrog's policies, procedures and professional expectations.
- Treat children, families and staff with kindness, dignity and respect.
- Follow the instructions of your named supervisor and nursery management.
- Maintain appropriate professional boundaries.
- Participate in relevant induction, training and supervision.
- Follow safeguarding, health and safety and emergency procedures.
- Report concerns about children's welfare or adult conduct immediately.
- Maintain confidentiality about children, families, staff and nursery matters.
- Not use personal mobile phones, cameras or recording devices during nursery activities.

- Never photograph or record children on personal devices.
- Inform management promptly of any relevant changes that may affect your suitability to volunteer, in accordance with applicable disclosure requirements.
- Ask for guidance whenever you are uncertain about a task or responsibility.

Supervision and Staff-to-Child Ratios
At Leapfrog, volunteers are additional adults and are never included in statutory staff-to-child ratios, regardless of age, qualifications, experience or length of service.
As a volunteer, you understand that:

- You must remain under appropriate staff supervision.
- You must never be left in sole charge of children.
- You must not be used to cover staff breaks, absences or staffing shortages.
- You must not undertake intimate or personal care, including nappy changing and toileting.
- You must not administer medication or undertake specialist medical procedures.
- You may participate in play, learning activities and other appropriate nursery duties under staff guidance.

The Nursery Manager remains responsible for determining which activities are suitable for your role.

Safeguarding
Children's safety and wellbeing are our priority.
You agree to follow Leapfrog's Safeguarding and Child Protection Policy and report concerns immediately to the Designated Safeguarding Lead (DSL) or appropriate senior leader.
You must not investigate concerns yourself or promise to keep safeguarding information secret.
If you feel unable to raise a concern with your Nursery Manager, you may approach another senior leader or an appropriate external safeguarding agency.

Confidentiality
During your volunteering, you may become aware of confidential information relating to children, families, staff or nursery operations.
You agree not to disclose, copy, photograph or use this information for personal purposes.
Information must only be shared with authorised individuals where appropriate, including where required for safeguarding or legal reasons.
Your responsibility to maintain confidentiality continues after your volunteering arrangement ends.

Policies and Procedures
You agree to read, understand and follow the policies relevant to your role, including:

- Safeguarding and Child Protection Policy
- Volunteers Policy
- Staff Code of Conduct
- Health and Safety Policy
- Data Protection and Confidentiality Policy
- Mobile Phone and Electronic Device Policy
- Whistleblowing Policy

- Positive Behaviour Policy

Your named supervisor will explain these policies during induction and answer any questions you may have.

Feedback and Support
You will have opportunities to discuss your volunteering experience with your named supervisor.
We welcome feedback, suggestions and questions and encourage you to ask for support whenever needed.
If you have concerns about your role, safety or wellbeing, please speak to your supervisor, Nursery Manager or another appropriate senior leader.

Ending the Volunteering Arrangement
Either you or Leapfrog may end this volunteering arrangement at any time.
Where possible, we ask that you provide advance notice so that appropriate arrangements can be made.
Leapfrog may end the arrangement immediately where safeguarding, suitability or professional conduct concerns arise.

Status of This Agreement
This agreement reflects the shared intentions and expectations of Leapfrog and the volunteer.
It is binding in honour only and is not intended to create a contract of employment or a legally binding obligation to provide or undertake work.

Declaration and Signatures
I confirm that I have read and understood this Volunteer Agreement and agree to follow Leapfrog's policies, safeguarding expectations and volunteering arrangements.
I understand that my volunteering role is subject to satisfactory recruitment and suitability checks, including a DBS check and two written references, and that I will not be counted in staff-to-child ratios.

Volunteer
Name: _____
Signature: _____
Date: _____

On behalf of Leapfrog Nursery School
Name: _____
Position: _____
Signature: _____
Date: _____

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 October 26	M.Topal	September 2027

Volunteer Policy

At Leapfrog Nursery School, we recognise the valuable contribution volunteers can make to children's learning, development and wellbeing. We welcome individuals who wish to share their skills, gain experience and contribute positively to nursery life.

In return, we aim to provide a welcoming, supportive and inclusive environment where volunteers feel valued, develop their skills and gain meaningful experience of working within an early years setting.

The safety and welfare of children remain our priority. All volunteering arrangements must reflect Leapfrog's safeguarding expectations, professional standards and commitment to providing high-quality care and early learning.

Status of Volunteers

A volunteer is an individual who freely offers their time and skills without entering into a contract of employment with Leapfrog.

Volunteers are not employees and must not be used to replace employed practitioners or fill staffing vacancies.

Although volunteers are not employees, they are expected to follow all relevant nursery policies and procedures to ensure consistency, safety and high standards of care.

The nature, frequency and responsibilities of each volunteering arrangement will be agreed before the placement begins.

All volunteers will be required to sign a Volunteer Agreement setting out the expectations of both parties. This agreement is binding in honour only and is not intended to create an employment relationship.

Recruitment and Suitability Checks

All volunteers will be recruited and assessed in accordance with Leapfrog's Safer Recruitment Policy and the relevant requirements of the current Early Years Foundation Stage (EYFS).

Before commencing their volunteering role, all volunteers must:

- Complete an appropriate application and provide information about their experience, interests and suitability.
- Attend an informal interview or suitability discussion.
- Provide two satisfactory written references.
- Complete identity verification and any other relevant suitability checks.
- Undergo a Disclosure and Barring Service (DBS) check. The appropriate level of check will be determined in accordance with the legal eligibility requirements for the role.
- Disclose relevant information that may affect their suitability to work with children, in accordance with applicable legal requirements.

- Sign the Volunteer Agreement and confidentiality declaration.
- Complete the required induction before undertaking nursery duties.

All volunteers at Leapfrog are subject to a DBS check, regardless of their volunteering role or frequency of attendance.

Volunteers will not commence their duties until the required checks have been completed and their suitability has been confirmed by management.

The Management team must approve the volunteering arrangement before it begins.

Supervision and Staff-to-Child Ratios

At Leapfrog, volunteers are additional adults and are never included in statutory staff-to-child ratios, regardless of their age, qualifications, experience or length of service.

This is a firm organisational requirement and reflects our commitment to maintaining safe and effective staffing arrangements.

All volunteers will:

- Have a named supervising member of staff.
- Remain under appropriate staff supervision throughout their volunteering activities.
- Never be left in sole charge of children.
- Never be used to cover staff absences, breaks or staffing shortages.
- Not undertake intimate or personal care, including nappy changing and toileting.
- Not administer medication or undertake specialist medical procedures.
- Only participate in activities appropriate to their experience, training and agreed responsibilities.

Volunteers may support play, learning activities, preparation of resources, reading, creative experiences and other appropriate nursery tasks under staff guidance.

The Nursery Manager remains responsible for ensuring that volunteering arrangements do not compromise children's safety, supervision or quality of care.

Induction and Training

All volunteers will receive an induction appropriate to their role before participating in nursery activities.

The induction will include:

- An introduction to Leapfrog's values, expectations and daily routines.
- Safeguarding and Child Protection procedures, including how to report concerns.
- The role of the Designated Safeguarding Lead (DSL).
- Professional conduct, appropriate boundaries and confidentiality.
- Health and safety, fire evacuation and emergency procedures.
- Supervision arrangements and restrictions on duties.
- Positive behaviour support and respectful interactions with children.
- Mobile phone, photography and electronic device restrictions.
- Whistleblowing and how to raise concerns about adults or unsafe practice.

Additional training will be provided where necessary for the agreed role.

Volunteers must understand that they must never investigate safeguarding concerns themselves and must report concerns promptly to the DSL or appropriate senior leader.

Volunteer Induction Pack

Each volunteer will receive access to relevant information and documents, including:

- General information about Leapfrog and the nursery setting.
- The Volunteers Policy and Volunteer Agreement.
- A confidentiality declaration.
- Details of their named supervisor.
- Relevant policies and procedures.
- Safeguarding reporting information and DSL contact details.
- Emergency and health and safety information.
- An outline of their agreed volunteering duties and attendance arrangements.

The supervising member of staff will discuss the relevant policies with the volunteer to check their understanding.

Completion of induction and required documentation will be recorded.

Support, Supervision and Ongoing Suitability

The Senior Leadership Team will oversee volunteer arrangements, with Nursery Managers responsible for induction, day-to-day supervision and ongoing support.

Each volunteer will have a named supervisor who will:

- Provide guidance and feedback.
- Ensure duties remain appropriate to the volunteer's skills and experience.
- Monitor professional conduct, safeguarding awareness and suitability.
- Offer opportunities to ask questions and raise concerns.
- Review the volunteering arrangement at appropriate intervals.
- Identify any additional support or training required.

Volunteers must promptly inform management of any relevant change in circumstances that may affect their suitability to work with children, in accordance with applicable disclosure requirements.

Where concerns arise about conduct, safeguarding or suitability, the Nursery Manager must take appropriate action in accordance with Leapfrog's relevant policies.

Volunteering duties may be restricted or suspended while concerns are considered.

Expectations of Volunteers

All volunteers are expected to:

- Treat children, families and colleagues with kindness, dignity and respect.
- Promote Leapfrog's values and support a positive learning environment.
- Follow staff instructions and remain within their agreed responsibilities.
- Maintain appropriate professional boundaries.
- Attend at agreed times and notify the nursery promptly of absence or changes in availability.
- Maintain confidentiality.

- Follow safeguarding, health and safety and emergency procedures.
- Report concerns about children's welfare or adult conduct immediately.
- Not use personal mobile phones, cameras or recording devices while undertaking nursery duties.
- Never photograph or record children on personal devices.
- Ask for guidance whenever they are uncertain about a task.
- Participate in appropriate supervision, feedback and training.

Volunteers must not share information about children, families or nursery activities on social media.

Safeguarding and Reporting Concerns

Volunteers have a responsibility to safeguard children and report concerns without delay.

Any concern about a child's welfare must be reported to the DSL in accordance with Leapfrog's Safeguarding and Child Protection Policy.

Concerns about the conduct or suitability of an adult must be reported under Leapfrog's safeguarding, Low-Level Concerns or Whistleblowing procedures, as appropriate.

Where a concern involves the Nursery Manager or another senior leader, volunteers may report directly to an alternative senior leader or relevant external safeguarding agency.

Volunteers must not be discouraged from reporting concerns and will be treated fairly when raising genuine safeguarding or whistleblowing concerns.

Confidentiality and Data Protection

Volunteers may become aware of confidential information about children, families, staff and nursery operations.

This information must be treated with care and must not be disclosed, copied, photographed or used for personal purposes.

Information may only be shared with authorised individuals where there is a legitimate reason to do so, including safeguarding or legal requirements.

Volunteers must comply with Leapfrog's Data Protection and Confidentiality Policy and sign a confidentiality declaration before beginning their role.

Confidentiality obligations continue after volunteering ends.

Health, Safety and Insurance

Leapfrog will provide a safe environment and appropriate information about risks relevant to the volunteer's role.

Volunteers must follow health and safety procedures, use equipment appropriately and report accidents, hazards or unsafe practices promptly.

Any relevant individual needs, reasonable adjustments or additional safeguards will be considered before the volunteering arrangement begins.

Leapfrog will confirm that its insurance arrangements provide appropriate cover for the activities volunteers are authorised to undertake, subject to the terms and conditions of the relevant policies.

Volunteers must not undertake activities outside their agreed role without management approval.

Feedback and Ending a Volunteering Arrangement

Leapfrog welcomes feedback and suggestions from volunteers about their experiences and ways to improve nursery practice.

Volunteers may raise concerns or request support from their named supervisor, Nursery Manager or another appropriate senior leader.

Volunteering arrangements may be ended by either party at any time. Wherever practicable, advance communication is encouraged to support continuity and planning.

Leapfrog may end or suspend a volunteering arrangement immediately where necessary to protect children, address safeguarding concerns or maintain professional standards.

The Nursery Manager will ensure that any nursery property, identification, documents or access permissions are returned or withdrawn when the arrangement ends.

Monitoring and Review

The Nursery Managers will monitor volunteering arrangements to ensure that volunteers remain appropriately supported, supervised and suitable for their agreed roles.

This policy will be reviewed annually or sooner where EYFS requirements, safeguarding guidance or nursery procedures change.

At Leapfrog, volunteers are welcomed as valued contributors to nursery life, while children's safety, appropriate supervision and professional standards remain central to every volunteering arrangement.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 October 26	M.Topal	September 2027

Leapfrog Nursery School

Children's Well-Being in the Nursery Policy

At Leapfrog Nursery School, children's physical, emotional and social wellbeing is at the heart of everything we do. We recognise that children learn and develop best when they feel safe, secure, valued and connected to the people around them.
Our approach reflects the Early Years Foundation Stage (EYFS), particularly the prime areas of Personal, Social and Emotional Development, Physical Development and Communication and Language.
Through our six Leapfrog values — Safe and Secure, Curious, Independent, Connected, Resilient and Creative — we aim to nurture children's confidence, emotional security, independence and sense of belonging.
We recognise that wellbeing is influenced by children's individual experiences, relationships, physical health, emotional needs, family circumstances and developing sense of identity.

Supporting Children's Physical Wellbeing
We promote children's physical health and development through:

- Daily opportunities for active play, movement and exploration, indoors and outdoors.
- Carefully planned activities that develop gross and fine motor skills, coordination and independence.
- Adopting a Yoga and sensory curriculum to support children's physical and emotional sense of self and wellbeing.
- Nutritious, balanced meals and positive mealtime experiences.
- Good hygiene practices, including handwashing, oral health and developing self-care skills.
- Safe and appropriate opportunities for sleep, rest and relaxation.
- Individual support for children with medical needs, disabilities or additional physical needs.

Children are encouraged to become increasingly independent in caring for themselves, with support appropriate to their age and stage of development.

Emotional Wellbeing and Self-Regulation
We recognise that young children are still developing the ability to understand, express and manage their emotions.
Our practitioners respond with warmth, sensitivity and consistency, helping children feel understood and supported.
We promote emotional wellbeing through:

- Secure attachments with key persons and familiar adults.
- Predictable routines, clear expectations and reassuring transitions.
- Naming and acknowledging children's feelings.
- Supporting children's understanding of what can help them when they are feeling a big emotion.
- Supporting co-regulation before expecting children to manage emotions independently.
- Modelling calming strategies and positive ways to communicate.
- Providing calm spaces, sensory resources and opportunities for relaxation.
- Supporting children individually or in small groups where additional help is needed.

We use approaches and resources including My Happy Mind, Scribble Spot, regulation boxes, sensory activities and relaxation techniques to help children recognise emotions and develop strategies for managing them.
Staff follow Leapfrog's Promoting Positive Behaviour Policy to ensure a consistent, respectful and developmentally appropriate approach.

Trauma-Informed and Nurturing Practice
At Leapfrog, we recognise that children's behaviour and emotional responses may be influenced by their experiences, relationships, developmental needs and environment.
We adopt a trauma-informed approach, recognising that children may communicate distress through their behaviour before they have the language or skills to explain their feelings.
Practitioners aim to:

- Respond calmly and sensitively to children's emotional needs.
- Build trusting, predictable and secure relationships.
- Recognise signs of stress, anxiety or emotional overwhelm.
- Support children through co-regulation, reassurance and appropriate sensory strategies.
- Avoid responses that shame, frighten or unnecessarily escalate distress.
- Work closely with parents and carers to understand children's individual experiences and needs.

Where concerns persist, staff will discuss these with the Nursery Manager, SENCO or Designated Safeguarding Lead (DSL), as appropriate, to identify further support.
Further guidance is provided in Leapfrog's Trauma-Informed Practice and Safeguarding and Child Protection Policies.

Social Wellbeing, Relationships and Belonging
We aim to create an inclusive environment where every child and family feels welcomed, respected and valued.
Children's social wellbeing is supported through:

- Strong relationships with their key person and wider nursery team.
- Opportunities to develop friendships and positive relationships with peers.
- Play experiences involving individual, paired, small-group and collaborative activities.
- Encouraging kindness, empathy, cooperation and respect for others.
- Celebrating family experiences, cultures, beliefs and individual identities.
- Supporting children to communicate their needs, preferences and feelings.
- Helping children develop confidence, independence and a positive sense of self.

We recognise that children develop social confidence at different rates and provide individual support without placing unnecessary pressure on them to participate.

Inclusion and Individual Wellbeing Needs
Every child's wellbeing is considered in relation to their individual development, communication, sensory needs, health and family circumstances. We focus on a strengths based baseline, and support children to achieve progress from their starting points.
Practitioners make reasonable adjustments and provide additional support where necessary to ensure children can participate, feel secure and experience success.
For children with SEND or additional vulnerabilities, this may include visual supports, adapted routines, sensory regulation activities, individual care plans or targeted interventions.
Staff work closely with parents, the SENCO and other professionals where appropriate to identify emerging needs and provide consistent support.

Partnership with Parents and Early Identification

We recognise that positive relationships with parents and carers are essential to supporting children's wellbeing.
Key persons maintain regular communication with families to understand children's experiences, routines, interests and changing needs.
Staff remain attentive to changes in children's behaviour, emotional presentation, relationships, engagement or physical wellbeing.
Where concerns arise, these will be discussed sensitively with parents and the Nursery Manager, SENCO or DSL as appropriate. Safeguarding concerns will always be managed in accordance with Leapfrog's Safeguarding and Child Protection Policy.
Support will be reviewed to ensure it continues to meet the child's needs.

Staff Responsibilities and Monitoring
All staff are responsible for promoting children's wellbeing through warm interactions, responsive care, inclusive practice and positive role modelling.
Nursery Managers will ensure that:

- Children's wellbeing remains central to daily routines, curriculum planning and care.
- Staff understand the importance of secure attachments and co-regulation.
- Appropriate training, guidance and resources are available.
- Children requiring additional support are identified and supported promptly.
- Concerns are shared, recorded and followed up appropriately.
- Wellbeing approaches remain consistent across the nursery.

This policy will be reviewed annually or sooner where statutory guidance or nursery procedures change.
Related policies: Safeguarding and Child Protection; Promoting Positive Behaviour; Trauma-Informed Practice; SEND and Inclusion; Key Person; Safe Sleeping; Food and Nutrition; Health and Safety.

At Leapfrog, children's wellbeing begins with feeling safe, understood and connected. Through nurturing relationships and meaningful experiences, we help every child develop the confidence and resilience to flourish.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 Oct 2024 August 26	M.Topal	September 2027

Well-Being for Staff

At Leapfrog Nursery School, we recognise that the physical, mental and emotional wellbeing of our staff is essential to creating a positive, nurturing environment for both employees and children.
Working in early years education is rewarding but can also be demanding. We recognise that personal circumstances, workplace pressures and individual health needs can all influence wellbeing.
We are committed to promoting a supportive, inclusive and respectful working environment where staff feel valued, listened to and confident to seek support when needed.
Our approach is preventative, recognising the importance of manageable workloads, positive working relationships, professional development and early support when difficulties arise.

Leadership and Responsibilities
At Leapfrog, staff wellbeing is a shared responsibility, supported by a clear leadership structure.
The Headteacher and Senior Leadership Team (SLT) is responsible for supporting Nursery Managers, providing guidance, advice and practical assistance to help them maintain a positive and supportive working environment.
Nursery Managers are responsible for promoting the wellbeing of their staff teams, with the ongoing support of SLT.
This includes:

- Creating a positive, respectful and supportive working environment.
- Monitoring workloads, working arrangements and staff morale.
- Providing regular supervision and opportunities for staff to discuss concerns.
- Identifying and responding to work-related stress or wellbeing concerns.
- Ensuring staff receive appropriate induction, training and professional support.
- Considering reasonable adjustments and individual wellbeing support plans where necessary.
- Addressing concerns about bullying, discrimination, harassment or inappropriate conduct promptly.
- Seeking guidance and additional support from SLT where required.

The Headteacher and SLT will also monitor the wellbeing of Nursery Managers, recognising the demands of their leadership responsibilities and ensuring they have appropriate opportunities for support and professional reflection.
All staff are encouraged to take responsibility for their own wellbeing, communicate concerns at an early stage and contribute to a culture of kindness, respect and teamwork.

Promoting Positive Wellbeing and Preventing Stress

Leapfrog aims to minimise work-related stress and support a healthy work-life balance through:

- Appropriate induction, training, coaching and mentoring.
- Termly staff supervisions, including recorded discussions about wellbeing, alongside annual appraisals.
- Clear roles, responsibilities and expectations.
- Fair and appropriate allocation of duties and regular workload reviews.
- Keeping observations, assessments and other paperwork meaningful and proportionate.
- Encouraging staff to take their entitled breaks away from busy nursery rooms.
- Supporting staff to complete their duties within their scheduled working hours wherever practicable.
- Encouraging teamwork, professional reflection and opportunities for staff feedback.
- Providing opportunities for staff to contribute ideas and influence nursery practice.
- Recognising and celebrating staff achievements and contributions.
- Promoting respectful communication and positive working relationships.

Where work-related stress is identified, management will assess the risks and consider appropriate measures using the Health and Safety Executive's Management Standards: demands, control, support, relationships, role and change.
Senior leaders and Nursery Managers will regularly reflect on staffing, workloads and working arrangements to identify improvements.

Supporting Individual Staff Wellbeing
We recognise that staff may experience periods when their mental or physical health, personal circumstances or workplace pressures affect their wellbeing.
Employees are encouraged to speak confidentially with their Nursery Manager, General Manager or another appropriate senior leader when they require support.
Where necessary, an individual wellbeing support plan may be agreed with the employee. This may include:

- More frequent supervision or wellbeing meetings.
- Temporary adjustments to duties or responsibilities.
- Changes to working arrangements or environment.
- Additional breaks or support from a colleague.
- Flexible working arrangements where appropriate.
- Additional training, mentoring or professional support.
- Signposting to external support services or occupational health advice where appropriate.

Support plans will be reviewed regularly and adjusted according to the employee's needs and the operational requirements of the nursery.
Leapfrog will consider reasonable adjustments in accordance with the Equality Act 2010, including where an employee has a disability or a long-term health condition.
Employees returning following sickness absence will be supported through our Return to Work procedures, including consideration of any necessary adjustments or phased return arrangements.

Confidentiality and Safeguarding

Staff wellbeing conversations will be handled sensitively and, wherever possible, held privately.
Personal information will be treated confidentially and shared only where necessary and appropriate, in accordance with our Data Protection and Confidentiality Policy.
Where management has serious concerns about an employee's immediate safety or wellbeing, appropriate support or emergency assistance will be sought. Information may need to be shared with relevant professionals or agencies where necessary to protect the individual or others.
Where concerns involve safeguarding, professional suitability or children's safety, the relevant Leapfrog safeguarding and personnel procedures will be followed.

Respectful Working Environment
Leapfrog promotes a culture of mutual respect, inclusion, kindness and professional cooperation.
Bullying, harassment, sexual harassment, discrimination and victimisation are not tolerated.
We recognise our responsibility to take reasonable steps to prevent sexual harassment at work, including harassment by third parties such as parents, visitors or contractors.
Staff are encouraged to report inappropriate behaviour, whether experienced personally or witnessed.
Concerns will be taken seriously, considered sensitively and addressed promptly in accordance with Leapfrog's Staff Code of Conduct, Equality and Diversity, Grievance and relevant safeguarding procedures.
Staff will not be treated unfavourably for raising genuine concerns or requesting appropriate wellbeing support.

Flexible Working and Work-Life Balance
Leapfrog recognises that flexible working arrangements may help employees balance their professional and personal responsibilities.
Employees have the statutory right to request flexible working from the first day of employment and may make up to two statutory requests within a 12-month period.
Requests will be considered fairly, taking account of the employee's circumstances, the needs of children, safe staffing arrangements and the operational requirements of the nursery.
Management will discuss requests with employees and explore suitable arrangements where possible, following the applicable statutory process.

Monitoring and Review
The Senior Leadership Team and Nursery Managers will monitor staff wellbeing through supervision, staff feedback, absence monitoring, workload reviews and day-to-day management.
Where concerns or patterns are identified, appropriate action will be taken to improve working conditions and support staff.
This policy will be reviewed annually, or sooner where legislation, statutory guidance or nursery procedures change.

Related policies: Health and Safety; Personnel and Ongoing Suitability; Staff Supervision; Return to Work; Equality, Diversity and Inclusion; Staff Code of Conduct; Grievance; Safeguarding and Child Protection; Trauma-Informed Practice; Whistleblowing.

At Leapfrog, we believe that staff who feel supported, respected and valued are better able to provide the warm, nurturing and high-quality care that every child deserves.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 March 2025 October 26	M.Topal	September 2027

Leapfrog Nursery School

Whistleblowing Policy and Procedure

1.Policy Statement

At Leapfrog Nursery School, we expect all colleagues, both internal and external, to act professionally, maintain high standards of conduct and place the welfare and safety of every child at the heart of their practice.
We recognise that occasions may arise where individuals witness, experience or become aware of unsafe practice, wrongdoing or behaviour that falls below our expectations.
Leapfrog is committed to creating an open, honest and accountable culture where staff, students, apprentices, volunteers and other adults feel confident to speak out.
Our safeguarding principle is: If in doubt, speak out.

Concerns must never be ignored because they involve a colleague, manager or senior leader, or because an individual is worried about the consequences of raising them.
We encourage concerns to be raised at the earliest opportunity so that appropriate action can be taken. Where it is safe and appropriate, staff should speak to their line manager. However, individuals may bypass their manager, approach senior leadership or report directly to an external safeguarding agency where necessary.
No individual should be expected to raise a concern with someone who may be implicated in the wrongdoing.

2. What Is Whistleblowing?

Whistleblowing is the disclosure of information about suspected wrongdoing, unsafe practice or failures that may affect others and are raised in the public interest.
In a nursery, whistleblowing may involve concerns about:

- A child's safety, welfare or protection from harm.
- Unsafe supervision, staffing arrangements or childcare practices.
- Failure to follow statutory safeguarding requirements.
- Abuse, neglect, inappropriate treatment or unsafe conduct by adults.
- Failure to report, record or act upon safeguarding concerns.
- Deliberate concealment or falsification of records.
- Serious breaches of health and safety requirements.
- Unlawful conduct, fraud or other serious wrongdoing.
- A culture where concerns are discouraged, dismissed or deliberately ignored.

Whistleblowing may relate to something that has happened, is currently happening or is reasonably believed likely to happen.
A concern does not have to be proven before it is raised. Individuals should report information they reasonably believe indicates wrongdoing, rather than attempting to investigate matters themselves.

3. Legal Framework

This policy is informed by the Employment Rights Act 1996, as amended by the Public Interest Disclosure Act 1998, and subsequent changes to whistleblowing legislation.
Whistleblowing legislation provides protection to eligible workers who make protected disclosures in accordance with the law.
A qualifying disclosure generally involves information that the worker reasonably believes is disclosed in the public interest and tends to show one or more of the following:

- A criminal offence.
- A failure to comply with a legal obligation.
- A miscarriage of justice.
- Danger to the health or safety of an individual.
- Damage to the environment.
- Sexual harassment.
- Deliberate concealment of information relating to any of the above.

For statutory protection, the disclosure must also be made through an appropriate reporting route.
The law does not require an individual to prove that wrongdoing has occurred. A reasonable belief is sufficient, provided the applicable legal conditions are met.
Although statutory protection depends on an individual's employment status and the circumstances of the disclosure, **Leapfrog's internal commitment to listening to concerns and preventing retaliation extends to staff, students, apprentices, volunteers and others working within our settings**.
Personal employment grievances that do not raise a public-interest concern will normally be considered under Leapfrog's Grievance Policy. Where a grievance also reveals safeguarding risks or other serious wrongdoing, the relevant safeguarding or whistleblowing procedures must also be followed.

4. Raising a Concern – Internal Reporting

Individuals should raise concerns promptly, providing as much factual information as they reasonably can.

First reporting route – Nursery Manager or line manager

Where appropriate, report the concern directly to the Nursery Manager or line manager.

Alternative reporting route – Senior Leadership Team

If the concern involves the manager, has not been addressed appropriately, or the individual does not feel comfortable reporting locally, they may contact:

- Mine Topal – General Manager
- Sarah Hudson – Assistant General Manager
- Sara Vincent – Headteacher
- Nicola Ellwood – Business Manager
- Alexandra Barron - Business Assistant
- Lesley and Cliff Vincent - Owners

Individuals may approach whichever member of the leadership team they feel is most appropriate, provided that person is not implicated in the concern.
Where senior leadership is involved, or the individual believes internal reporting could place a child at risk, compromise evidence or result in retaliation, they may contact the relevant external agency directly.
No one is required to exhaust internal reporting routes before seeking urgent safeguarding assistance.

5. Safeguarding Concerns and Allegations Against Adults

Where a concern relates to a child's welfare or protection from harm, Leapfrog's Safeguarding and Child Protection Policy must be followed immediately.
This includes concerns about staff, students, volunteers, managers, contractors or other adults who work with or have access to children.

- Where a child is in immediate danger, call 999.
- Where a child may be suffering or at risk of significant harm, contact Enfield Children's MASH.

- Where an allegation against an adult may meet the safeguarding allegations threshold, the relevant senior leader must contact the Enfield Local Authority Designated Officer (LADO) within one working day and before undertaking an internal investigation.
- Where there is uncertainty about the LADO threshold, seek LADO advice.
- Where an allegation involves a senior leader, individuals may contact the LADO directly.
- Notify Ofsted where required under the EYFS and within the applicable statutory timescale.

Staff must not investigate suspected abuse, question witnesses in a way that could compromise an enquiry or delay urgent action while following internal reporting procedures.
Concerns about an adult's conduct that do not appear to meet the harm threshold must still be raised under Leapfrog's Low-Level Concerns Policy.

6. External Reporting and Independent Advice

Leapfrog recognises that there may be circumstances where an individual cannot safely or appropriately raise a concern internally, or believes that a concern has not been properly addressed.
Staff, students and volunteers may contact relevant external agencies, including:

- Enfield Children's MASH for concerns about a child's safety or welfare.
- Enfield LADO for allegations about adults working with children.
- NSPCC Whistleblowing Advice Line for independent advice about child protection concerns.
- Ofsted for concerns about the quality, safety or regulatory compliance of early years provision.
- The police where a criminal offence or immediate danger is suspected.

Individuals should provide factual information and avoid unnecessary disclosure of confidential information to anyone who does not have an appropriate safeguarding or regulatory role.
Reporting to a relevant prescribed regulator may attract statutory whistleblowing protection where the applicable legal requirements are met.

7. How Leapfrog Will Respond

All disclosures will be treated seriously, sensitively and consistently.
The manager or senior leader receiving the concern will:

- Listen carefully and establish the nature of the concern without dismissing or minimising it.
- Consider whether immediate action is required to protect a child or another individual.
- Record the concern accurately, including the date, information received and any immediate action taken.
- Identify the appropriate reporting route, including referral to the DSL, LADO, children's social care, police or Ofsted where required.
- Avoid undertaking an internal investigation where statutory safeguarding agencies must first be consulted.
- Determine appropriate next steps, including management review, investigation where lawful and appropriate, changes to practice or disciplinary procedures.
- Keep information confidential as far as reasonably possible, sharing it with those who need to know.
- Monitor actions and outcomes to ensure concerns are properly addressed.
- Provide appropriate feedback to the person raising the concern, subject to confidentiality and legal restrictions.

The person receiving a disclosure must not ignore it, conceal information or delay necessary safeguarding action.

8. Confidentiality and Anonymous Reporting

Leapfrog encourages individuals to identify themselves when raising concerns, as this may make it easier to obtain further information and provide appropriate feedback.
However, anonymous concerns will still be considered seriously and assessed according to the information available and the potential risks involved.
Where an individual raises a concern confidentially, their identity will be protected as far as reasonably possible. Complete anonymity cannot always be guaranteed, particularly where information must be shared with statutory agencies or disclosed as part of a lawful process.
Individuals must not be promised absolute secrecy.
All records will be maintained securely and in accordance with Leapfrog's Data Protection and Confidentiality Policy.

9. Protection from Victimisation

Leapfrog will not tolerate retaliation, harassment, bullying, intimidation or unfair treatment towards anyone who raises a genuine concern or assists with a safeguarding or whistleblowing process.
This includes:

- Threatening or discouraging someone from reporting wrongdoing.
- Excluding, isolating or treating a colleague unfavourably because they have spoken out.
- Reducing opportunities or imposing unfair treatment in response to a disclosure.
- Pressuring someone to withdraw or change their account.
- Attempting to conceal information or interfere with an appropriate enquiry.

Eligible workers who make protected disclosures also have statutory rights against detriment and, where applicable, unfair dismissal.
Any concern about retaliation must be reported to an appropriate senior leader or external agency.

10. Deliberately False Allegations and Failure to Act

Leapfrog distinguishes between a concern raised in good faith or on reasonable grounds that is subsequently unsubstantiated, and an allegation deliberately fabricated or made with knowledge that it is false.
No individual will face disciplinary action simply because a genuine concern is not substantiated.
Where there is evidence that someone has knowingly made a false allegation, deliberately victimised another person, concealed serious wrongdoing or intentionally interfered with a safeguarding process, appropriate action may be taken under the relevant disciplinary or other procedures.
Failure by a manager or staff member to respond appropriately to a serious safeguarding concern may also result in disciplinary action, depending on the circumstances.
Any action will be fair, proportionate and consistent with employment obligations.

11. Staff Support and Professional Responsibility

We recognise that raising concerns about colleagues or leaders can be difficult.
Individuals may seek confidential advice from the Business Manager, another appropriate senior leader, the NSPCC Whistleblowing Advice Line or an independent adviser.
Leapfrog will provide appropriate support during the process, including guidance, supervision and wellbeing support where needed.
Managers are responsible for promoting a culture where staff feel able to speak openly, challenge unsafe practice and raise concerns without fear.
Safeguarding and whistleblowing expectations will be reinforced through induction, training, supervision, staff meetings and professional development.

12. Monitoring and Review

The senior leadership team will monitor the effectiveness of whistleblowing arrangements and consider learning from concerns raised, professional advice, investigations and safeguarding reviews.

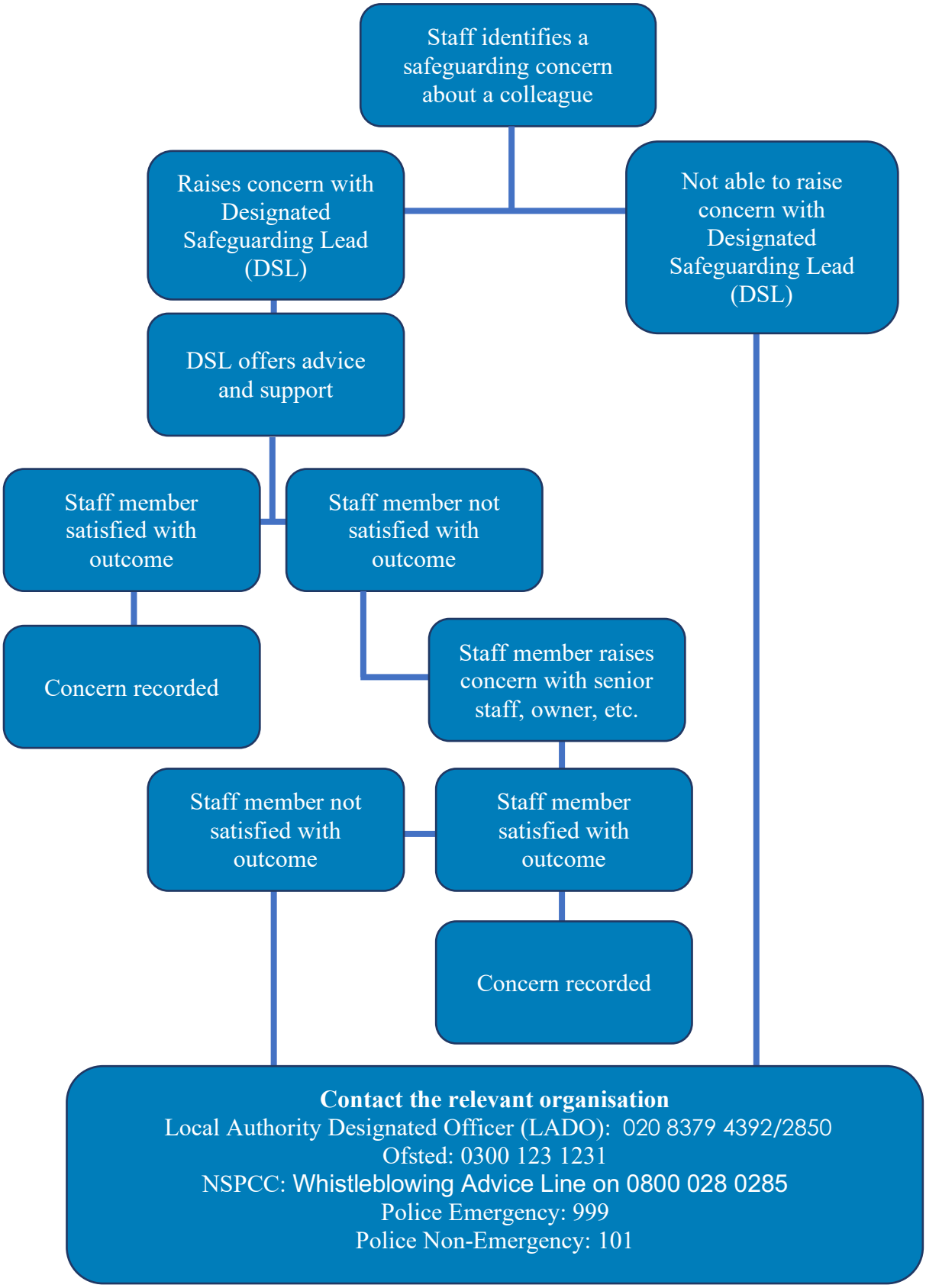
This policy will be reviewed at least annually and sooner where legislation, statutory guidance, local safeguarding arrangements or nursery procedures change.
At Leapfrog, speaking out is a professional responsibility. Every concern deserves to be heard, considered and acted upon appropriately.

Whistleblowing Contact Details

Organisation	Contact
Enfield Children's MASH	020 8379 5555
Enfield Emergency Duty Team	020 8379 1000
Enfield LADO	safeguardingservice@enfield.gov.uk
Enfield Safeguarding and Quality Team	020 8379 2850
Ofsted Whistleblowing	0300 123 3155 / whistleblowing@ofsted.gov.uk
NSPCC Whistleblowing Advice Line	0800 028 0285 / help@nspcc.org.uk
Police	999 emergency / 101 non-emergency

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2022 October 2024 August 2026, October 26	M.Topal	September 2027

Whistleblowing safeguarding concerns flowchart



Leapfrog Nursery School

Working with Display Screen Equipment (DSE) Policy

At Leapfrog Nursery School, we take the health, safety and wellbeing of our employees seriously. We recognise that staff who regularly use computers, laptops, tablets or other display screen equipment (DSE) as part of their duties may be at risk of discomfort, eye strain or musculoskeletal problems.
We are committed to providing safe and suitable working arrangements in accordance with the Health and Safety (Display Screen Equipment) Regulations 1992 (as amended) and our wider Health and Safety Policy.
This policy applies across all Leapfrog settings, including staff undertaking administrative, management or other duties involving display screen equipment.

Risk Assessment and Employer Responsibilities

Leapfrog will:

- Identify employees who regularly use display screen equipment for continuous periods of an hour or more as a significant part of their normal work.
- Carry out and review DSE workstation assessments for employees who meet the requirements of the regulations, including those working from home where applicable.
- Provide suitable equipment, seating and working arrangements appropriate to the role.
- Take reasonable steps to reduce identified risks, including making adjustments where necessary.
- Encourage regular changes of activity and appropriate breaks from screen-based tasks.
- Provide information and guidance on safe workstation use.
- Arrange and pay for appropriate eyesight tests for eligible DSE users who request them, and provide basic corrective appliances where required specifically for DSE work.
- Review arrangements where equipment, working practices or an employee's individual needs change.

Staff Responsibilities and Safe Working Practices

Employees are expected to use equipment appropriately, follow guidance and report any discomfort or concerns to their Nursery Manager.
Staff should:

- Maintain a comfortable working position with good back support and feet resting flat on the floor or on a footrest.
- Adjust seating and screen height to avoid unnecessary strain on the neck, shoulders and back.
- Position the screen at a comfortable viewing distance, with the top of the screen approximately at eye level.
- Keep forearms approximately horizontal and wrists relaxed when using a keyboard or mouse.
- Ensure frequently used equipment is within easy reach.
- Avoid glare and reflections by adjusting screen position, lighting and brightness.
- Keep screens clean and ensure text is easy to read.
- Avoid prolonged use of laptops or tablets in awkward positions, using separate equipment or supports where appropriate.
- Change position regularly and take short breaks or undertake alternative duties away from the screen.
- Keep workstations tidy and free from obstructions.
- Report faulty equipment, discomfort, headaches, eye strain or other concerns promptly.

Breaks and Changes of Activity

Staff who regularly undertake screen-based work should organise their duties to allow periodic breaks or changes of activity.
Short, frequent breaks or changes of task are generally preferable to prolonged periods of uninterrupted screen use.
Managers will support staff in arranging their workload to reduce extended periods of repetitive or static activity.

Additional Support and Adjustments

Leapfrog recognises that individual employees may require additional support because of health conditions, disabilities, pregnancy or other circumstances affecting their comfort or safety.
Employees are encouraged to discuss any concerns with their Nursery Manager or General Manager so that appropriate assessments, equipment or reasonable adjustments can be considered.

Monitoring and Review

Nursery Managers are responsible for identifying concerns, supporting safe working practices and ensuring that any required DSE assessments or adjustments are completed.
Employees are responsible for following safe working guidance and reporting concerns promptly.
This policy will be reviewed annually, or sooner where legislation, working arrangements or individual needs change.
Related policies: Health and Safety; Risk Assessment; Personnel and Ongoing Suitability; Equality, Diversity and Inclusion; Mobile Phone and Electronic Device.

This policy was adopted on	Signed on behalf of the nursery	Date for review
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Leapfrog Nursery School

Young Worker, Apprentices and Students Policy

At Leapfrog, we recognise the importance of supporting young people entering the early years profession. We welcome young workers and apprentices, alongside students undertaking appropriate long-term college placements, providing opportunities to develop their knowledge, skills and confidence within a safe and supportive environment.
We recognise that workers under 18 are themselves children in law and may require additional safeguarding, supervision and welfare support.
All arrangements will comply with the current Early Years Foundation Stage (EYFS), relevant employment and health and safety legislation, and Leapfrog's safeguarding and recruitment procedures.

Recruitment, Suitability and Induction
All young workers, apprentices and students must complete appropriate suitability and safeguarding checks before commencing their duties, in accordance with Leapfrog's Safer Recruitment Policy.
Employed staff will undergo the usual recruitment checks, including two satisfactory references, identity verification, appropriate DBS checks and confirmation of their right to work.
Placement students will be subject to appropriate checks and arrangements agreed with their college or training provider.
All individuals will receive an induction covering safeguarding, professional conduct, confidentiality, health and safety, emergency procedures and their responsibilities within the nursery.
Young workers under 18 will have an appropriate risk assessment considering their age, experience, maturity and any additional support needs.

Supervision and Staff-to-Child Ratios
All young workers, apprentices and students will have a named supervisor or mentor who will provide guidance, monitor progress and ensure duties remain appropriate to their experience and competence.
College Placement Students
Leapfrog accepts long-term or academic-year college placements but does not ordinarily accept short-term school work experience.
Students:

- Are generally not included in staff-to-child ratios.
- Must remain appropriately supervised and must not be left alone with children.
- Must not undertake intimate or personal care, including nappy changing and toileting.
- Must not be used to cover staff shortages or breaks.
- May support play, learning activities and other appropriate duties under staff guidance.

Employed Apprentices and Young Workers
Employed apprentices aged 16 or over may be included in staff-to-child ratios where permitted by the EYFS, provided management has assessed and recorded their suitability, competence and responsibility and hold a paediatric first aid certificate.
Relevant safeguarding, qualification and paediatric first aid requirements must be met.
Inclusion in ratios does not automatically mean an individual may work alone with children or undertake all care routines.

Employed young workers and apprentices may undertake intimate care only where management has assessed them as competent, appropriately trained and suitable, with appropriate supervision arrangements in place.
All decisions about deployment and supervision remain the responsibility of the Nursery Manager.

Training and Professional Development
Leapfrog will provide appropriate mentoring, supervision and opportunities for professional development.
Apprentices will receive the training, protected paid learning time and progress reviews required by their apprenticeship programme.
Students will be supported in meeting their agreed placement objectives, with appropriate communication between Leapfrog and their college or training provider.
Supervisors will provide regular feedback and raise any concerns about progress, conduct or suitability promptly.

Health, Safety and Working Arrangements
Leapfrog will assess risks associated with employing young workers, including their experience, maturity, working environment and responsibilities.
Young workers who are over compulsory school leaving age but under 18 will normally be subject to the following working-time protections:

- A maximum of eight hours per day and 40 hours per week, subject to lawful exceptions.
- A minimum 30-minute break when working more than four and a half hours.
- At least 12 consecutive hours of daily rest and normally 48 hours of weekly rest.
- Restrictions on night working.

Managers will ensure that duties, working hours and supervision arrangements protect young workers' health, safety and wellbeing.
All individuals must follow Leapfrog's health and safety procedures and report concerns promptly.

Expectations and Safeguarding
Young workers, apprentices and students are expected to:

- Follow Leapfrog's policies, values and Staff Code of Conduct.
- Treat children, families and colleagues with kindness and respect.
- Maintain professional boundaries and confidentiality.
- Work within their agreed responsibilities and level of competence.
- Follow safeguarding and health and safety procedures.
- Attend punctually, engage in training and respond positively to feedback.
- Report concerns about children's welfare, adult conduct or their own wellbeing promptly.
- Follow Leapfrog's Mobile Phone and Electronic Device Policy, including restrictions on personal photography and recording.

Any concerns about conduct, performance or ongoing suitability will be addressed in accordance with Leapfrog's safeguarding and personnel procedures.
Where concerns involve a young person under 18, their own safeguarding and welfare needs will also be considered.

Management Responsibilities and Review
Nursery Managers are responsible for ensuring that young workers, apprentices and students are appropriately recruited, inducted, supervised and deployed.
They will ensure that:

- Required checks and risk assessments are completed.
- Named supervisors and mentors are allocated.

- Duties remain appropriate to age, training and competence.
- Any inclusion in ratios is authorised, recorded and reviewed.
- Training and placement requirements are supported.
- Safeguarding, wellbeing and suitability concerns are addressed promptly.

The Nursery Manager and Senior Leadership Team will oversee implementation of this policy. This policy will be reviewed annually or sooner where statutory guidance, legislation or nursery procedures change.

Related policies: Safeguarding and Child Protection; Safer Recruitment; Personnel and Ongoing Suitability; Staff Code of Conduct; Volunteers; Intimate Care; Health and Safety; Mobile Phone and Electronic Device; Whistleblowing.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
April 2022 October 2024 October 26	M.Topal	September 2027