

# LEAPFROG NURSERY SCHOOL

## *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 Nursery School 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

- You will then be required to 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.

### **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](http://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.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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<i>April 2022</i> <i>Sept 24</i> <i>November 25</i>	<i>M.Topal</i>	<i>September 2026</i>
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## Acceptable IT Use Policy

### Legislation

- Data Protection Act 2018
- General Data Protection Regulation (Regulation (EU) 2016/679)

### Related Policies

- Whistleblowing
- Social Networking
- Safeguarding Children/Child Protection
- Online Safety
- Mobile Phone and Electronic Device Policy

*This Policy describes the rights and responsibilities of staff using resources, such as computers, tablets, the internet, landline and mobile telephones, and other electronic equipment. It explains the procedures you are expected to follow and makes clear what is considered acceptable behaviour when using them. These devices are a vital part of our business and should be used in accordance with our policies in order to protect children, staff and families.*

### Security and passwords

*All electronic devices will be password protected, and passwords will be updated on a regular basis. Passwords for our systems are confidential and must be kept as such. You must not share any passwords with any other person; in particular you must not allow any other staff member to know or use our password.*

### Email

*We expect all staff to use their common sense and good business practice when using email. As email is not a totally secure system of communication and can be intercepted by third parties, external email should not normally be used in relation to confidential transactions.*

*Emails must not be used to send abusive, offensive, sexist, racist, disability-biased, sexual orientation based or defamatory material, including jokes, pictures or comments which are potentially offensive. Such use may constitute harassment and/or discrimination and may lead to disciplinary action up to and including summary dismissal. If you receive unwanted messages of this nature, you should bring this to the attention of your Manager.*

### Internet access

*You must not use the internet facilities to visit, bookmark, download material from or upload material to inappropriate, obscene, pornographic or otherwise offensive websites. Such use constitutes misconduct and will lead to disciplinary action up to and including summary dismissal in serious cases.*

Each employee has a responsibility to report any misuse of the internet or email. By not reporting such knowledge, the employee will be considered to be collaborating in the misuse. Each employee can be assured of confidentiality when reporting misuse.

### **Children's Usage**

We do believe there is a place for children to have the opportunity to use our iPad and electronic devices within their nursery experience. We will support their understanding of

- keeping safe online, by discussing security systems when using pin codes,
- exploring consent by asking permission to photograph and video them for their Family journal

We consider the use of screentime a valuable source of learning, we will only use it for supporting our planning and overall curriculum alongside adult focused activities. This may be to support the following:

- learning facts around the world
- music and movement activities
- looking up recipes and science experiments
- supporting stories and song times

### **Personal use of the internet, email and telephones**

Any use of our electronic communication systems (including email, internet and telephones) for purposes other than the duties of your employment is not permitted, unless authorised by the Manager.

Emergency personal calls need to be authorised by the manager and where possible, be made on your own personal mobile phone outside the nursery.

Disciplinary action will be taken where:

- the privilege of using our equipment is abused; or
- unauthorised time is spent on personal communications during working hours.

### **Data protection**

When using any of our systems employees must adhere to the requirements of the General Data Protection Regulation 2018 (GDPR). For more information see our Data Protection and Confidentiality Policy.

### **Downloading or installing software**

Employees may not install any software that has not been cleared for use by the manager onto our computers or systems. Such action may lead to disciplinary action up to and including summary dismissal in serious cases.

### **Applicable for settings using Online Learning Journals only**

At Leapfrog Nursery School we use tablets and designated mobile devices in the rooms to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only and do not install applications such as social media or messaging sites on to these devices. Please also see mobile phone and electronic use policy.

### **Using removable devices**

Before using any removable storage media which has been used on hardware not owned by us (e.g. USB pen drive, etc.) the contents of the storage device must be virus checked.

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
<i>April 2022</i> <i>Sept 24</i> <i>November 25</i>	<i>M.Topal</i>	<i>Sept 26</i>

## Accidents and First Aid Policy

At Leapfrog Nursery School 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<sup>1</sup>; 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 nursery is such that emergency service care is required the registered person, LADO will be notified within 48 hours and Ofsted will be notified within 14 days of the incident.

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<sup>1</sup> 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.
- 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))
- 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 General Manager/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 within 14 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

RIDDOR report form	<a href="https://www.hse.gov.uk/riddor/reporting/index.htm">https://www.hse.gov.uk/riddor/reporting/index.htm</a>
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### **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 Family, 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 will:

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 Family
- 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 nose bleed 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 anti-histamine, 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 Family and advise parent/carers to seek medical attention.**

### **Transporting children to hospital procedure**

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.

*\*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 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//](http://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](http://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?
- Safeguarding of the child needs to be looked at. In certain situations, 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. 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
- 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 Nursery School 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 present 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.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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<i>April 2022</i> <i>Sept 24</i> <i>November 25</i>	<i>M.Topal</i>	<i>Sept 26</i>
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## Admissions Policy

Leapfrog Nursery School has four sites. We operate term time only and are registered on the Early Years Register and can take babies and children up to age of 5 years;

Leapfrog Nursery School Compton Road will consider children from 8 months

Leapfrog at Grange Park will consider children from 8 months

Leapfrog Nursery School Church Hill will consider children from 8 months

Leapfrog Nursery at St Mary's will consider children from 8 months

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

We consult with families about the opening times of the nurseries to ensure we accommodate a broad range of family need. We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the nursery that provides stability for all the children.

The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions we are mindful of staff: child ratios and the facilities available at the nursery.

The nursery use the following admission criteria, which is applied in the following order of priority:

1. Looked after children
2. Children who have siblings who are already with us
3. A child known by the local authority to have special educational needs and/or a disability (SEND) and whose needs can be best met at the preferred nursery
4. A vulnerable child with either a Child Protection or a Child in Need Plan, or in receipt of other local authority support
5. Children whose parents live within the area.

A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability. We operate a waiting list, and places are offered on an availability basis.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Prior to a child attending nursery, parents must complete all personal information on Family, including permissions, and emergency contact information, by doing so they agree to the terms and conditions of the parent nursery contract. The information provided on Family personal details relating to the child

include, name, date of birth, address, emergency contact details, parental responsibilities, medical needs, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

**Providers eligible to provide government funded places for early education**

All settings are registered to accept government funding, full details are in our terms and conditions and uploaded to Famly where parents will be required to sign consent as part of the permissions. These places will be allocated on a first come, first served basis and can be booked a term in advance.

All funded sessions are now in line with the flexible arrangement as specified by the Government. When you register your child for their funded place, we will discuss your eligibility, needs and, as far as possible with availability and staffing arrangements, we will accommodate your wishes. We reserve the right to limit and/or have specific funded sessions, according to our business requirements.

<i>This policy was adopted on</i>	<i>Signed on behalf of the nursery</i>	<i>Date for review</i>
<i>April 2022</i> <i>Sept 24</i> <i>November 25</i>	<i>M.Topal</i>	<i>Sept 26</i>

## Adverse Weather Policy

At Leapfrog Nursery School we have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves.

If any of these impact on the ability of the nursery to open or operate, we will contact parents via Family/Email.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

### Flood

In the case of a flood, we will follow our critical incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

### Snow or other severe weather

If high snowfall, or another severe weather condition such as dense fog, is threatened during a nursery day then the manager will take the decision as to whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day, we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored, we will contact Ofsted to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

### Heat wave

Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on hot days. Shaded areas are provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to. [For further details please refer to our sun care policy.](#)

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
April 2022 Sept 24 November 25	M.Topal	Sept 26

## *Alcohol and Substance Misuse Policy*

*At Leapfrog Nursery School 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.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
April 2022 Sept 24 November 25	M.Topal	Sept 26

## *Allergies and Allergic Reactions Policy*

At Leapfrog Nursery School 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.

### **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 meal times 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 meal times 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 Nursery School 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 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.*

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
April 2022	M.Topal	Sept 26
Sept 24		
Jan 25		
November 25		

## *Animal Health and Safety Policy*

*At Leapfrog Nursery School we recognise the value animals/pets can bring to the emotional needs of children and adults. Caring for animals/pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development.*

### **Nursery pets**

*There are currently no pets at any of our Compton Road and Church Hill nurseries.*

*We currently have 2 guinea pigs based in our Grange Park nursery; please also see our individual nursery risk assessment.*

*Our safety procedures are:*

- Posters displayed signposting which pets are in the nursery, so visitors are aware for allergies*
- Permission slips are obtained from parents to seek written permission for their child to be involved in caring for the animal at nursery*
- A full documented risk assessment is completed, including considerations for children with any allergies*
- All pets are homed in an appropriate and secure area of the setting, as appropriate for the individual animals' needs, with areas that are quiet and space away from the children, when needed*
- Only staff have responsibility for cleaning out the animals (where applicable). Protective equipment such as gloves and aprons are used*
- We ensure all pets have had all of their relevant vaccinations, are registered with the vet and are child-friendly*
- Pets are not allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths while pets are being handled. Staff explain the importance of this to the children*
- Children are encouraged to leave their comforters and dummies away from the animals to limit cross-contamination.*
- Appropriate storage facilities for the pets food, home*

### **Pets from home**

- If a child brings a pet from home to visit the nursery as a planned activity, parents of all children who will be in contact or in the same area as the pet are informed. We obtain written permission from*

parents to ensure no child has an allergy or phobia. We complete a full, documented risk assessment prior to the pet visiting and analyse any risks before this type of activity is authorised.

- *Pets are not allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths during the activity. The staff will explain the importance of this to the children*
- *Children will be encouraged to leave their comforters and dummies away from the animals to limit cross-contamination.*

### **Visits to farms**

- *A site visit is made by a senior member of staff before an outing to a farm can be arranged. We check that the farm is well-managed, that the grounds and public areas are as clean as possible and that suitable first aid arrangements are in place. Animals should be prohibited from any outdoor picnic areas*
- *We check that the farm has suitable washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryers. Any portable water taps should be appropriately designed in a suitable area*
- *We ensure that there is an adequate number of adults to supervise the children, taking into account the age and stage of development of the children*
- *We explain to the children that they will not be allowed to eat or drink anything, including crisps and sweets, or place their hands in their mouths, while touring the farm because of the risk of infection and explain why*
- *We ensure suitable precautions are in place where appropriate e.g. in restricted areas such as near slurry pits or where animals are isolated.*

### **During the visit**

- *If children are in contact with, or feeding animals, we will warn them not to place their faces against the animals or put their hands in their own mouths afterwards, and explain why*
- *We will encourage children to leave comforters (e.g. soft toys and blankets) and dummies either at nursery, in the transport used or in a bag carried by a member of staff to limit cross-contamination*
- *After contact with animals and particularly before eating and drinking, we will ensure all children, staff and volunteers wash and dry their hands thoroughly. If young children are in the group, hand washing will be supervised. We will always explain why the children need to do this*
- *Meals, breaks or snacks will be taken well away from the areas where animals are kept, and children will be warned not to eat anything which has fallen on the ground. Any crops produced on the farm will be thoroughly washed in portable water before consumption*
- *We will ensure children do not consume unpasteurised produce, e.g. milk or cheese*
- *Manure or slurry presents a particular risk of infection and children will be warned against touching it. If they do touch it, we will ensure that they thoroughly wash and dry their hands immediately*
- *We will ensure all children, staff and volunteers wash their hands thoroughly before departure*
- *We will ensure footwear and clothing is as free as possible from faecal materials*

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
<i>April 2022</i> <i>Sept 24</i> <i>Jan 25</i> <i>November 25</i>	<i>M.Topal</i>	<i>Sept 26</i>

## 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 Nursery School 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.

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
<i>April 2022</i> <i>July 2025</i> <i>November 25</i>	<i>M.Topal</i>	<i>Sept 26</i>

### *Arrivals and Departures Policy*

*At Leapfrog Nursery School 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 Family. 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 Family 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 Family 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 Family 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.

<i>This policy was adopted on</i>	<i>Signed on behalf of the nursery</i>	<i>Date for review</i>
April 2022	M.Topal	Sept 26
Sept 24		
November 25		

## Attendance Policy

At Leapfrog Nursery School 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 nursery 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 Family 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 Family 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 years 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 November 25	M.Topal	Sept 26

## *Caring for Babies and Toddlers*

At Leapfrog Nursery School we care for babies and toddlers under the age of two as well as pre-school children.

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 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*
- *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 have their nappies changed according to their individual needs and requirements by their key person, wherever possible. Checks are logged on Family 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
- Family 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 Family.
- 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 any support, as required.*

### **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.*

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
<i>April 2022</i> <i>Sept 24</i> <i>November 25</i>	<i>M.Topal</i>	<i>Sept 26</i>

## Babysitting Policy

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At Leapfrog Nursery School we do not provide a babysitting service outside our normal operating hours. However, we understand that parents sometimes ask nursery staff to babysit for their children and this policy has been implemented to clarify some points regarding private arrangements between staff and parents. Please also refer to our Safeguarding/Child Protection Policy.

- The nursery is not responsible for any private arrangements or agreements that are made: such agreements are between the staff member and family.
- We do expect staff members to inform us if they are going to begin babysitting or caring for a child that attends the nursery outside of the nursery.
- Any agreement made with staff and parent/carers for babysitting must not interfere with the staff member's employment and working hours at the nursery.
- If babysitting arrangements begin to have an impact on the staff members working nursery day, Nursery Managers may review and amend the staff members contracted hours, we will require a 4 week notice period to ensure we have adequate staffing for any changes that may need to be made
- We require the staff member and parent to sign a copy of this policy, which we will keep on file for the child and staff member.
- We have rigorous recruitment and suitability processes in place to ensure that we employ competent and professional members of staff and uphold our duty to safeguard children whilst on our premises and in the care of our staff. This procedure includes interviews, references, full employment history and DBS checks as well as several other processes. Whilst in our employment all staff are subject to ongoing supervision, observation and assessment to ensure that standards of work and behaviour are maintained in accordance with our policies. We have no such control over the conduct of staff outside of their position of employment. Parents should make their own checks as to the suitability of a member of staff for babysitting.
- We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising out of the staff member's private arrangements outside of nursery hours. The member of staff will not be covered by the nursery's insurance whilst babysitting as a private arrangement.
- All staff are bound by contract of the Confidentiality Policy and Data Protection Act that they are unable to discuss any issues regarding the nursery, other staff members, parents or other children.
- The nursery has a duty of care to safeguard all children attending the setting, so if a staff member has some concerns for a child following a private babysitting type of arrangement they need to pass these concerns on to the Safeguarding lead within the setting.
- It will be the staff member's responsibility to ensure they have the appropriate insurance, MOT and child restraints or child safety seats if they are transporting them in a car.

- Parents should be aware that other adults accompanying the babysitter may not have the relevant DBS clearance, and it may not be appropriate for them to care for children

**I agree to the terms and conditions of this Policy.**

<b>Parent/Carer</b>	<b><u>Name:</u></b>	<b><u>Signature:</u></b>
<b>Staff Member (Babysitting)</b>		
<b>Manager:</b>		

Date: \_\_\_\_\_

<i>This policy was adopted on:</i>	<i>Signed by:</i>	<i>Date for review:</i>
<i>April 2022</i> <i>Sept 24</i> <i>November 25</i>	<i>M.Topal</i>	<i>Sept 26</i>

## **Bereavement Policy**

### **Legislation**

- The Parental Bereavement Leave and Pay Act 2018

At Leapfrog Nursery School 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 Nursery School 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 if 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 Nursery school will follow government guidance in line with acas; [www.acas.org.uk/time-off-for-bereavement#](http://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](http://www.samaritans.org) 116 123

**Priory:** [www.priorygroup.com](http://www.priorygroup.com) 0808 138 8680

**Child Bereavement UK:** [www.childbereavementuk.org](http://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](http://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
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<i>April 2022</i> <i>Sept 24</i> <i>November 25</i>	<i>M.Topal</i>	<i>Sept 26</i>
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## Biting

At Leapfrog Nursery School 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 of autism 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.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
April 2022 Sept 24 November 25	M.Topal	Sept 26

## *Code of Conduct for all Staff*

### **Policy statement**

At Leapfrog Nursery School we value the professionalism and individuality of our staff, volunteers and students. We wish to ensure that the staff reflect the high standards of our Nursery and represent Nursery in dealings with the children, parents, carers, other professionals and the public. We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy and upholding our vision.

#### **Expected staff behaviour**

Within our nursery we expect our staff to:

- Put our children first. The safety, welfare and ongoing development of children is the most important part of their role
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- Work as part of the wider team, cohesively and openly
- Be aware of their requirements under the Statutory Framework for the EYFS and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development
- React appropriately to any safeguarding concerns quickly and concisely in accordance with relevant procedures and training received
- Follow a trauma informed practice approach when working with children, their families and colleagues – please see our trauma informed practice policy
- Not share any confidential information relating to the children, nursery or families using the nursery
- Maintain the public image of the nursery and do nothing that will put the setting into disrepute
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional
- Adhere to the Mobile phone and electronic device use policy, social networking and acceptable use of IT policy
- Report to management immediately any changes in their personal life that may impact on the ability to continue the role. These may include (but are not limited to) changes in police record, medication or any social service involvement with their own children.

It is expected that all staff, volunteers and students should provide an example of good conduct as outlined below;

- Be flexible, reliable and punctual
- Be honest and trustworthy in word and deed
- Be hard working and willing to do as directed
- Be motivated and happy to do your job
- Be friendly and a positive role model to everyone: children, parents and other staff
- Be welcoming to everyone within the Nursery

- Be professional at all times
- Undertake your duties in a competent, timely and responsible way
- Discuss any upset, grievance or disrepute with the management team
- To have a can do, strengths-based approach
- Ensure your knowledge and expertise is up to date and relevant
- Show initiative
- Contribute to and promote an environment that is free from discrimination, bullying and harassment
  - Maintain high standards in safety and hygiene by keeping the pre-school safe and clean, maintaining a safe environment for children
- Act in the best interest of the children at all time
- Ensure inclusive practise is provided at all times
- Give equal opportunities to everyone within the nursery regardless of their age, gender, race, religion, culture or background including their developmental ability and special educational need or disability
- Read and follow all nursery policies and procedures and implement them at all times
- Maintain confidentiality at all times in accordance with our 'Confidentiality and Information Sharing Policy. Any issues, including personal, concerning children, their parents, staff, volunteers or students should not be discussed outside the Nursery
- Comply with our Health & Safety policy and understand your shared responsibility for health & safety
- Understand and implement our 'Safeguarding Children and Child Protection Policy' Ensure knowledge of safeguarding requirements is up to date, identify signs of possible abuse and neglect at the earliest opportunity and respond to it in a timely and appropriate way in accordance with procedures;
- Follow a sustainable approach in their usage of nursery consumables and resources in line with our Environmental Sustainability and Nutrition and Mealtimes policies
- Keep all personal belongings, including mobile phones and medication, safely locked away in designated space
- Ensure that your behaviour at work or outside does not cause embarrassment or reflect negatively on the Nursery in a way that would bring our reputation into disrepute or cause a loss of public confidence. This includes through the use of social networking sites.
- Understand that babysitting for parents out of pre-school hours is a private arrangement between you and the parent, is undertaken at your own risk and has absolutely no bearing on or connection to the Nursery. Any babysitting arrangements made with families should not impact on your working hours. – Please reference our Babysitting policy

### **Relationships with Children**

- Be a positive role model at all times
- Encourage children to express themselves and their opinions
- Allow children to undertake experiences that develop self-reliance and self-esteem
- Respect the rights of all children
- Speak to children in an encouraging and positive manner
- Encourage children to be courteous and polite
- Listen actively to children and offer empathy and support
- Give each child positive guidance and encourage appropriate behaviour
- Regard all children equally, and with respect and dignity
- Have regard to the cultural values, age, physical and intellectual development, and abilities of each child at the setting
- Provide opportunities for children to interact and develop respectful and positive relationships with each other, and with other staff members and volunteers at the setting, including encouraging the children to keep themselves safe
- Ensure all interactions with children are undertaken in full view of other adults
- Report any concerns promptly to the management team and Designated Safeguarding lead; and be vigilant in safeguarding and keeping children safe at all times

### **Relationships with Parents and Carers**

- Be respectful of, and courteous towards, parents at all times
- Communicating with parents in a timely, professional and sensitive manner
- Respond to concerns expressed by parents in a timely and appropriate manner
- Respect the cultural context of each child and their family
- Working collaboratively and in partnership with parents
- Consider the perspective of parents when making decisions that impact on the education and care of their child
- Respect the privacy of information provided by parents and keep this information confidential

### **Relationships with Colleagues**

- Develop relationships based on mutual respect, equity and fairness
- Be supportive to colleagues
- Work enthusiastically and support colleagues
- Communicate with colleagues in a positive manner
- Work as a team in a courteous, respectful and encouraging manner
- Value the input of colleagues
- Respect the rights of others as individuals
- Share expertise and knowledge as appropriate and in a considered manner
- Give encouraging and constructive feedback, and respect the value of different professional approaches

### **WhatsApp groups**

- Leapfrog uses texting as a way of communicating between the managers and the settings. This has proved very useful and can be a wonderful support for staff too, boosting morale and relationships and encouraging team spirit
- Please ensure that you only text in reasonable working hours from 7am- 6pm and don't contact each other on the groups or managers over the weekend unless it's an emergency
- Please only use these platforms of communication for work related information sharing

### **Staff Dress Code**

- To ensure that all staff are appropriately attired for the workplace to a high standard of dress and grooming commensurate with their professional position at all times, we request staff to adhere to the following guidelines:
- Maintain a neat and clean appearance
- Wear Leapfrog top as provided with a Leapfrog hoodie or fleece
- Wear lanyard, as provided at all times
- Other clothing must be safe, comfortable and practical for the range of indoor and outdoor tasks that the role requires
- Leggings and jeans should be good quality and covered by a top of suitable length
- Joggers and tracksuit bottoms are not to be worn in accordance with our professional standard
- Black Jeans and leggings may be worn but must not be ripped, tatty, have mesh panels or include any type of logos
- Clothing should be modest, not be low cut, strappy or expose bras or underwear, midriff or back
- Footwear should be practical and suitable for safe movement around the Nursery, especially when moving equipment, trainers or plimsolls are advised
- During hot weather open back sandals are not advised due to safety risks whilst working with children

- Indoor shoes/slippers should be worn in our baby rooms
- Keep fingernails clean and fairly short and jewellery and make up to a minimum, no hoop, dangly earrings should be worn for health and safety
- Long hair must be tied back

Failure to adhere to this policy may result in staff being asked to return home to change in to more suitable attire.

### **Staff taking Medication or other Substances**

- Staff taking any medication, either short-term or on-going, for medical conditions should declare this straightaway to their nursery manager
- Staff must ensure that any medication being taken does not affect their ability to care for children by seeking medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly
- All medication, prescribed or otherwise, must be stored safely by staff and out of reach of children at all times
- Staff must not be under the influence of alcohol or any other substances that may affect their ability to care for children
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will be asked to leave the nursery, and further action will be taken

### **Medical, Dental or other Appointments**

- The Nursery Manager must be the first person to be notified of any issues that may affect your ability to work or your attendance
- Due to the nature of the business, staff are requested to attend all doctor, dentist or hospital visits outside of working hours, on occasions where this is not possible, we ask that appointment times are made at points least disruptive to our nursery session

### **Staff Illness or Absence**

- If a member of staff is unable to work because of illness or any other reason, they must personally inform their Nursery Manager by a telephone call as on the first and each subsequent day they are unable to work. Followed by the WhatsApp absence group procedure
- Staff should telephone their Manager from 7am and no later than 7.30am to inform them of an absence so that cover can be found before the session starts
- Text or email is not an appropriate form of communication on its own, always telephone as well
- If staff are unable to contact their Manager to inform of their absence, they must contact their General Managers by phone

All absence due to illness will be unpaid, please see our absence management policy

### **Holidays**

- Due to the nature of the business, it is a condition of employment that holiday is not to be taken during term time
- Unpaid leave cannot be requested, unless in exceptional circumstances and at the discretion of the Senior leadership team
- Booking holidays within our nursery term could result in disciplinary procedures

## **DISCLOSURE AND BARRING SERVICE (DBS)**

- All staff have a duty to notify the Nursery of any circumstance which may affect their suitability to work with children. The Nursery Managers are responsible for ensuring all staff, including contractors, bank staff, students and volunteers, are suitable to work with children. Checks are carried out via enhanced Disclosure and Barring Service (DBS) clearance checks as well as other sources, such as employer references, identity checks and qualification checks, amongst others.
- Where possible new staff will have the checks completed prior to starting employment. However, if there are delays in checks coming through, as a last resort, candidates may work in the nursery before these checks are completed as long as they are supervised by registered and DBS checked staff at all times. Staff awaiting these checks will never:
  - Be left unsupervised whilst caring for children
  - Take children for toilet visits unless supervised by registered staff
  - Change nappies
  - Be left alone in a room or outside with children
  - Administer medication
  - Administer first aid treatment unsupervised
  - Have access to children's personal details and records
  - Students are not to be left unsupervised with children, please see our students and volunteers' policy

**Failure to adhere to any of the above may result in disciplinary procedures which could result in dismissal**

## **Monitoring staff behaviour**

Within the nursery we:

- Conduct regular peer observations using all staff and management, during which we observe interactions between staff and children
- Have regular supervisions with all staff in which ongoing suitability is monitored and recorded
- Have a Whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues
- Operate staff suitability checks and clauses in staff contracts to ensure any changes in their suitability to work with children are reported immediately to management
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the Safer recruitment of staff policy.

Some behaviours that may cause concern and will be investigated further include:

- Change in moods
- Sudden change in religious beliefs and/or cultural beliefs (which may indicate radicalisation)
- Changes in the way they act towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours
- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance.

**Procedures to be followed:**

If we have a concern about changes in staff behaviour within the nursery, an immediate meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate.

Ultimately, we wish to ensure all staff are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern regarding the safety or welfare of the children then the Safeguarding children and child protection policy will be followed. In the case of allegations against a staff member, the Local Authority Designated officer (LADO) will be contacted.

All conversations, observations and notes on the staff member will be logged and kept confidential.

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
<i>April 2022</i> <i>Sept 24</i> <i>November 25</i>	<i>M.Topal</i>	<i>Sept 26</i>

### *Code of Conduct for Parents and Carers*

Leapfrog Nursery School is dedicated to the support, development and promotion of high-quality care and education for the benefit of our children, families and community. We are committed to safeguarding children and promoting their welfare.

We welcome all parents/carers as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner and include them as an integral part of the care and early learning team within the nursery. Working together ensures we can meet the individual needs of the family and child and provide the highest quality of care and education.

You can help us to maintain our responsibilities in the following ways:

#### **You should always:**

- Share information with staff on your child's development, health and wellbeing
- Share any concerns about your child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery. All concerns will be treated in the strictest confidence.
- Ensure you can safely transport your child to and from the nursery using age-appropriate car seat restraints
- Inform the nursery prior to your child taking a holiday or days off, all incidents of sickness absence should be reported to the nursery the same day, so the nursery management are able to account for a child's absence from their nursery session
- Provide us with all information relating to parental responsibilities, court orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- If your child has a medical need or allergy that requires lifesaving medication, this medication must always be on site when your child is in nursery, if they do not come into nursery with this medication, they may not be able to stay in our care without it
- Respect decisions regarding exclusion of children due to illness, the nursery will always adhere to government guidelines to prevent the spread of infection and control
- Collect your child on time – if you are going to be unavoidably late, then please call the nursery and let us know; this will incur a late collection charge.
- Let us know if someone else is collecting your child and give them a password; anyone collecting your child must ensure they are safely transporting your child from the nursery using age-appropriate car seat restraints
- Discuss any worries, concerns or complaints with your child's Key Person or the Nursery Manager, as appropriate; We welcome any suggestions from parents on how we can improve our services and will give prompt and serious attention to any concerns that parents may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the nursery.
- Report immediately any hazards or noted environment risks to the staff team to ensure the health and safety of all children, parent/carers, visitors and staff

- Support our ethos on healthy eating, providing nutritious healthy meals as part of your child's lunch. Discuss with the staff team if your child is struggling with healthy food intake so we can offer our support
- Support our trauma informed practice by sharing any information that may be relevant to your child's behaviour – please see our trauma informed practice policy
- Provide suitable clothing for all weather conditions, understanding that the nursery will access outdoor play throughout the year as part of our curriculum
- Meet with staff if your child's behaviour is a cause of concern, so that if there are experiencing any difficulties or challenges, we can work together to ensure consistency between home and the nursery. In some cases, we may request additional advice and support from other professionals, including our local borough Early Years SEND team. This would always be discussed with Parent/Carers beforehand.
- Ensure your child is accessing age-appropriate content on online platforms, the nursery staff are happy to advise you more on this
- Check with the Nursery Manager if you wish to approach a member of staff for babysitting duties. Your requirements should not interfere with staffs contracted working hours. The nursery takes no responsibility nor offers any guarantees for this type of off- site arrangement

### **You should never:**

- Shout at, smack or physically punish your child(ren) or any other child whilst in the nursery
- Use inappropriate language or display aggressive or threatening behaviour toward the staff, children or other parents/carers either in person, or on the phone
- Act in a disrespectful or discriminative manner to any child, staff or fellow parent/carers at the nursery on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, attitudes that cause offence on these grounds will be investigated by the nursery leadership team, discriminatory behaviour has no place within our nursery.
- Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child
- Let themselves in and out of the nursery rooms, you must wait for a staff member to do this. All staff, parent/carers must work together and be responsible to ensure robust security systems are in place to ensure children are kept safe
- Hold doors/gates open or allow entry to the nursery premises to any person, whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parent/carers entry to the nursery
- Smoke and/or vape while on the premises. This applies to staff, students, parents, carers, contractors and any other visitors to the premises
- Collect your child(ren) from nursery if you have consumed alcohol, medication or other substances that have affected your judgement or responses
- If a parent or carer is suspected to be 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 emergency contact persons or if necessary, the local authority children's social care team and/or 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.
- Discuss sensitive issues within earshot of your child or other children or other adults
- Take photos or videos in the nursery unless agreed by a member of the senior staff team
- Use your mobile phone or any other electronic device whilst in the nursery rooms and gardens
- Screen shot or share any posts or pictures from the nursery or your child's journal on social media platforms as these may contain other children in the pictures
- Post any photographs to social media that have been supplied by the nursery with other children in them (e.g. Christmas concert photographs or photographs from an activity at nursery).

**Failure to adhere to any of the above may place your child's place at the nursery in jeopardy although this action will only be taken if all other avenues have been explored, and the management feel it is the only possible course of action left open to them.**

**The nursery believes that if the above points are adhered to, a safe, friendly and respectful environment will be created for everyone.**

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## *Code of Conduct for Visitors and Contractors*

Leapfrog Nursery 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**

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*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**

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*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.*

## Complaints and Compliments Policy

At Leapfrog Nursery School we strive to provide the highest quality of care and education for our children and families and believe that all parents and carers are treated with care, courtesy and respect.

We hope that at all times parents and carers are happy and satisfied with the quality and service provided and we encourage parents and carers to voice their appreciation to the staff concerned and/or management. We record all compliments and share these with staff.

We welcome any suggestions from parents and carers on how we can improve our services and will give prompt and serious attention to any concerns that parents and carers may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and carers and to continually improve the quality of the nursery.

We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our Safeguarding and Child Protection Policy.

### **Internal complaints procedure**

#### **Stage 1**

If any parent or carer should have cause for concern or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up with the child's key person or a senior member of staff/room leader. If this is not resolved, we ask them to discuss this verbally with the manager.

#### **Stage 2**

If the issue still remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing and/or via email as a formal complaint to the nursery manager. The manager will then investigate the complaint in relation to the fulfilment of the EYFS requirements and report back to the parent within **28 working days**. The manager will document the complaint fully, the actions taken and the outcome in relation to it in the complaints logbook.

(Most complaints are usually resolved informally at stage 1 or 2.)

#### **Stage 3**

If the matter is still not resolved, the nursery will hold a formal meeting between a member of the senior leadership team, nursery manager and parent/carer to ensure that it is dealt with comprehensively. The nursery will make a record of the meeting and document any actions. All parties present at the meeting will

review the accuracy of the record and be asked to sign to agree it and receive a copy. This will signify the conclusion of the procedure.

#### **Stage 4**

If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted at any time they have a concern, including at all stages of the complaint's procedure, and are given information on how to contact Ofsted. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the nursery's registration. It risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the nursery. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, outcomes of any investigations and any information given to the complainant including a dated response.

Parents will be able to access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

The record of complaints is made available to Ofsted on request.

We will follow this procedure for any other compliments and complaints received from visitors to the provider, where applicable.

#### **Contact details for Ofsted:**

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Telephone: 0300 123 4666

For more information about Ofsted's role see:

<https://www.gov.uk/government/publications/information-for-parents-about-ofsteds-role-in-regulating-childcare>

Parents will also be informed if the nursery becomes aware that they are going to be inspected and after inspection the nursery will provide a copy of the report to parents and/or carers of children attending on a regular basis.

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### *Conflict Resolution with Parents and Aggressive Behaviour Policy*

At Leapfrog Nursery School we believe that we have a strong partnership with our parent/carers and an open-door policy to discuss any matters arising (if applicable).

If as a parent/carer you have any concerns or issues you wish to raise with the nursery then please follow the complaints procedure.

In the case of a parent emailing, calling or using social media to complain the nursery will direct them to the correct procedure for raising a complaint.

We have a zero tolerance on abusive calls, emails, social media contact and face to face confrontation.

#### **Calls of an aggressive/abusive manner**

The call taker receiving a call leading to abusive/aggressive will remain calm and professional and ask them to follow the complaints policy. If the abuse continues the call taker will end the call. Any abusive calls will be logged with an outline of the conversation.

#### **Emails of an aggressive/abusive manner**

The responder will ask the parents to come into the setting to speak in person, as per our complaints policy. If the emails persist the manager may seek legal action. All emails will be kept as evidence until the matter is resolved.

#### **Social Media**

If slanderous or abusive messages appear on any social media sites, we will address these immediately with a request to follow our complaints procedure. We will endeavour to resolve any issue raised through our complaints procedure. If slanderous/abusive messages continue we will seek legal action against the complainant.

In the event that any person inside the nursery starts to act in an aggressive manner at the nursery, our policy is to:

- Direct the person away from the children and into a private area, such as the office (where appropriate)
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children

- *Remain calm and professional in order to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour*
- *If the aggressive behaviour continues or escalates, we will contact the police in order to ensure the safety of our staff team, children and families*
- *If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue*
- *Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken*
- *Any aggressive behaviour from a parent could result in the withdrawal of their child's place. Parents will be informed, by the management team, in writing within 3 days of any incident that involved aggressive or threatening behaviour to their staff*
- *Management will provide support and reassurance to any staff member involved in such an incident*
- *Management will signpost parents to organisations/professionals that can offer support if applicable.*

*This policy will be followed in the event of any other visitors/member of the public displaying this type of behaviour either by phone, email, social media or in person.*

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<i>Sept 24</i>		
<i>November 25</i>		

### **Critical Incident Policy**

At Leapfrog Nursery School we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure our nursery is able to operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat/terrorism attack
- National outbreaks of infection/health pandemics
- Any other incident that may affect the care of the children in the nursery

If any of these incidents impact on the ability of the nursery to operate, we will contact parents via phone/email/family at the earliest opportunity, e.g. before the start of the nursery day.

#### **Flood**

There is always a danger of flooding from adverse weather conditions or through the water/central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the occurrence of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer, and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, the nursery manager will make a decision based on the severity and location of this flooding, and it may be deemed necessary to follow the same procedure as the fire evacuation procedure. In this instance children will be kept safe, and parents will be notified in the same way as the fire procedure (see Fire Safety Policy).

Should the nursery be assessed as unsafe through flooding, fire or any other incident we will follow our operational plan and provide care in another location; the closest of our other Leapfrog Nursery sites. For longer term placement the nursery will provide parents with alternative arrangements in sister nurseries.

#### **Fire**

Please refer to the fire safety policy.

## **Burglary**

The management of the nursery follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises. Our halls do operate as shared usage with other clubs and outside users out of our nursery hours, however the areas we store our furniture and resources are only accessed by nursery staff, these areas are locked securely at the end of our session.

The manager or most senior member of staff on site will always check the premises as they arrive in the morning. Should they discover that the nursery has been broken into they will follow the procedure below:

- In an emergency dial 999 or non-emergency dial 101 with as many details as possible, i.e. name and location, details of what has been found and emphasise this is a nursery, and children will be arriving soon
- Contain the area to ensure no-one enters until the police arrive.
- Where it is safe to do so, the staff will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice. This may include temporary short-term closure and/or following the relocation procedure under the flood section wherever necessary to ensure the safety of the children
- The manager on duty will help the police with enquiries, e.g. by identifying items missing, areas of entry etc.
- A manager or SLT will be available at all times during this time to speak to parents, reassure children and direct enquires
- Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery
- Arrangements will be made to ensure the nursery is made safe and secure again.

## **Abduction or threatened abduction of a child**

We have secure safety procedures in place to ensure children are safe while in our care, including taking reasonable steps to ensure that children do not leave the premises unsupervised and to prevent unauthorised persons entering the premises and at risk of abduction. Staff are vigilant at all times and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and cannot be accessed unless staff members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building whether they are known to them or not. We also have visual reminders about closing the door behind them to prevent tailgating (another person accessing entry behind them). Visitors and general security are covered in more detail in the supervision of visitor's policy. Although our premises are multi usage and may have outside users accessing parts of the building, we do have security systems in place in all of our nurseries with the use of fobs, only permanent staff members will have a fob issued to them. Entrance into the nursery rooms will only be allowed for parents and carers or other family members and pre booked visitors.

Children will only be released into the care of a designated adult; see the arrivals and departures policy for more details. Parents are requested to inform the nursery of any potential custody proceedings or family concerns as soon as they arise, so the nursery is able to support the child.

The nursery will not take sides in relation to any custody arrangements and will remain neutral for the child. If an absent parent who has previously been known to the nursery arrives to collect their child, the nursery will not restrict access **unless** a court order is in place. Parents are requested to issue the nursery with a copy of

these documents should they be in place. We will consult our advisors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from nursery, we have the following procedures which are followed immediately:

- The staff member will notify management immediately and the manager will take control, dialling 999 and requesting the police, instructions from the emergency response team will be followed
- SLT and the parent(s) or nominated carers will be contacted
- All other children will be kept safe and secure, reassured and calmed where necessary
- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may have impacted on this abduction.
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was abducted, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted will be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- SLT will conduct post-incident risk assessments following any incident of this nature to enable the chance of this reoccurring being reduced.

### **Bomb threat/terrorism attack**

If a bomb threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible and raise the alarm/contact emergency services as soon as the phone call has ended. The management will follow the fire evacuation procedure and guidance from the emergency services to ensure the safety of all on the premises. The person who took the call will provide as much detail to the emergency services as possible. Ofsted will be notified. With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.

### **Any other significant incidents**

All incidents will be managed by the manager on duty and all staff will co-operate with any emergency services on the scene, where applicable. The fire evacuation procedure will be followed for any other incident that requires an emergency evacuation. Other incidents e.g. no water supply, will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and staff in the nursery.

If there is an incident outside of the nursery building and it is safer to stay inside the building will put into place the lockdown procedure. Emergency advice would be taken from the police or local authority.

### **National outbreaks of infection/Health Pandemics**

In the event of a national outbreak of a health pandemic, we will follow Government health advice and guidance, legal advice and advice from our insurance provider.

The setting will remain open as long as we have sufficient staff to care for the children. Depending on the nature of the pandemic we will follow all advice and implement measures to ensure that risks to vulnerable children and staff are minimised. This may include excluding infected children/staff/parents or family members from the setting for a set period of time, to prevent the spread of infection. This decision will be done in consultation with parents, staff, legal advice and our insurance provider. Each case will be reviewed on an individual basis.

The nursery manager will notify Ofsted in the event of a critical incident.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
April 2022 October 2024 November 25	M.Topal	September 2026

## Data Protection and Confidentiality Policy

At Leapfrog Nursery School we recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence. This policy works alongside the Privacy Notice to ensure compliance under General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and Data Protection Act 2018.

We have an annual policy with the ICO – Information Commissioners Office <https://ico.org.uk/> this ensures we meet all data protection and GDPR guidelines and store records appropriately within the law. Our certificates are displayed on our parent notice board.

### Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR), Data Protection Act 2018 and the Freedom of Information Act 2000 with regard to the storage of data and access to it.

### Procedures

It is our intention to respect the privacy of children and their families, and we do so by:

- Storing confidential records in a locked filing cabinet or on the office computer with files that are password protected
- Ensuring staff, student and volunteer inductions include an awareness of the importance of 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. This includes ensuring that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, discussions on the bus or at the local bar/coffee shops. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our confidentiality policy and required to respect it
- Ensuring that all staff, volunteers and students are aware that information about children and families is confidential and only for use within the nursery and to support the child's best interests with parental permission

- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest
- Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the safeguarding circumstances above
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs
- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

### **General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) compliance**

In order to meet our requirements under GDPR we will also undertake the following:

4. We will ensure our terms & conditions, privacy and consent notices are easily accessed/made available in accurate and easy to understand language
5. We will use your data to ensure the safe, operational and regulatory requirements of running our Nursery. We will only contact you in relation to the safe, operational and regulatory requirements of running our Nursery. We will not share or use your data for other purposes. Further detail can be found in our GDPR policy [insert document name].
6. Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations).
7. We will ensure staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
  - Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data.'
  - Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

### **Staff and volunteer information**

- All information and records relating to staff/volunteers will be kept confidentially in a locked cabinet

- Individual staff may request to see their own personal file at any time.

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
<i>April 2022</i> <i>October 2024</i> <i>November 25</i>	<i>M.Topal</i>	<i>September 2026</i>

## Disciplinary Procedure

At Leapfrog Nursery School we follow our legal obligations as an employer at all times including dealing with any disciplinary matter in a fair and consistent manner. We have the following policy and procedure that sets out our process.

### **Legal obligations**

Our legal obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures (2015). A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website <http://www.acas.org.uk>.

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25% or reduced by 25% if the employee does not comply.

### **Objectives and guiding principles**

The objective of this procedure is to set out the standards of conduct expected of all staff and to provide a framework within which our managers can work with employees to maintain satisfactory standards of conduct and to encourage improvement where necessary.

It is our policy to ensure that any disciplinary matter is dealt with fairly and consistently. We will take the necessary steps to establish the facts and to give employees the opportunity to respond before taking any formal action.

This procedure does not form part of any employee's contract of employment and it may be amended at any time. We may also vary this procedure, including any time limits, as appropriate in any case.

The procedure applies to all employees regardless of length of service.

Minor conduct issues can often be resolved informally between the employee and their line manager. These discussions should be held in private and without undue delay whenever there is a cause for concern. Where appropriate a note of any such discussions may be held on the employee's personnel file, but will be ignored for the purpose of future disciplinary issues.

Formal steps will be taken under this procedure if the matter is not resolved, or if informal discussion is not appropriate (due to the serious nature of the allegation against you).

The employee will not normally be dismissed for a first act of misconduct, unless it is decided it amounts to gross misconduct, or the employee has not yet completed their probationary period.

## **The procedure**

*Our aim is to deal with disciplinary matters sensitively and fairly. All employees must treat all information in connection with the disciplinary procedure and its investigation as confidential.*

*Where there has been a serious allegation of misconduct or gross misconduct and/or there are serious concerns regarding the employee's capability, we aim to establish the facts quickly and no disciplinary action will be taken until the matter has been fully investigated. The employee will be informed if a formal complaint is made against them, and if necessary, they may be suspended on full pay pending the outcome of the investigation and disciplinary procedure.*

### **Stage 1: Investigation**

- The Headteacher or General Manager will investigate any allegations/concerns quickly and thoroughly to establish whether a disciplinary hearing should be held*
- The purpose of the investigation is to establish a balanced view of the facts relating to the allegations against the employee. The amount of investigation will depend on the nature of the allegations and will vary from case to case. It may involve interviewing and taking statements from the employee and any witnesses, and/or reviewing relevant documents*
- Investigation interviews are solely for the purpose of fact finding and no decision on the disciplinary procedure will be taken until after the disciplinary hearing*
- The employee is not normally allowed to bring a companion to an investigatory interview. However, we may allow them to bring a work colleague or trade union representative in exceptional circumstances and if the employee wishes to be accompanied, they should contact the Headteacher/Business Manager to discuss the reasons for their request*
- If the investigations lead us to reasonably believe there are grounds for disciplinary action, with legal advice the nursery will write to the employee outlining the allegations against them, the basis of the allegations and the potential consequences. The employee will be invited to a disciplinary hearing to discuss the matter. They will be sent any copies of evidence which may be referred to in the hearing (e.g. witness statements, or a summary of the statements if the witness's identity is to remain confidential, and minutes of meetings).*

### **Suspension**

- If the nursery believes that the employee may be guilty of misconduct, which is considered (at the settings absolute discretion) to be serious misconduct, where relationships have broken down, or where we have any grounds to consider that nursery property or responsibilities to other parties are at risk, or where we consider in the settings absolute discretion that the employees continued presence at the Company's premises would hinder an investigation, the nursery is entitled to suspend the employee on full pay*
- Any such suspension will normally last only as long as required to enable an investigation into the circumstances giving rise to such belief of serious misconduct to be carried out and any disciplinary hearing to be convened*

- Any such period of suspension is not a punishment, nor considered as disciplinary action against the employee, nor does it imply that any decision has been taken about the employee's case.

### **Stage 2: Invite to disciplinary hearing**

- *The nursery will hold the disciplinary meeting to discuss the allegations. The employee will have the right to bring a companion to the meeting. A companion may be a work colleague or trade union representative. The employee must inform the Headteacher/Business Manager prior to the meeting who their chosen companion is. If their companion is unreasonable, for example, there may be a conflict of interest, the Headteacher/Business Manager may require the employee to choose someone else*
- *If the employee or their companion is unable to attend the meeting the employee should inform the Headteacher/Business Manager immediately and an alternative time and date, where applicable will be arranged. The employee must make every effort to attend the meeting and failure to do so without good cause may be treated as misconduct in itself.*

### **Disciplinary hearing**

- *During the meeting the Headteacher or designated person leading the meeting will go through the allegations against the employee and the evidence that has been collated. The employee will be able to state their case and call relevant witnesses (provided the employee gives advance notice and we agree to their attendance) to support the case*
- *The nursery may adjourn the disciplinary meeting if further investigations need to be carried out and the employee will be given reasonable opportunity to consider new information*
- *The employee will be notified of the decision in writing, usually within **seven** working days of the hearing*
- *If the employee persistently fails to reply to invitations or persistently fails to attend the arranged hearing without good cause, it may be carried out in their absence and they will be notified of the decision in writing. The employee will retain the right to appeal.*

### **Appeal**

- *The employee will be given the opportunity to appeal the decision. If they wish to appeal, the employee should state their full grounds in writing and the letter should be sent via email to **Sara Vincent** within **five working days** from the date the decision was communicated to them*
- *The appeal meeting may be conducted impartially by **Nicola Ellwood** where possible, who has not previously been involved in the case*
- *The employee will be able to bring a companion to the meeting and the companion may be a work colleague or trade union representative (as stated above)*
- *The nursery may adjourn the appeal hearing if further investigations need to be carried out and the employee will be given reasonable opportunity to consider any new information before the hearing is reconvened*

- The nursery will inform the employee in writing of the final decision as soon as possible, usually within **five** working days of the appeal hearing.

There is no legal right to appeal beyond this stage.

### **Disciplinary penalties**

In the first instance, where less serious offences are concerned, the nursery are most likely to give the employee a verbal warning. This warning will be recorded and a copy maintained in the employee's personnel file with a time scale for improvement or to not re-offend.

[Note: the right to a verbal warning is not part of the ACAS code. Many employers use verbal warnings as a first stage, but you may prefer to use a written warning as the first stage depending on the circumstances.]

The usual penalties for misconduct are set out below. No penalty should be imposed without a hearing. We aim to treat all employees fairly and consistently, and a penalty imposed on another employee for similar misconduct will usually be taken into account but should not be treated as a precedent. Each case will be assessed on its own merits.

The employee will not normally be dismissed for a first act of misconduct, unless it is decided that it amounts to gross misconduct, or the employee has not yet completed their probationary period.

### **First written warning**

A first written warning may be authorised by **the General Manager**, it will usually be appropriate for a first act of misconduct where there are no other active written warnings on the employee disciplinary record.

### **Final written warning**

A final written warning may be authorised by **The Headteacher**, it will usually be appropriate for:

- a. misconduct where there is already an active written warning on the employee record,
- b. misconduct that we consider is sufficiently serious, to warrant a final written warning even though there are no active warnings on the employee record.

### **Dismissal**

Dismissal may be authorised by **The Headteacher**. It will usually only be appropriate for:

- a) any misconduct during the employee probationary period;
- b) further misconduct where there is an active final written warning on the employee record; or
- c) any gross misconduct regardless of whether there are active warnings on the employee record. Gross misconduct will usually result in immediate dismissal without notice or payment in lieu of notice (summary dismissal). Examples of gross misconduct are set out below.

## **Levels of authority**

Only the Nursery Manager (including officer in charge) have the authority to suspend an employee pending investigation. Only members of Leapfrog Nursery School 's Senior Leadership Team (SLT) have the authority to dismiss an employee as set out above.

## **Gross misconduct**

In the case of gross misconduct, the nursery reserves the right to dismiss an employee without notice (or payment in lieu of notice) if, after investigation and a hearing, the management are satisfied that there is sufficient justification for so doing.

## **Duration of warnings**

Under normal circumstances warnings will be valid for the following time periods, although these may vary according to the nature of the occurrence and may therefore be determined by mutual agreement at the time of issue:

- Verbal warning - six months
- First written warning - six months
- Final written warning - 12 months.

On expiry, warnings will be disregarded for future disciplinary purposes.

## **Alternatives to dismissal**

In some cases, the nursery may, at the setting's discretion, consider alternatives to dismissal. These must be authorised by **SLT** and will usually be accompanied by a final written warning. Examples include:

- Demotion/Loss of seniority
- Change to job role
- A period of suspension without pay
- Loss of additional hours/overtime.

## **Examples of gross misconduct**

Examples of what would constitute a gross misconduct offence include:

- Failure to inform the employer of a disqualification, either personally or a person living in the same household as the registered provider, or a person employed in that household
- Theft or the unauthorised possession of property belonging to the nursery, its employees or customers
- Assault on any child, employee or persons associated with the nursery
- Breach of confidence i.e. the divulging of confidential information relating to the nursery, its employees or clients

- Dishonesty, including the use of any funds, expenses or allowances for any other purpose than that for which they have been delegated by the nursery
- Being under the influence of drugs or alcohol whilst on duty
- Serious or persistent breaches of safety rules
- Fraud including falsification of work records and expense claims
- Signing/clocking in or out for another employee
- Physical assault/punishment or abuse towards a child e.g. hitting a child in chastisement or harsh disciplinary actions and/or threatening the use of corporal punishment which could adversely affect a child's well-being
- Discrimination/harassment in any way against a child/person
- Persistent failure to follow nursery documentary systems and procedures
- Unauthorised absence from work/unacceptable attendance levels
- Obscene language or other offensive behaviour
- Negligence in the performance of the employee duties.

Further behaviour that could constitute gross misconduct is not limited by the above list.

### **Examples of misconduct**

Examples of what would constitute a misconduct offence include:

- Minor breaches of our policies including the Sickness Absence Policy, Mobile Phone, Smartwatches and Social Networking Policy, and Health and Safety Policies
- Minor breaches of the employee contract
- Minor damage to, or unauthorised use of nursery property
- Poor timekeeping
- Time-wasting
- Refusal to follow instructions
- Excessive use of our telephones for personal calls
- Excessive personal email or internet usage
- Smoking in no smoking areas.

N.B. Some of the misconduct offences above may, dependent on the circumstances and having followed a detailed investigation, also be classed as gross misconduct offences.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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<i>April 2022</i>	<i>M.Topal</i>	<i>September 2026</i>
<i>October 2024</i>		
<i>November 25</i>		

## Dealing with Discriminatory Behaviour Policy

This policy also links to safeguarding and child protection, prevent duty and radicalisation and whistleblowing policies.

At Leapfrog Nursery School we do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents have a right to know if discrimination occurs and what actions the nursery will take to tackle it. We follow our legal duties in relation to discrimination and record all incidents of any perceived or actual relating to discrimination on any grounds and report these where relevant to children's parents and the registering authority.

We provide a neutral working environment where no one should feel threatened or intimidated and everyone should be treated with equity, inclusivity, dignity and respect. This includes 'work situations' such as social events and social media posts and interactions between colleagues.

### Definition and legal framework

#### Types of discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual' individual'; we have zero tolerance towards such behaviour
- **Sexual harassment** is any unwanted sexual conduct that has the purpose or effect of violating a person's dignity or creating a hostile environment for them; the law requires the setting to take reasonable steps to prevent sexual harassment of workers in the course of their employment; we have zero tolerance towards such behaviour

- **Third party harassment** occurs where a person is harassed by someone who does not work for the same employer, such as a visitor or supplier; we have zero tolerance towards such behaviour
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

### **Protected characteristics**

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity.

The Act uses the term 'transsexual' which covers those who are 'transgender' or 'trans'.

When reviewing discrimination in the setting, seek specialist advice regarding recruitment and promotion processes, the use of toilet facilities, managing absences for transitioning employees, recording employee gender identity and chosen pronouns and correct information sharing for personal details. It is also recommended to plan how to address any questions or concerns raised by other employees or parents so that they are handled in a respectful and sensitive way.

The Disclosure and Barring Service (DBS) offers confidential checks for trans applicants through the 'sensitive applications' route which excludes gender/name information from the certificate (<https://www.gov.uk/guidance/transgender-applications>).

Incidents may involve a small or large number of persons; they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes
- Graffiti and other written insults (depending on the nature of what is written)

- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people pertaining to the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions.

Incidents may involve a small or large number of persons, they may vary in their degree of offence and may not even recognise the incident has discriminatory implications, or at the other extreme their behaviour may be quite deliberate and blatant.

## **Our procedures**

We tackle discrimination by:

- Providing inclusive early years practice where all staff are able to identify, understand and break down barriers to participation and belonging and create an ethos of equality
- Consistently promoting the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs to all practitioners, children and families in the setting. We value diversity and celebrate differences in children and families
- Providing training and support around this subject to support staffs understanding and confidence in challenging discriminatory practice, including understanding that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel. Training ensures staff understand this in order to create a culture of zero tolerance towards sexual harassment in the workplace
- Ensure a zero-tolerance approach is actually taken by challenging any observed instances of inequalities, discrimination and prejudice as they arise in play, conversation, books or other contexts from practitioners, children and families and follow this policy, as outlines below, to ensure that discriminatory behaviours against the protected characteristics are not tolerated within our setting
- Ensuring all children and families have a sense of belonging and they can see themselves and their family's identity reflected in the setting
- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour, stereotyping, bias or bullying taking place in person or via an online arena
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members
- Expecting all staff to intervene in the case of third-party harassment, reporting issues to the nursery manager and/or reporting criminal acts to the police; we have an anonymous reporting procedure for sexual harassment
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery

- Ensuring any online bullying or discriminatory behaviour is tackled immediately
- Informing: the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see the policy on disciplinary procedures).

We foster a safe, inclusive, and positive work environment, with our leadership team ensuring policies are kept up-to-date, conducting risk assessments, providing regular training and monitoring to ensure effective implementation. These demonstrate taking 'reasonable steps' to ensure compliance with the duty to prevent harassment of our employees, including harassment from third parties, such as visitors to the premises.

We record any incidents of discriminatory behaviour or bullying to ensure that:

- Strategies are developed to prevent future incidents
- Patterns of behaviour are identified
- Persistent offenders are identified
- Effectiveness of nursery policies are monitored
- A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding and child protection and Prevent Duty and Radicalisation Policies in order to safeguard children and families concerned.

### **Nursery staff**

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery.

We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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<i>April 2022</i> <i>October 2024</i> <i>March 2025 November 25</i>	<i>M.Topal</i>	<i>September 2026</i>
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## *Domestic Abuse, Honour Based Abuse and Forced Marriage Policy*

This policy should be read alongside our:

- Safeguarding Children/Child Protection Policy
- Data Protection and Confidentiality
- GDPR Privacy Notice.
- Trauma Informed Practice Policy

The cross-government definition of domestic violence and abuse is:

*'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional'.*

*Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity, and domestic abuse can happen at any stage in a relationship.*

We aim to develop staff knowledge of recognising the signs and symptoms of domestic abuse. These signs may include:

- *Changes in behaviour: for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.*
- *Visible bruising or single, or repeated, injury with unlikely explanations*
- *Change in the manner of dress: for example, clothes that do not suit the climate which may be used to hide injuries*
- *Partner or ex-partner stalking employee/parent in or around the workplace; this may include excessive phone calls or messages*
- *Partner or ex-partner exerting an unusual amount of control or demands over work schedule*
- *Frequent lateness or absence from work.*

*All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.*

Signs that children may have witnessed domestic abuse include:

- *Anxiety*
- *Regressive behaviours*
- *Constant or regular sickness, such as colds or headaches*
- *Difficulties with concentration*
- *Emotional and behavioural difficulties*

- Withdrawal
- Low self-esteem.

We will raise awareness of domestic abuse within our setting by:

- Ensuring all staff can identify the signs and symptoms of domestic abuse and know how to report concerns
- Sharing information with external organisations that can offer support with incidents of domestic abuse. The information will be displayed in visible spaces within the setting
- Providing all stakeholders with the telephone number for the free 24-hour National Domestic Abuse Helpline (0808 2000 247)
- Sharing our domestic abuse policy and Child Protection and Safeguarding policies with all stakeholders.

If Leapfrog Nursery Staff are concerned that domestic abuse is happening within a home including that of a colleague's home and a child is at risk, we will follow our safeguarding policies' reporting procedures (see Safeguarding Children/Child Protection policy).

Where incidents of domestic abuse are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

Domestic Violence Support & Wellbeing

**Solace Women's Aid Advice Service** offers information, advice and support for domestic and sexual violence. Phone the advice line on **020 3795 5068** (Monday to Friday, 9am to 6pm) or visit Solace Women's Aid. [www.solacewomensaid.org](http://www.solacewomensaid.org) **VS- Victim Support** – Supporting people affected by crime and traumatic events <https://www.victimsupport.org.uk/> **Young minds** – Advice and information <https://youngminds.org.uk/>

**Enfield Council Domestic Violence Hub 0800 923 9009** <https://new.enfield.gov.uk/services/community-safety/domestic-abuse/>

### **Honour based abuse**

Honour based abuse (HBA) can be described as 'a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour'; such as being held against their will, sexual or psychological abuse, threats of violence, assault or forced marriage.

Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no honour or justification for abusing the human rights of others.

We aim to develop staff knowledge of recognising the signs and symptoms of HBA. These signs may include:

- Changes in how they dress or act, they may stop wearing 'western' clothing or make-up
- Visible injuries, or repeated injury, with unlikely explanations.
- Signs of depression, anxiety or self-harm

- Frequent absences
- Restrictions on friends or attending events.

We will raise awareness of domestic abuse within our setting by:

- Sharing information with external organisations that can offer support with incidents of HBA. The information will be displayed in visible spaces within the setting
- Sharing our HBA, child protection and safeguarding policies with all stakeholders.

Where incidents of HBA are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

**Forced Marriage**

A forced marriage is defined as 'a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced'.

If we suspect or receive information about a forced marriage being planned, then we will follow our safeguarding reporting procedures. If the person concerned is under the age of 18 years, then we will report the incident to the children's social care team.

If we believe a person is in imminent danger of being forced into a marriage, we may contact the Police, and the Governments Forced Marriage Unit (FMU) on 020 7008 0151.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
April 2022 October 2024 November 25	M.Topal	September 2026

### *Use of Dummies in Nursery Policy*

At Leapfrog Nursery School we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older, they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds, they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Our nursery will:

- Discuss the use of dummies with parents as part of babies' individual care plans
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine or if required as part of a child's medical need, as discussed with parent/carers when devising individual health care plans
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.
- Dummies will be disposed of if they become damaged and/or when they are required to be disposed of.

When discouraging the dummy, staff will:

- Make each child aware of a designated place where the dummy is stored
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

<i>This policy was adopted on</i>	<i>Signed on behalf of the nursery</i>	<i>Date for review</i>
April 2022	M.Topal	September 2026
October 2024		
May 2025 November 25		



### *Early Learning Opportunities Statement*

*At Leapfrog Nursery School we promote the learning and development of all children in our care. We recognise that each child is an individual and our high qualified staff consider their needs, interests and development to plan a challenging and enjoyable experience across the seven areas of learning and development. Our staff guide and plan what children learn reflecting on the different rates at which they develop and adjust practice appropriately. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.*

*We provide a positive inclusive play environment for every child, so they develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.*

*We maintain a personalised record of every child's development, showing their abilities, progress, interests and any areas requiring further support.*

*For children whose home language is not English, we will take reasonable steps to:*

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and*
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin year one.*

*We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.*

*We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations, which inform future planning and draw on children's needs and interests. This is promoted through adult-led and child-initiated opportunities both indoors and outdoors.*

*Assessment is an integral part of our practice; we carry out ongoing assessment (formative) through daily observations and ensure that this does not take us away from interacting with the children.*

*Assessment is carried out at set points of the year including:*

- assessment on entry (starting point), including parental contributions. Progress check at age twelve months and two years (where applicable)*

- termly assessments as part of a child's termly focus week
- the Early Years Foundation Stage Profile (where applicable) or any other summative assessment e.g. when children transition to new rooms or leave for school

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home and have regular meetings with parents to keep them up to date with their child's progress.

We share information about the EYFS curriculum with parents and signpost them to further support via Family.

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
<i>April 2022</i> <i>October 2024</i> <i>November 25</i>	<i>M.Topal</i>	<i>September 2026</i>

## *Environmental Sustainability Policy*

At Leapfrog Nursery School 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.*

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
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September 2022	M.Topal	September 2026
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### Equipment and Resources Policy

At Leapfrog Nursery School we organise the premises and equipment to meet the needs of all the children. We provide a wide range of high quality equipment and resources to support the delivery of our early years curriculum. We take reasonable steps to ensure the safety of children and ensure they are not exposed to risks.

To ensure this occurs within the nursery, including in our outdoor areas, we provide:

- Play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- A sufficient quantity of equipment and resources for the number of children registered in the nursery
- High quality resources to meet children's individual needs and interests and promote all areas of children's learning and development
- Involve the children in decision making about new resources and equipment, where possible
- A wide range of books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Play equipment and resources which promote continuity and progression, provide sufficient challenges
- Sufficient storage so resources and equipment can be displayed for children to independently choose and/or stored away safely and then rotated
- Appropriate risk assessments and checks on all resources and equipment before first use to identify any potential risks and again regularly at the beginning and end of every session.

Cleaning and maintaining of all resources and equipment. We repair or replace any unsafe, worn out, dirty or damaged equipment whenever required

- An inventory of resources and equipment. This records the date on which each item was purchased and the price paid for it
- An evaluation of the effectiveness of the resources including the children's opinions and interests
- Role models and discussions to ensure that all children respect the equipment and resources and encourage them to put them back where they belong after use. We will often use silhouettes or pictures to support the children to do this.

This policy was adopted on	Signed on behalf of the nursery	Date for review
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<i>April 2022</i>	<i>M.Topal</i>	<i>October 2026</i>
<i>October 2024</i>		
<i>November 25</i>		

## Family Online Journal Policy

This policy is to be read in conjunction with the following policies:

- Safeguarding and Child Protection
- Privacy Notice – GDPR
- Parent and Staff code of conduct
- Data protection and confidentiality
- Mobile phone and Electronic device policy
- Online safety
- Record Retention

### Family Learning Journal

At Leapfrog Nursery School, we use an online system called Family an all-in-one early childhood platform, that gives parent/carers real-time updates on their child's day straight to an app on their phone.

With Family, parents will be able to access pictures, videos, and announcements via the newsfeed, or the child's profile. At the click of a button, parents can update permissions, report sickness and holidays, pay your bill, and send direct messages to us whenever you need. At the same time, there's a range of admin tools and support for the staff team.

### What is Family:

Family is a GDPR compliant company using secure servers in the UK to store data, further information regarding the security of tapestry is available upon request.

We will use Family to record observations, comments and photos to show progress across the Early Years Foundation Stage.

### Key features

- Fully encrypted, GDPR-compliant app that allows nursery staff and parent/carers to access important information quickly
- Parents and carers can report sickness, holidays, and update permissions, without the need for paperwork or a phone call.
- Parent/carers can access pictures, videos, observations and announcements via the newsfeed, your child's profile, and direct messages.
- Parent/carers can stay involved in their child's day with real-time updates straight to their phone
- Invoices will be set through Family and Parent/carers can pay directly in the app with Family Pay
- Parent/carers can book extra sessions and add-ons with ease
  
- Individual staff accounts

- Each child has a Key Person assigned to them who is responsible for the compilation of each child's Learning Journal.
- Access to children's registration forms
- Record children's attendance and absences with online registers
- Have access to a daily headcount
- Complete accident, incident and medication forms
- Log nappy changes and sleep times
- Parental permission forms
- Emergency contacts are stored
- Doctors' details and Health care needs are part of a child's profile
- Updates whole nursery news via a newsfeed

This will only give you access to your own child's Learning Journal; however, other family members can be given access on your request. The only people in the school with access to your child's Learning Journal will be the members of the Senior Leadership Team and the Nursery Staff. A staff user Policy and agreement is in place and also covers the use of staff working on the Learning Journey's at home.

Many of the most meaningful photographs taken in nursery show children interacting in group play or activities with peers, we therefore ask that these photos are for your own viewing and not shared publicly or uploaded onto any social media websites, this is in line with our 'Data Protection and Information Management Policy 2018', which is available to view via our policies and procedures on our website. A staff user Policy and Agreement is in place and also covers the use of staff working on the Learning Journey's at home. Failing to uphold this request will result in suspending your child's online Learning Journey.

We hope that this system will prove to be a positive step in sharing information, as well as viewing our contributions, you will also be able to add comments, photos and video.

### **Guidelines and policies**

There are certain risks that photos are shared on social media, which may disclose personal, identifiable information about the children on the photos. In line with the following policies,

- Safeguarding and Child Protection
- Privacy Notice – GDPR
- Parent and Staff code of conduct
- Data protection and confidentiality
- Mobile phone and Electronic device policy
- Online safety

We ask that parent/carers do not share the images from their child's online journals with anyone via social media networks.

It is important that parents/guardians and staff adhere to these policies and do not download and share images from the nursery, a breach of this could result in termination of contract and/or employment with the nursery.

### **Secure profile:**

- Each child has their own profile on the system
- Each staff member has their own profile on the system, with contract details, roles and permissions
- Each parent is given a secure login for their child's profile

- The activation process is started by setting, the parent or carer is emailed by Famly giving them a link to set up their own secure password to the system – please see below for further information
- Each parent can only see the profile of their own children and / or other children they care for (where permission has been given by the parent)
- Parents logging into the system are only able to see their own child's Learning Journey
- Parents may authorise other family members to be added to their child's account

#### **Email notifications:**

- When you first login to the system parents can edit their personal information and opt in to receiving an email when a new observation is added to their child's journal.

#### **What's expected from a parent?**

They will receive a separate Welcome Email from Famly guiding them how to set up their Famly account

When they get the email, they will need to following steps:

1. **Activate your free Famly account** by following the guide in the Welcome Email which you will receive shortly. Your account will already be set up for you, and all you have to do is to create your personal password. Read more about logging into the app for the first time [here](#).
2. **Confirm the info on your child's profile.** The first time you log in, we highly recommend that you go to [your child's profile](#) and confirm that the information is correct. If anything needs to be changed, you can do this yourself directly on the profile or by informing us.
3. **Set your account preferences and notifications.** You can [adjust your notification preferences](#) within your profile settings on the app.

Parent/carers can explore the [Famly Help Centre](#) and have a look at this [Welcome Video](#).

#### **Staff**

- Initial introduction workshop
- Joint non-contact time with a member of management
- Daily in the moment support with colleagues
- Any relevant training and support to reflect key updates

#### **Key workers**

- At least one daily snapshot will be taken of the children during their nursery session and uploaded to their personal account, these photos and videos will highlight activities and experiences children have participated in, their emotional temperament, skills they are developing and special moments of their day
- When children start the nursery key workers will record their baseline starting point targets within the first 4 weeks of them joining, we will use this as a record of the progress a child has made each term
- Once a term the parents will be sent a focus week alert, detailing when their child's key worker will be setting up a tailored week of experiences based on child's interests; the nursery would ask that parent/carers to contribute to this week.
- Following a child's focus week, a reflection summary will be written on their child's progress, highlighting areas of focus for the following term will be added to the child's learning journal
- During their focus week children's observations will be linked to the Early Years Foundation Stage and Characteristics of effective teaching and learning.
- Home learning challenges will be set up via Famly, this is a great way for parent/carers to contribute to our nursery curriculum and strengthen our partnerships and communication
- General reminders and messages to parent/cares of upcoming events and experiences occurring at the nursery via the Newsfeed

- We encourage parent/carers to update to the children's journals, like and comment on their child's uploads. It is a great opportunity to share your child's day with them, building up their language and communication skills

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
<i>September 2023</i>	<i>M.Topal</i>	<i>September 2026</i>
<i>November 2024</i>		
<i>November 25</i>		

## Fire Safety Policy

At Leapfrog Nursery School 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 committee arranges 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 children's room 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.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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### Food Play Policy

At Leapfrog Nursery School we ensure any food we use for play with the children is carefully supervised, whilst also in line with our Environment and Sustainability policy. We will also use the following procedures to ensure children are kept safe:

- Choking hazards are checked and avoided
- We will not use whole jelly cubes for play. If we do use jelly to enhance our play, then all jelly will be prepared with water as per the instructions and then used
- Heat treated flour will be used, where appropriate, to reduce risk of infection  
<https://www.food.gov.uk/safety-hygiene/handling-flour-and-flour-products-safely>

#### Heating Flour in the Microwave

Weigh your flour into a microwave-safe container and heat on full power for 30 seconds. Stir thoroughly and return to the microwave for a further 15 seconds.

Stir the flour then check its temperature in several places. If every reading is 75°C or more, your flour is safe and ready to use in your no-bake recipe. If not, return the container to the microwave and continue to heat, stir and temperature check in 15-second bursts until your flour has reached the correct temperature.

Ensure the flour has completely cooled before using it

- Small objects such as dried pasta, chickpeas and pulses will only be used for older children and under supervision
- All allergies and intolerances will be checked, and activities will be adapted to suit all children's needs so no child is excluded
- All activities including food will be included on the planning sheets showing all allergens, so all staff and parents are aware of the ingredients
- Children's allergies will be visible to staff when placing out food play activities to ensure all needs are met
- Any cooking activities will be checked prior to start to ensure all children are able use all the ingredients based on their individual needs
- We will not use food in play unless it enhances the opportunities children are receiving from the activity. Many of the food will be reused in other activities, especially the dry materials.

This policy was adopted on	Signed on behalf of the nursery	Date for review
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## Grievance Procedure

At Leapfrog Nursery School we follow our legal obligations as an employer at all times including hearing and investigating grievances. We have the following policy and procedures that set out our process.

### **Legal obligations**

Our obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures (2015). A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website <https://www.acas.org.uk/>

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25%, or reduced by 25% if the employee does not comply.

### **Objectives and guiding principles**

We recognise that an employee needs to feel that his or her grievance has been fully investigated and has received a fair hearing. The employee also needs to understand the reasons for the decision made by the manager who heard their grievance. The employee should then be given the opportunity to appeal against the decision. Their appeal should be submitted in writing and should be investigated and heard by someone more senior to the person who heard the initial grievance. The person allocated to hear the employee's appeal should be able to take a fresh and independent look at the issue. In our organisation the individual's immediate line manager deals with the grievance initially separately before being passed on to the owner, manager or officer in charge\* of the nursery.

ACAS advocates the use of mediation to resolve grievances, in an attempt to maintain a good working relationship and resolve issues within the workplace. We may decide to use such mediation where appropriate using ACAS support and guidance.

Our grievance procedure does not form part of any employees' contract of employment. It may be amended at any time, and we may depart from it depending on the circumstances of any case.

This procedure applies to all employees regardless of length of service.

Our nursery believes that all employees should be treated fairly and with respect. We encourage all employees to try to resolve any grievance with the individual concerned on an informal basis, as most grievances can be resolved quickly through discussion. Your line manager will assist you with this if you feel this is the best route for you.

If this does not resolve the complaint/issue/problem, you should initiate the formal process below.

## **Grievance process**

### **Stage 1**

#### **Making your grievance**

- You should put your grievance in writing and forward it to your line manager (Nursery Manager)
- This written statement will form the basis of any investigations and the subsequent hearing, so it is important that you set out clearly the nature of your grievance and any dates and names of individuals involved. You should also indicate the outcome that you are seeking. If your grievance is unclear, you may be asked to clarify your complaint before any meeting takes place
- If your complaint relates to an issue with your line manager, the grievance may be sent to **a member of the Leapfrog Senior Leadership Team (SLT)**
- Before proceeding to a full grievance hearing, it may be necessary to carry out investigations of any allegations made by you. If any evidence is gathered in the course of these investigations, you will be given a copy in advance of the hearing and appropriate time for you to consider your response. In exceptional circumstances, the evidence given by individuals may have to remain confidential. Where confidentiality is necessary, this will be explained to you and an appropriate summary of the evidence gathered will be given to you.

### **Stage 2**

#### **The grievance hearing**

The hearing will be held as soon as is reasonably possible following any investigations, and within **five days** working days of the receipt of your written complaint. It will be conducted by your line manager or another nominated manager if your complaint relates to an issue with your line manager. You are entitled to bring a companion to the grievance meeting if you make a reasonable request to do so. This request must be in advance of the meeting and you should tell us the name of your chosen companion. The companion may either be a trade union representative or a work colleague.

You should ensure that you attend the meeting where possible. If you are unable to attend because of circumstances beyond your control, you should inform your line manager as soon as possible and a further meeting will be re-arranged as soon as possible. If you fail to attend without explanation, or if it appears that you have not made sufficient attempts to attend, the hearing may take place in your absence.

During the hearing you will be given the opportunity to explain your complaint. Your explanations should focus on the complaint and not on irrelevant issues. The manager conducting the hearing will inform you if they believe the key issues are not being focused on. They may also set a reasonable timeframe for the meeting; this will be determined by the nature and complexity of your complaint.

The hearing may be adjourned to allow further investigations to take place. Following the meeting, you will be informed in writing of the outcome within **five** working days, where reasonably practicable, and told of any action that the nursery proposes to take as a result of your complaint, if applicable. If it is anticipated that further investigation is required and therefore the outcome cannot be provided within this timeframe, we will inform you as to when you can expect to receive the outcome.

[N.B. However, if another employee has been disciplined as a result of the grievance, you should not inform the employee who raised the grievance as this information is confidential between you as the employer and the other employee.]

If you are dissatisfied with the outcome, you may make a formal appeal in writing to **Nicola Ellwood, Leapfrog Business Manger and/or Sara Vincent Headteacher** stating your full grounds of appeal, within **five** working days of the date on which the decision was sent or given to you.

### **Stage 3**

We will hold an appeal meeting within 14 working days of receiving the appeal, where reasonably practicable. This will be dealt with impartially by a more senior manager, where applicable who has not previously been involved in the case. You will have the right to bring a companion, as explained above.

We will confirm our final decision in writing, usually within **seven working days** of the appeal hearing, where reasonably practicable. There is no further right of appeal.

### **Grievances linked to disciplinary matters**

Complaints that you may have about any disciplinary action taken against you should be dealt with as an appeal under the disciplinary procedure.

Where an employee raises a grievance during a disciplinary process the disciplinary process may be temporarily suspended in order to deal with the grievance.

Where the grievance and disciplinary cases are related it may be appropriate to deal with both issues concurrently.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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### *Gun and Superhero Policy*

We recognise the importance to support all children's interests to further develop their play, learning and development, this may involve how they use gun and superhero play. They may develop this interest from:

- Watching their favourite movie or TV characters involved in physical battles with weapons
- Witnessing an older sibling or parent playing an online game with weapons
- The child's parent working with guns as part of their professional job role
- First-hand experience of witnessing or involvement in traumatic experiences.
- Watching or understanding current news and ongoing conflicts around the world

We understand that there may be benefits of supporting gun and superhero play:

- Supporting children to follow their interests
- Developing imagination
- Resolving conflicts
- Building self-esteem
- Language development
- Supporting emotional development by making sense of their experiences
- Developing physical skills.

In line with the EYFS requirements and our Quality provision policy, Early learning opportunities statement and Promoting Positive Behaviour policy we believe all children should be free to follow their play in a safe environment with adults who can positively support their play.

If gun play is a process a child may be acting out as part of a trauma response, we will implement the following procedures to ensure that this type of play is appropriately supported (please also see our trauma informed practice policy):

If children wish to make a weapon, then this will be supported by our staff, as it may be an ideal learning opportunity to follow their interests. Children will also be allowed to be creative with the props they use during this play, providing it will not break, hurt others and is observed by staff.

When superhero or weapon play is taking place staff will be nearby to observe and extend play. The adults may introduce other storylines or characters to develop this in a creative way.

Superhero costumes are allowed into nursery brought in from home, just as princess dresses or fairies are allowed. This will help practitioners to plan for individual children's interests.

Conflicts and disagreements will happen, as it would in any play, and this will be dealt with a practitioner listening, discussing, compromising and resolving the problem. Please see our promoting positive behaviour policy for more information.

If parents are concerned by weapon/superhero play, then they are asked to speak to a member of staff and may be referred onto the nursery manager. Their concerns will be taken seriously, and the issue will be addressed.

Staff will be sensitive to the culture/family background of the child, including whether the child's family has experienced violence, moved to the United Kingdom to escape war etc. The key person should be proactive in gently explaining the play to families who may be sensitive to it and discuss any issues that may arise from it.

- Ensure staff give the same positive praise for children engaged in gun and superhero play as they do for children engaged in other activities
- Engage with children and agree rules for gun and superhero play so everybody can play safely
- Allocate an agreed zone for this type of play so children who do not want to get involved can play undisturbed
- Use superhero play to tell stories
- Look at real life heroes who help the children. Talk about what makes somebody a hero. Create our own display of heroes in the children's lives
- Include action figures and capes (squares of material) in our continuous provision.
- Talk about conflict resolution (age and stage appropriate) and different solutions for solving conflicts
- Be sensitive to the needs of children and families who may have experienced trauma, seeking the support of external professionals if required.

Adults can find this type of play particularly challenging and have a natural instinct to stop it. This is not necessary as long as practitioners help the children to understand and respect the rights of other children and to take responsibility for the resources and environment.

Most of children's play revolves around good vs bad, including pirates with swords, lightsabres and such. Children have an innately inquisitive nature when it comes to exploring good, bad, right and wrong. Playing out roles helps them understand the rules that govern how we live in society. We believe that children's creativity is hugely important aspect of their development, in banning gun play altogether can suppress their creativity and send a message that they are not valued.

Instead, we choose to develop their play and ideas further than just shooting at each other. For this reason, we ask that children leave toy guns at home or in their bags; but will allow them to create their own. Staff are encouraged to support children by providing opportunities for children to enhance their play. This is because the 'guns' have been constructed and will often develop into something different supporting transition. Supporting their play helps adults to give the power of communication to the children, developing listening and social skills, empathy, independence, teamwork and the ability to think things through and consider the effects of further action. These are vital skills and mastered through play.

We feel that by banning gun play we are excluding those children who have direct experiences with guns, whether they have lived in a country at war, or relatives in the army or simply from the news. Children will use play to act out their fears and concerns in a safe environment and will support this and endeavour to educate them that guns are not toys and can really hurt people. Equally we will not tolerate violence in the nursery and any such behaviour will be managed as per our Promoting Positive Behaviour policy.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
October 2024 November 25	M.Topal	September 2026



## Health and Safety

Considerations from the legal team:

Ultimately the employer is accountable for health and safety and therefore cannot delegate health and safety duties. It can require staff to cooperate with them and to follow what they are told, but it cannot delegate a duty. There is no problem asking staff to do something e.g. a risk assessment, which is part of the policy, but it remains the employer's duty to ensure it's done and that it's suitable and sufficient. It would not be a defence to a nursery if a member of staff did not undertake, for example, a risk assessment. The employer must therefore have a system in place to ensure such things are done.

At Leapfrog Nursery School we provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children, parents and any visitors, we provide information, training and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the particular arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

### Legal framework

We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2024
- The regulations of the Health & Safety at Work etc. Act (1974) and any other relevant legislation such as Control of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by Public Health England, UK Health Security Agency (UKHSA) the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

### Aims and objectives

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this, we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces
- These will be conducted in the form of our daily opening checks, for the kitchen, and all indoor and outdoor nursery areas, including entrances and/or where necessary car park areas
- Establish and maintain safe working practices amongst staff and children
- Make arrangements for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the nursery to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training
- Maintain a healthy and safe nursery with safe entry and exit routes
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in
- Encourage all staff, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the nursery environment are low. To maintain the maximum protection for children, staff and parents the nursery:

- Ensures all entrances and exits from the building, including fire exits are clearly identifiable, free from obstruction and easily opened from the inside
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensures that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out each term
- Has the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensures that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children

- Ensures that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Ensures there are suitable hygienic changing facilities (see infection control policy)
- Prohibits smoking/vaping on the nursery premises
- Prohibits any contractor from working on the premises without prior discussion with the officer in charge
- Encourages children to manage risks safely and prohibits running inside the premises unless in designated areas
- Risk assesses all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- Ensures all cleaning materials are placed out of the reach of children and kept in their original containers
- Ensures staff wear protective clothing when cooking or serving food
- Prohibits certain foods that may relate to children's allergies, e.g. nuts are not allowed in the nursery
- Follows the EU Food Information for Food Consumers Regulations (EU FIC) by identifying the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed
- Follows the allergies and allergic reactions policy for children who have allergies or have a reaction at the nursery
- Ensures risk assessments are undertaken on the storage and preparation of food produce within the nursery
- Familiarises all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provides appropriately stocked first aid boxes and check their contents regularly, each half term or before if there has been over usage
- Ensures children are supervised at all times
- Takes all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors
- Ensures no student or volunteer is left unsupervised at any time
- Ensures staff paediatric first aid (PFA) certificates or a list of staff who hold a current PFA certificate are on display (and/or made available to parents).

## **Responsibilities**

The designated Health and Safety Officer in the nursery is the named Nursery Manager.

The employer, **Sara Vincent and Nicola Ellwood** have overall and final responsibility for this policy being carried out at:

## **Leapfrog Nursery School Compton Road, Grange Park and Church Hill. St Mary's**

Room Leads will be responsible in the managers absence.

All employees have the responsibility to cooperate with senior leadership team (SLT) to achieve a healthy and safe nursery and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter (see separate policy on disciplinary procedures).

Whenever a member of staff notices a health or safety issue or problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to their lead or nursery manager, who will then inform the SLT.

Daily contact, monthly staff meetings and health and safety meetings provide consultation between management and employees. These include health and safety matters.

### **Health and safety training**

Person responsible for monitoring staff training is **Mine Topal**.

Health and safety is covered in all induction training for new staff.

### **Training table:**

<b>Area</b>	<b>Training required</b>	<b>Who</b>
Paediatric First aid inc Anaphylaxis, Epi-Pen and Jext autoinjector	External Course	All staff
Safeguarding/Child protection	In house training/course	All staff and students
Care of babies	In house training/course	At least half of the staff working with under 2's
Risk assessment	In house training/course	All staff
Fire safety procedures	In house training	All staff and students
Use of fire extinguisher	In house training/course	All staff where possible

Food Safety	In house training/course	Anyone involved in preparing and handling food
Manual handling	In house training/course	All staff and students
Stress awareness and management	In house training/course	All staff
Changing of nappies	In house training	All staff
Fire warden duties	External course	Fire Warden
SENCO	External course	SENCO
Supervision and appraisal	External course	Manager, deputy and room supervisors

Training sessions will be conducted via Noodle Now with additional NDNA and/or Local Authority training where applicable.

At present at least one member of staff on the premises and available at times when children are present MUST hold a full paediatric first aid (PFA) certificate in the nursery and must accompany children on outings. The certificate must be for a full 12-hour course consistent with the criteria set out in Annex A of the EYFS, 2021. This must be renewed every three years and the emergency PFA course is taken face to face.

Leapfrog Nursery School endeavours for each staff member to hold an up-to-date PFA certificate. Additionally with annual refresher courses taken via our training platform Noodle Now.

In addition to this, all newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 To continue to be included in the ratio requirement the certificate must be renewed every three years.

At nursery, we take in to account the number of children, staff, layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

All trained first aiders must be listed in the first aid policy. Our trained first aiders are displayed on our parent board.

### **Health and safety arrangements**

- All staff are responsible for general health and safety in the nursery
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources, cleaning equipment, legionella and lone working
- These are reviewed at regular intervals and when arrangements change
- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our outings policy

- All equipment, rooms and outdoor areas are checked thoroughly by staff before children access them or the area. These checks are recorded and initialled by the staff responsible. Unsafe areas are made safe where possible, or the area is not used to promote the safety of children. In these cases, the manager will be notified immediately
- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water
- We adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises
- We work with the church premises to identify and assess any water sources at risk of legionella<sup>2</sup>, and manage these risks including avoiding stagnant water
- All staff and students receive appropriate training in all areas of health and safety which includes risk assessments, manual handling, fire safety and emergency evacuation procedures. We may also use benefit risk assessments for particular activities and resources for children
- We have clear accidents and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident
- We have a clear fire safety policy and procedure, which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is shared with all staff, students, parents and visitors to the nursery
- Managers review accident and incident records to identify any patterns/hazardous areas each half term which are shared with staff
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Staff and parents receive these updates, as with all policy changes, as and when they happen
- We welcome feedback from staff and parents. They are able to contribute to any policy through informal discussions, the suggestion scheme and/or during regular meetings held at nursery.

### **Electrical equipment**

- All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level
- Electrical sockets are all risk assessed, and any appropriate safety measures are in place to ensure the safety of the children.

### **Mains information**

Locations of:    Compton Road                      Grange Park                      Church Hill                      St Mary's

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<sup>2</sup> <https://www.hse.gov.uk/legionnaires/>

- Water stop tap:
- Gas point:
- Fuse box:
- Main electricity box: opposite Big hall children's toilet Big hall fire exit doors Corridor kitchen

### **Dangerous substances**

All dangerous substances including chemicals **MUST** be kept in locked areas out of children's reach. All substances must be kept in their original containers with their original labels attached. Safety Data Sheets (Control of Substances Hazardous to Health (COSHH)) and risk assessments must be kept for all substances and the appropriate personal protection taken e.g. gloves, apron. COSHH folders are located within each nursery record of files.

### **Hot drinks and food**

Hot drinks, canned drinks, sweets or snacks are not allowed in the nursery. Staff drink bottled water or drinks in sealed flasks in the room which are left out of reach of children and stored safely to prevent spillage. Staff may eat healthy snacks during children's designated mealtimes as long as this does not prevent them from supervising the children they are responsible for.

### **Outings**

The arrangements for the supervision of children when away from the nursery needs to be carefully planned. The nursery has a comprehensive documented policy relating to outings, which incorporates all aspects of health and safety procedures. All outings away from the nursery are individually risk assessed. For more details refer to the visits and outings policy.

### **Room temperatures**

- Staff should be aware of room temperatures in the nursery and should ensure that they are suitable at all times and recorded on the opening checks. There is a thermometer in each room to ensure this is monitored
- Temperatures should not fall below 16 °C
- Where fans and heaters are being used to cool or heat rooms, great care must be taken with regard to their positioning.

### **Water supplies**

- A fresh drinking supply is available and accessible to all children, staff and visitors
- All hot water taps accessible to children are monitored to ensure that the temperature of the water does not exceed 40 °C.

### **Handwashing facilities**

- There should be fresh running handwashing facilities in the nursery rooms

## Gas appliances

- All gas appliances are checked annually by a registered Gas Safety Register engineer
- Carbon monoxide detectors are fitted.

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April 2022 October 2024 November 25	M.Topal	September 2026

At Leapfrog Nursery School we are committed to providing a workplace which supports and encourages a healthy staff team through staff training, health and safety awareness and supervisions.

### **Dress code**

Staff must follow our dress code at all times. The dress code is detailed in **our Staff Conduct, given to all staff on their induction.**

### **Staff breaks**

We offer all lunch or tea breaks as advised by acas <https://www.acas.org.uk/rest-breaks> - breaks are advised when employees are working more than 6 hours.

It is the responsibility of the nursery manager to ensure that all staff working six hours take a break of at least 20 minutes, ensuring that staff: child ratios are maintained.

At Leapfrog Nursery break times are as follows;

- we endeavour to offer morning staff working from 8am to 1pm a 10 minute break where convenient
- **staff working a full day (9-3) will receive a 30 minute lunch break**
- for staff working a full extended day (8-4/9-5) we will endeavour to offer an additional 10 minute break to their 30 minutes where convenient
- **Staff under 18 require a break of 30 minutes** in circumstances where they work 4.5 hours a day

All breaks are taken away from an employee's normal work area (where possible)

### **Personal hygiene**

Staff must follow the personal hygiene code at all times and encourage children to adopt the same good personal hygiene code themselves.

All hands must be washed before handling food, after using the toilet or toileting children, after playing outside, wiping noses, messy play activities and after contact with animals.

After noses have been wiped the tissue must be disposed of hygienically and hands should be washed.

### **Cleaning**

The nursery is committed to providing a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is an essential element of this practice. The nursery is cleaned daily and regular checks are made to the bathrooms. These are cleaned after each use with a more thorough end of day clean. The nappy changing facility and potties are cleaned and disinfected after every use. Any mess caused throughout the day is cleaned up as necessary to ensure that a hygienic environment is provided for staff and the children in our care. Nappy bins are emptied at the end of each nursery session, at least twice daily.

## **Kitchen**

Leapfrog Nursery School follow Safer Food Better Business (SFBB), their guidance is reflected in our risk assessments and daily kitchen checks. Staff are made aware of the basic food hygiene standards through appropriate training and this is updated every three years. In addition, we ensure:

- Kitchen daily checks are adhered to by all staff
- Only staff with an up to date Food Safety certificate will prepare food
- Fridges are cleaned out weekly
- Microwaves are cleaned after every use
- Toasters are cleaned after every use
- The oven is cleaned out regularly and details recorded
- Freezers are cleaned out every three months and details recorded
- Plates/utensils etc. are rinsed before putting in the dishwasher and the dishwasher is cleaned out regularly and details recorded
- All cupboards are cleaned out monthly
- Fridge and freezer temperatures are recorded first thing in the morning by staff completing the kitchen opening checks
- All food is covered at all times in and out of the fridge and dated to show when each product was opened and then used in date order
- Care is taken to ensure that food is correctly stored in fridges
- When re-heating food, the temperature is over 75°C, food is checked with the probe thermometer and recorded, then cooled down before serving. Food prepared on the premises is checked with the probe thermometer before serving
- Food served but not used immediately is appropriately covered and placed in the fridge/freezer within 60 minutes. If this is not followed, food is discarded immediately
- All opened packets are dated when opened and placed in an airtight container e.g. baby food, raisins, cereal etc.
- Blended food is placed in suitable airtight containers, named and dated
- Surfaces are cleaned with anti-bacterial spray
- Only appropriate coloured kitchen cloths are used (please follow the chart on the wall). Reusable cloths are washed daily in the dishwasher on a hot wash
- Windows protected by fly guards are opened as often as possible along with the vents
- All plugs are pulled out of their sockets at the end of each day and switches switched off where practicable (with the exception of the fridge and freezer)
- Children do NOT enter the kitchen except for supervised cooking activities
- Doors/gates to the kitchen are kept closed/locked at all times

- Kitchen bins are emptied when full and at the end of each day

## **Laundry Room**

### **Applicable for Grange Park Nursery**

- Washing machines drawers etc. are cleaned regularly
- Tumble dryer lint filters are cleared after every use
- Staff follow HSE guidance on the safe use of tumble dryers including using the 'cool down' cycle is adequate to reduce the temperature of the items and not removing them from the dryer or piled/stacked while hot but as soon as the drying/cooling cycle is complete and only using it for items that appropriate (as per washing label)
- All staff are responsible for filling/emptying the washing machine/tumble dryer, folding clean clothing/items.

## **Baby room**

- Bottles of formula milk are only be made up as and when the child needs them. These are cooled to body temperature (37°C) and tested with a sterilised thermometer to ensure they are an appropriate temperature for the baby/child to drink safely
- 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 and reheat
- Bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they are not washed in the dishwasher)
- Microwaves will not be used for heating milk – bottles will be heated by being placed in a jug of boiling water
- Content of bottles are disposed of after two hours
- A designated area is available for mothers who wish to breastfeed their babies or who wish to express milk
- Labelled mother's breast milk is stored in the fridge
- If dummies are used, they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
- Sterilisers are washed out daily.

## **Nursery**

- Staff are trained to be aware of general hygiene in the nursery and ensure that high standards are kept at all times
- Regular toy washing rotas are established in all rooms and items recorded. Toys are washed with sanitising fluid

- Floors are cleaned during the day when necessary. Vacuum cleaner bags (where used) are changed frequently
- Staff are requested to use the appropriate coloured mop for the task or area (see chart on wall) and mop heads are washed in a separate wash at least weekly
- Low/highchairs are cleaned thoroughly after every use. Straps and reins must be washed weekly or as required
- Every child has its own cot sheet which is sent home to be washed at the end of every week or whenever necessary
- All surfaces are kept clean and clutter free
- Children are always reminded to wash their hands after using the bathroom and before meals. Staff always encourage good hygiene standards, for example, not eating food that has fallen on the floor
- Staff are positive role models and talk to the children about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.

### **Staff rooms**

- It is the responsibility of every member of staff to ensure that their staff room is kept clean and tidy
- Fridges are cleaned out weekly
- Staff food is clearly labelled with name and date
- Microwaves are cleaned after every use
- Surfaces are wiped down daily
- All implements used for lunch or break are washed and tidied away.

### **Garden and Outside areas**

- Staff to conduct daily risk assessments in our outdoor areas to ensure they are safe, secure and ready to receive children and their families
- Should there be any issues regarding security or safety staff on duty are responsible to make the area safe or barrier the space until SLT have been informed and appropriate action is followed
- Any food consumed or food play based experiences must be cleared away in a timely manner and disposed of appropriately not to attract pests
- All placements of equipment and resources should be considered carefully to ensure the children can access and manoeuvre the space safely and in line with their developmental stage
- Areas to the garden from the public must be secured to prevent access and staff should remain vigilant in these areas
- Garden areas should be tidied away at the end of each session including the storing away of any soft furnishings, drawing in of awnings or canopy's

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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<i>November 25</i>		

## Home Visit Policy

In line with the Statutory Framework for the Early Years Foundation Stage 2024, this policy has been written to promote the welfare of the children in our care.

The aim of this policy is to provide an opportunity for us to meet with new children and their families in their own home when;

- they are due to start nursery with us,
- if they are having difficulty settling
- if staff or parents have concerns regarding the child's development

We believe that working in partnership with parents/carers from the outset is crucial in helping to form a positive partnership between nursery and home. We recognise that parents are their child's first educators and have valuable knowledge about their child, which will help the staff to provide appropriate experiences for them at nursery. We arrange an induction session for all children at the nursery before their official start date. Home visiting is an optional service that the setting provides in addition to our settling in procedures provided for all children.

### Procedure

- If your child is finding it difficult to settle at nursery or if you have any concerns regarding your child's development, we will arrange to visit you at home at a time that is mutually convenient for both families and the nursery staff.
- Home visits are always attended by two members of staff (one will usually be the Nursery Manager and the other the child's key person)
- Staff must leave details (name, address and contact number) of where they are going to visit with a member of staff back at the nursery or the office.
- Staff will make their own way to and from the family home and home visits will take place during normal nursery working hours
- Staff will introduce themselves on arrival and show identification
- Staff will explain the purpose of the visit to the family
- Confidentiality must be respected at all times
- Staff will ask the parent/carer a number of other questions to ensure that we have a holistic picture of the child's individual needs
- Staff will stay together during the home visit and would not be expected to be left alone with a child during the visit
- Home visits usually last no longer than 40 minutes
- Staff should ensure that parents/carers have an opportunity to ask questions about the setting
- Staff will treat all families with the utmost respect and staff will be conscious that they are guests in the family home
- Staff will take all reasonable action to control the spread of infectious diseases and if feeling unwell they will reschedule the visit

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### **Immunisation Policy**

At Leapfrog Nursery School we expect that children are vaccinated in accordance with the government's health policy and their age and promote this.

We ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children/staff/parents in the best way possible. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age. During a child's induction to Leapfrog Nursery parent/carers are asked this information.

We make all parents aware that some children in the nursery may not be vaccinated, due to their age, medical reasons or parental choice. Our nursery does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations and ask parents to sign a disclaimer (see our files).

We encourage parents to record, information about immunisations on children's Family registration and we update this information as and when necessary, including when the child reaches the age for the appropriate immunisations.

#### **Staff vaccinations policy**

It is the responsibility of all staff to ensure they keep up-to-date with their vaccinations, as recommended by the Government/NHS vaccination schedule and keep the nursery informed.

If a member of staff is unsure as to whether they are up-to-date, then we recommend that they visit their GP or practice nurse for their own good health.

#### **Emergency information**

We keep emergency information for every child and update it every six months with regular reminders to parents in newsletters, at parents' evenings and a reminder notice on the Parent Information Board.

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## ***Inclusion and Equality Policy***

*Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals (Birth to 5 Matters).*

### **Statement of intent**

*At Leapfrog Nursery School we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are signed up to the Inclusion Charter, we will strive to offer every child a nursery experience with us. We are committed to providing equality of opportunity and anti-discriminatory practice for all staff, children and families according to their individual needs. Discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation has no place within our nursery.*

*Inclusion and equality policy is part of each employee's job description. We have a named Inclusion Coordinator, and should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of one of Leapfrog Nursery School's Senior Leadership Team at the earliest opportunity.*

*Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, the nursery's disciplinary policy will be followed.*

### **The legal framework for this policy is based on:**

- *Special Education Needs and Disabilities Code of Practice 2015*
- *Children and Families Act 2014*
- *Equality Act 2010*
- *Childcare Act 2006*
- *Children Act 2004*
- *Care Standards Act 2002*
- *Special Educational Needs and Disability Act 2001.*
- *Worker Protection Act 2023*

### **The nursery and staff are committed to:**

- *Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less*

*favourable treatment because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation*

- *Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued*
- *Providing a childcare place, wherever possible, for children who may have special educational needs and/or disabilities or are deemed disadvantaged according to their individual circumstances*
- *Making reasonable adjustments for children with special educational needs and disabilities*
- *Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families*
- *Providing a secure environment in which all our families are listened to, children can flourish and all contributions are valued*
- *Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity*
- *Providing positive non-stereotypical information*
- *Continually improving our knowledge and understanding of issues of equality, inclusion and diversity and training all staff about their rights and responsibilities under the inclusion and equality policy.*
- *Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory*
- *Making inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).*
- *The Act uses the term 'transsexual' which covers those who are 'transgender' or 'trans'. When reviewing discrimination in the setting, seek specialist advice regarding recruitment and promotion processes, the use of toilet facilities, managing absences for transitioning employees, recording employee gender identity and chosen pronouns and correct information sharing for personal details. It is also recommended to plan how to address any questions or concerns raised by other employees or parents so that they are handled in a respectful and sensitive way.*

### **Admissions/service provision**

*The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.*

*The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.*

### **Recruitment**

*Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoids discrimination.*

Shortlisting will be done by more than one person, where possible.

All members of the selection group are committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms are sent out along with a copy of the equal opportunities monitoring form. Application forms do not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies are generally advertised to a diverse section of the labour market. Advertisements avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions are posed which potentially discriminate on the grounds specified in the statement of intent. All candidates are asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates are given the opportunity to receive feedback on the reasons why they were not successful.

We may ask questions (Under the Equality Act 2010) prior to offering someone employment in the following circumstances:

- To establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- To establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- To monitor diversity in the range of people applying for work
- To take positive action towards a particular group – for example offering a guaranteed interview scheme
- You require someone with a particular disability because of an occupational requirement for the job.

The national College for Teaching and Leadership provides further guidance specific to working with children, which we follow:

Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.

People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.

Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

## **Staff**

It is our policy not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. They are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

We foster a safe, inclusive, and positive work environment, with our leadership team ensuring policies are kept up-to-date, conducting risk assessments, providing regular training and monitoring to ensure effective implementation. These demonstrate taking 'reasonable steps' to ensure compliance with the duty to prevent harassment of our employees, including harassment from third parties

Staff will follow the Dealing with discriminatory behaviour policy where applicable to report any discriminatory behaviours observed. Our zero-tolerance approach includes having anonymous reporting procedures and dealing with any instances which arise via our disciplinary procedures.

### **Protection from redundancy**

Redundancy selection will take account of the legal protections from redundancy, as described below.

We recognise that employees on maternity leave, adoption leave and shared parental leave must be given priority over other employees in being offered any suitable alternative employment should their existing role be made redundant. While these do not prevent the employee being selected for redundancy, it ensures that they have priority under these circumstances.

Under maternity leave regulations, the protection against redundancy is from the point the employer is made aware of the pregnancy and up to 18 months after the birth of the child.

For those on adoption leave, the redundancy protection is extended to 18 months from the date of the placement of the adopted child(ren).

For employees taking less than 6 weeks shared parental leave, they are protected during their period of leave. Employees taking more than 6 continuous weeks of shared parental leave are protected for 18 months from the birth of the child or placement of the adopted child/ren.

If the pregnancy ends and the employee is not entitled to statutory maternity leave, then the protected period will end two weeks after the pregnancy.

### **Training**

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy. The nursery strives towards the provision of inclusion, equality and diversity training for all staff on an annual basis. Staff are encouraged to continue their professional development training by accessing the range of courses available on their personal Noodle Now platform.

Training includes ensuring staff understand that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel. We encourage all staff members to create a culture of zero tolerance towards discrimination and sexual harassment in our setting.

### **Early learning framework**

Leapfrog Nursery works in line with a strengths-based ethos, we focus on what a child can do and highlight areas to support to ensure each child makes progress. We follow the Early Years Foundation Stage and ensure that all learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. Our curriculum encourages children to empathise with others and to begin to develop the skills of critical thinking.

### **We do this by:**

- Identifying a key person to each child who will ensure that each child's care is tailored to meet their individual needs and continuously observe, assess and plan for their learning and development

- *Listening to children (verbally and non-verbally) and making children feel included, valued and good about themselves*
- *Ensuring that we know what each child knows and “can do” and have equal access to tailored early learning and play opportunities*
- *Reflecting the widest possible range of communities in the choice of resources*
- *Avoiding stereotypical or derogatory images in the selection of materials*
- *Acknowledging and celebrating a wide range of religions, beliefs and festivals*
- *Creating an environment of mutual respect*
- *Supporting children to talk about their feelings and those of others, manage emotions and develop empathy*
- *Helping children to understand that discriminatory behaviour and remarks are unacceptable*
- *Knowing children well, being able to meet their needs and know when they require further support*
- *Ensuring that all early learning opportunities offered are inclusive of children with special educational needs and/or disabilities and children from disadvantaged backgrounds*
- *Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning*
- *Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made*
- *Completing a thorough Induction to the nursery when a child starts at Leapfrog Nursery School, this is usually with the child's parent/carer, enabling us to understand what the child's and family's needs are, and striving to meet these needs*
- *Ensuring the medical, cultural and dietary needs of all children are met, through our Health Care Plans and help*
- *children to learn about a range of food and cultural approaches to mealtimes and to respect the differences among them.*

**Parent information and meetings**

*Information about the nursery, its activities, experiences, resources are shared with parents as well as information about their child's development. This is given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need. We will use our diverse staff team to support with translations If needed and seek support from our local authority if needed.*

*Wherever possible, meetings are arranged to give all families opportunities to attend and share information about their child.*

*We also consult with parents regularly about the running of the nursery and ask them to contribute their ideas.*

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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<i>April 2022</i> <i>October 2024</i> <i>March 2025 November 25</i>	<i>M.Topal</i>	<i>September 2025</i>
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### *Infection Control Policy*

At Leapfrog Nursery School we promote the good health of all children attending (including oral health) through maintaining high hygiene standards to help reduce the chances of infection being spread. We follow the health protection in schools and other childcare facilities guidance<sup>3</sup> 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.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus, which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses.

We follow the guidance below to prevent a virus or infection from spreading around the nursery.

Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- Clean and sterilise all potties and changing mats before and after each use
- Clean toilets at least daily and check them throughout the day
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser, or through washing in the washing machine
- Wash or clean all equipment used by babies and toddlers as and when needed, including when the children have placed it in their mouth

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<sup>3</sup> <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>

- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Store toothbrushes (where applicable) hygienically to prevent cross-contamination
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child
- Ask that parent/carers provide labelled individual bedding for children that is not used by any other child and sent home for washing this at least once a week
- Ask parents and visitors to remove all outdoor footwear, or use shoe covers, when entering rooms where children may be crawling or sitting on the floor
- Where applicable wear specific indoor shoes or slippers whilst inside the rooms and make sure that children wear them as well
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are ill and/or are contagious.

In addition:

- The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- In the event of an infection outbreak the nursery will, where appropriate, undertake a deep clean to ensure the spread of infection is contained
- We will follow Government health guidance, as well as seeking legal advice and information from our insurers, on any national outbreak of a virus/ pandemic and keep parents informed of any course of action. Each specific circumstance will differ and to ensure we take the most appropriate action; we will treat each case on an individual basis
- In addition, where contagious outbreaks occur, we will adopt Government guidance for all visitors to minimise the risk of further spreading of the infection and inform our nursery families with relevant information
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times. These will be increased during the winter months, or when flu and cold germs are circulating.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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<i>April 2022</i>	<i>M.Topal</i>	<i>September 2026</i>
<i>October 2024</i>		
<i>November 25</i>		

## *Intimate Care Policy*

At Leapfrog Nursery School we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. Children need to feel safe, secure and happy so we expect nursery staff to be responsive to children's needs, whilst maintaining professionalism. We accept that children need to be cuddled, encouraged, held and offered physical reassurance, and ensure intimate care routines are undertaken in a safe, respectful and child-centred way.

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support including Clean Intermittent Catheterisation (CIC) where required. If CIC is required, the full staff training will be received by the paediatric urology department responsible for the child's care. CIC will be conducted by staff who have been trained to do so, and this nappy change will always have two members of staff present.

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible, by the child's key person with the exception of first aid treatment which must be carried out by a qualified first aider. We will support children with developing secure relationships with all our staff so that they feel comfortable to have a change with more than one adult in the event of staff absence.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. Providing intimate care involves working with children when they are particularly vulnerable, which can provide heightened opportunities for abuse. Therefore, to promote good practice and minimise the risk of allegations we have the following guidelines to ensure staff are fully supported and able to perform their duties safely and confidently.

### **Management**

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works
- Staff will log and record incidents where intimate care routines have been given on the Family app, including nappy changes, accident forms including first aid treatment – staff must log these as applicable after the routine and should never bring in electronic devices including mobile phones into toilet / nappy changing areas
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. paediatric first aid training, specialist medical support inc CIC
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff.
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines

- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the Parent and Carers as Partners Policy. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy including awareness of female genital mutilation (FGM)
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery
- Conducting working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines
- Conducting regular risk assessments on all aspects of the nursery operation including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

#### Environment

- Leave the doors open when changing children's nappies, soiled or wet clothing, or other intimate routines, whilst maintaining their dignity
- **No nappies will be changed or intimate routines behind closed doors;** doors will remain ajar in shared use spaces
- Ensure children are afforded privacy and dignity during intimate care routines whilst balancing this with the need to safeguard children and staff.

#### Parents

- Work closely with parents on all aspects of the child's care and education as laid out in the Parents as partners policy. This is essential for intimate care routines which require specialist training or support
- If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs.

#### Relationships

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to say they love a staff member, and we advise staff to report any such observed practice
- Staff are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks.

If a parent or member of staff has concerns or questions about intimate care procedures or individual routines, practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the manager at the earliest opportunity.

Management will challenge inappropriate behaviour in line with the Supervisions policy, Disciplinary procedure or Whistleblowing policy.

If the concern relates to the manager and/or nursery owner, then parents and staff should contact Ofsted or the local safeguarding partner (LSP). Please see safeguarding and child protection policy for more information

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
April 2022 October 2024 March 2025 November 25	M.Topal	September 2026

### *Intruder Alert and Emergency Lock Down Policy*

We take all reasonable steps to ensure the safety of children, staff and others on the premises, in the event of an emergency requiring a full lock down we will follow the lock down procedure:

#### **Lock down procedure**

We will use the lock down procedure when the safety of the children, staff and others on the premises are at risk and we are better placed inside the current building, with doors and windows locked and blinds/curtains drawn.

We will activate this emergency procedure in response to a number of situations, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- An intruder on the nursery site (with potential to pose a risk to staff and children in nursery)
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc.)
- A major fire or explosion in the vicinity of the nursery – as long as it is safer staying in the premises than leaving.

In this case the staff will be notified by the following action:

#### **Blow the Whistle; Sharp Blow**

All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, staff are to promptly and calmly direct children into the building, if this will not endanger them. Staff will make efforts to close and securely lock doors wherever safe to do so.

All individuals will keep away from the windows and doors and children will be occupied in the centre of the room, so they are not placed at risk or are able to see any situation developing outside.

The manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation via updates. The manager on duty will manage the situation dependant the information available. If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the nursery will await further instructions.

Once the all clear has been given externally the manager will issue the all clear internally. After this time the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events.

*Leapfrog Nursery Senior Leadership Team will; be informed and if appropriate they will inform sister nurseries, so they can remain vigilant.*

*Any children showing worries or concerns will have one to one time with their key person to talk about these.*

*Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.*

*After the event a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully and the procedure went as planned. Ofsted will be informed.*

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### *Late Collection and Non-Collection of Children Policy*

At Leapfrog Nursery School we have morning, afternoon and all day sessions. Parents are able to collect their child from the nursery flexibly within this time period asking them to be no later than the session end time, for example if they attend the morning session, we expect children to be collected no later than 12pm or 1pm if staying for lunch, afternoon/all day session finish times are 3/4/5pm. We understand that some parents may arrive earlier to collect their child, this is acceptable. However, the full fees still remain in place for the allocated session times.

We give parents information about the procedures to follow if they expect to be late. These include:

- Calling the nursery as soon as possible to advise of their situation and expected time of arrival
- Agreeing a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent (designated adult) – usually this is agreed at a child's induction and recorded on Family – under the child's personal information on "About" and selecting the tab 'special notes'
- Asking a designated adult to collect their child wherever possible
- Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- If the designated person is not known to the nursery staff, the parent must provide a detailed description of this person, including their date of birth where known. This designated person must know the individual child's safety password in order for the nursery to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the nursery after a reasonable amount of time, 15 minutes has been allowed for lateness, we initiate the following procedure:

- The nursery manager will be informed that a child has not been collected
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails, the manager will try the emergency contacts shown on the child's records
- The manager/staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record
- In the event of no contact being made after one hour has lapsed, the person in charge will ring the local authority children's social services emergency duty team

- The nursery will inform Ofsted as soon as convenient
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child; It may be necessary to walk the child to another of our nursery sites if the church hall is booked out to other users after nursery hours.
- The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process
- In order to provide this additional care a late fee of £100 hour or part thereof will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.

**Contact numbers:**

<b>Name</b>	<b>Contact No</b>
Social Services Emergency Duty Team	0208 379 5555 After 5pm 0208 379 1000
Ofsted	0300 123 4666

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### *Lone Working Policy*

At Leapfrog Nursery School we aim to ensure that no member of the team is left alone working in either a room alone or within the building at any time. However, there may be occasions when this isn't always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Monitoring sleeping children
- Comforting a child that may be unwell in a quiet area
- Supporting a child who may need time away from the main group to reregulate
- Following a child's interest, as this may lead staff away with a child to explore an area
- Supporting children in the toilet area that may have had an accident
- The duties some team members have, e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff working outside operating hours.

We always ensure that our staff: child ratios are maintained.

On the rare occasions, that lone working within a room does take place we ensure that a specific risk assessment is completed prior to lone working taking place, including ensuring that:

- Staff can manage with a variety of tasks such as talking to parents and supervising children safely
- Each member of staff required to work alone has the required qualification/training and/or skills for the role; e.g. holds a level 3 qualification, paediatric first aid, safeguarding and child protection training and basic food safety
- Staff members working alone are competent in their role
- The staff member can call on others in an emergency, including procedures if there was a fire evacuation or lock down procedures
- There are procedures in place to check in on the staff member and cover for breaks
- The member of staff and children are safeguarded at all times (relating to safeguarding/child protection policies)
- Ratios are maintained at all times.

Public liability insurance for lone working will be sought where applicable.

Staff members responsibilities when left in the building alone:

- Make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work

- Ensure they have access to a telephone at all times in order to call for help if they need it, or for management to check their safety if they are concerned
- Ensure that the building remains locked so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as is practicably possible.

Management's responsibilities when left in the building alone:

- Ensure staff working alone are competent and confident to carry out any safety procedures e.g. fire evacuation or lockdown
- Ensure that the employee has the ability to contact them or a member of the team event if their lone working is outside normal office hours (i.e. access to a phone, contact numbers of someone they can call)
- Check that the employee has someone they can contact in the event of an emergency, and the numbers to call
- Ensure that employees have the ability to access a telephone whilst lone working
- If reporting in arrangements have been made and the employee does not call in, to follow it up.

Risk assessments are also completed for these occasions including hazards and risks and how these are controlled.

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## Looked After Children Policy

At Leapfrog Nursery School we are committed to providing a welcoming and inclusive quality environment for all children and families. Please also see our Trauma informed practice policy.

### Definition and legal framework

The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home.

The term 'looked after child' denotes a child's current legal status. The nursery never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC. Looked after children can also be referred to as 'children in care', a term which many children and young people prefer.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act (2006)
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014)
- Children and Social Work Act (2017).

### Our policy

Our nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with the carer before they start nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential. The nursery staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for, where appropriate. Practitioners are supported by management at all times, and we have an open door policy if they need to discuss any sensitive issues regarding the child.

Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate.

**The designated person** for 'looked after children' is **Mine Topal**.

Each child is allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages.

Where necessary the key person/designated person/manager will develop a care plan with the child's carers and any relevant professionals. This will include:

- The child's emotional needs and how they are to be met
- How any emotional issues and problems that affect behaviour are to be managed
- The child's sense of self, culture, language/s and identity - how this is to be supported
- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- Where applicable, how any special educational needs and/or disabilities will be supported.

In addition, the care plan may also consider:

- How information will be shared with the carer and local authority (as the 'corporate parent') as well as what information is shared with any other organisation or professionals and how it will be recorded and stored
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be in the setting, when, where and what form the contact will take will be discussed and agreed
- Who may collect the child from nursery and who may receive information about the child
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in this planning
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, we will complete a Personal Education Plan (PEP) for any children aged three to five in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

The key person and designated 'looked after' person **Mine Topal** will work together to ensure any onward transition to school or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of art work and mark making will be passed on to the carer at this stage.

**Key contact details:**

**London Borough of Enfield**

Enfield Children's social care team **020 8379 5555**

Child and Family Support Team **020 8379 2574**

Looked After Children Team **020 8379 8200**

**Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote their welfare.

A privately fostered child is a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation etc. for more than 28 days and where the care is intended to continue by someone other than:

- The parents
- A person who is not a parent but has parental responsibility
- A close relative
- The Local Authority.

It is a statutory duty for us to inform the local authority where we are made aware of a child who may be subject to private fostering arrangements. We will do this by contacting the local authority children's social care team.

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October 2024		
March 2025		
November 25		

### Lost Child Procedure from Outings

At Leapfrog Nursery School we take all reasonable steps to ensure children are kept safe while on outings. We assess the risks or hazards that may arise for children and identify steps to remove, minimise and manage those risks and hazards. This includes the consideration of adult to child ratios and carrying out regular head counts of children throughout any outing or visit.

In the unlikely event of a child going missing whilst on an outing we have the following procedure which we implement immediately:

- All staff are aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The designated person in charge or most senior member of staff is informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout
- If appropriate, on-site security will also be informed and a description given
- The designated person in charge or most senior member of staff will immediately inform the police
- The designated person in charge or most senior member of staff will then inform the nursery and SLT who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge – parent/carers details are all on the Family app
- During this period, some staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children
- It will be the designated person in charge or most senior member of staff responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure and contact LADO on 020 8379 4392/2850
- Ofsted will be contacted within 14 working days and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

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### Lost Child From Nursery Procedure

At Leapfrog Nursery School we take all reasonable steps to ensure the safety of children on the premises, we only release children into the care of individuals who have been notified us by the parent and have safety systems in place to ensure that children do not leave the premises unsupervised. All Nursery Exits are controlled by a fob system, where only permanent staff can open and close.

In the unlikely event of a child going missing within/from the nursery, we have the following procedure which will be implemented immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The nursery manager will be informed immediately and all staff present will be informed including SLT. Some staff will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children, so they remain supervised, calm and supported throughout
- The manager will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted
- A second search of the area will be carried out
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- The manager/SLT will meet the police and parents
- The manager will then await instructions from the police
- In the unlikely event that the child is not found the nursery will follow the local authority and police procedure and contact LADO on 020 8379 4392/2850
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- Ofsted will be contacted and informed of the incident within 14 working days
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced

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## *Low-Level Concerns Policy*

At **Leapfrog Nursery School** we are committed to safeguarding children and promoting their welfare at all times.

This policy applies to all concerns (including allegations) about members of staff, including students, volunteers and agency staff. This policy should be read in conjunction with the following policies: Safeguarding children and child protection policy, Staff code of conduct, Online safety policy, Whistleblowing policy, Attendance policy.

We ensure that all those working with children behave appropriately and the early identification and prompt and appropriate management of concerns about adults is critical to effective safeguarding. This section is based on concerns that do not meet the harm threshold, as defined in Keeping Children Safe in Education.

### **Reasons to identify and respond to low-level concerns**

We respond to all potential concerns about an adult's behaviour, including those which are considered low-level, in order to help create a culture where the safety of children is always prioritised.

We believe that responding to low-level concerns gives a clear message that any form of inappropriate behaviour will not be tolerated. Staff are made aware that a concern can still be significant even if it does not meet the threshold of harm, recognising that, if left unaddressed, low-level concerns can escalate into more significant rule-breaking or even abuse.

In addition, through monitoring low-level concerns raised, we may identify training needs or improved staff induction.

This ensures that adults consistently model our values and helps keep children safer.

- Ensuring adults understand what a low-level concern is and the importance of sharing low-level concerns
- Having clear policies and procedures so staff are confident to report any concerns
- Having clear procedures for recording, reviewing and responding to concerns.
- Responding appropriately, following clear and consistent procedures, will help to protect our staff from potential false allegations or misunderstandings.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the nursery
- Pre-employment vetting checks.

### **Definition of 'low-level' concerns**

The term 'low-level' concern is any concern – no matter how small – that an adult working in, or on behalf of, the nursery may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of nursery
- Does not meet the harm threshold or is otherwise not considered serious enough to consider a referral to the local authority designated officer (LADO).

The behaviour of the staff, student or volunteer may not relate directly to a particular child or children but may raise an issue or issues of concern with respect to safeguarding a child/children. This may potentially call into question the adult's suitability to work with children.

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language
- Inadvertent or thoughtless behaviour
- Behaviour that might be considered inappropriate depending on the circumstances
- Behaviour which is intended to enable abuse.

### **Sharing low-level concerns**

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We create this culture by:

- Ensuring all staff are clear about what appropriate behaviour is, and are confident in differentiating expected and appropriate behaviour from concerning, challenging or inappropriate behaviour, in themselves and other adults
- Having clear policies and procedures
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to reflect on and identify any weakness in the nursery safeguarding procedure.

A low-level concern about a member of staff should be reported to the Designated Safeguarding Lead (DSL) and the manager following the nursery Safeguarding children and child protection procedures. Staff should use the nursery Low-Level Concerns Reporting Form.

### **Responding to low-level concerns**

- If the concern is raised via a third party, the DSL/manager will collect evidence where necessary by speaking directly to the staff who raised the concern, unless it has been raised anonymously, regardless of whether a written summary or low-level concerns form has been provided
- If the staff member who raises the concern does not wish to be named, then the nursery should respect that person's wishes as far as possible. However, there may be circumstances where the staff member who raises the concern will need to be named (for example, where it is necessary in order to carry out a fair disciplinary process) and, for this reason, anonymity should never be promised to members of

staff who share low-level concerns. Where possible, we will encourage staff to consent to be named, as this will help to create a culture of openness and transparency

- The DSL/manager will speak to any potential witnesses, unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted
- The DSL/manager will speak to the staff member about whom the low-level concern has been raised, unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted
- The DSL/manager will use the information collected to categorise the type of behaviour and determine any further action, in line with our staff Code of conduct
- Allegations that meet the harm threshold will be referred to the LADO for advice
- Low-level concerns that the nursery feel may need further guidance on will be referred to the LADO for advice
- Low-level concerns that the nursery feel we can deal with internally will be dealt with via the nursery Safeguarding children and child protection procedures and/or Disciplinary procedures
- Where a low-level concern relates to agency staff, we will notify the agency, so any potential patterns of inappropriate behaviour can be identified.

### **Record keeping**

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern was raised, any action taken and the reasons for decisions and action taken.

Records will be:

- Reviewed so that potential patterns of concerning, difficult or inappropriate behaviour can be identified
- Retained at least until the volunteer, student or staff leaves employment at the nursery
- Kept confidentially, held securely and comply with Data Protection Act 2018 (DPA 2018) and UK GDPR procedure.

### **Reviewing low-level concerns**

When reviewing records of low-level concerns, patterns of concerning, challenging or inappropriate behaviour may be identified. When this occurs, the DSL/manager will decide on a course of action, which may include:

- Disciplinary investigation and/or proceedings
- Management advice, including recommendations for training
- Referral to the LADO (where a pattern of behaviour moves from a concern to meeting the harm threshold).

### **Pre-employment references**

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority (LADO) and is found to be substantiated

and/or

- The concern (or group of concerns) relates to issues which would be included in a reference, such as misconduct or poor performance.

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## Manual Handling Policy

At Leapfrog we recognise that there are times when staff need to carry out manual handling especially in relation to lifting babies and young children. Due to our environments being set up and packed away each day there will always be an element of manual handling, Staff must all be aware of and adhere to the nursery's Manual handling policy to prevent or minimise injuries resulting from poor manual handling. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury.

We know that lifting and carrying babies and young children is different to carrying static loads and therefore our manual handling training reflects this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

### Preventing injuries

As with other health and safety issues, we recognise that the most effective method of prevention is to remove or reduce the need to carry out hazardous manual handling.

Where manual handling tasks cannot be avoided, such as set up and pack away, lifting children when changing nappies, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

- The tasks to be carried out
- The load to be moved (including moving children)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling.

We expect staff to use the following guidance when carrying out manual handling in order to reduce the risk of injury.

### Planning and procedure

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be at particular risk of injury. Complete risk assessments as required
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going

- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment, e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven or slippery flooring
- Ensure lighting is adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

### **Carrying children**

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Do not place the baby or child on your hip. Carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the baby or child a long distance
- Where a baby is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a baby or child - make two journeys or ask a colleague to assist you and only carry one child at a time
- If a baby or child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm them before continuing
- Students and pregnant staff members will not carry babies or children.

### **Position for lifting**

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself, or turn the load around, so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

### **Lifting**

Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight
- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip
- Keep the shoulders level, without twisting or turning from the hips
- Try to grip with the hands around the base of the load
- Bring the load to waist height, keeping the lift as smooth as possible.

### **Moving a child or load**

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

### **The task**

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- Avoid awkward movements such as stooping, reaching or twisting
- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

### **The environment**

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

### **The individual**

- Never attempt manual handling unless you have been trained and given permission to do so
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Where applicable and appropriate, encourage children to use steps up to a changing table for nappy changes rather than lifting. Where this is not appropriate always follow the lifting process
- Use cots with a drop downside and avoid bending to lift babies from their cot.

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## Medication Policy

At Leapfrog Nursery School we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see sickness and illness and infection control policies). If a child requires medicine, we will obtain information about the child's needs for this and will ensure this information is kept up to date.

We follow strict guidelines when dealing with medication of any kind in the nursery and these are set out below.

### **Medication prescribed by a doctor, dentist, nurse or pharmacist**

*(Medicines containing aspirin will only be given if prescribed by a doctor)*

- Prescription medicine will only be given when prescribed by the above and for the person named on the bottle for the dosage stated
- Medicines must be in their original containers with their instructions printed in English
- Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff who will then note the details of the administration on the appropriate form and another member of staff will check these details
- For those children on long term life saving medication that is not covered in approved paediatric first aid training, staff will work with parents/carers and outside specialist services to ensure staff are trained on the delivery of this medication before the child is able to be left in our care without being accompanied by the parent/carer or other nominated individual
- Those with parental responsibility must give prior permission on Family for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
  1. The medication file parent acknowledgment is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be created
  2. The dosage as detailed on permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
  3. Parents must notify us **IMMEDIATELY** if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given.
- The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist
- The parent must be asked when the child has last been given the medication before coming to nursery; and the staff member must record this information on the medication form. Similarly, when the child is picked up, the parent or guardian must be given precise details of the times and dosage given throughout the day. Upon collection if the parent has not yet acknowledged on Family, staff will ask them to do so then.
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine or offer it in a manner acceptable to the child at the prescribed time and in the prescribed

form. (It is important to note that staff working with children are not legally obliged to administer medication)

- If the child refuses to take the appropriate medication, then a note will be made on the form
- Where medication is "essential" or may have side effects, discussion with the parent will take place to establish the appropriate response.

### **Non-prescription medication (these will not usually be administered)**

- The nursery will not administer any non-prescription medication containing aspirin
- The nursery will only administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought
- If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner
- If a child needs liquid paracetamol or an anti-histamine or similar medication during their time at nursery, such medication will be treated as prescription medication with the nursery providing one specific type of medication should parents wish to use this
- On registration, parents will sign permission on Family if they consent to their child being given a specific type of liquid paracetamol or anti-histamine in particular circumstances such as an increase in the child's temperature or a wasp or bee sting.
- An emergency nursery supply of fever relief (e.g. Calpol) and anti-histamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the nursery will make every attempt to contact the child's parents. Where parents cannot be contacted then the nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, if applicable the circumstances surrounding the need for this medication and the medical history of the child on their registration form.
- Giving non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms (where appropriate). The child will be closely monitored until the parents collect the child
- Staff would create a new file on the child's Family account, this will state the dose to be given, the circumstances in which this may be administered in an emergency if the nursery cannot contact the parent. The form will state the dose to be given, the circumstances in which this can be given e.g. the temperature increase of their child, the specific brand name or type of non-prescription medication and a signed statement to say that this may be administered in an emergency if the nursery CANNOT contact the parent
- For any non-prescription cream for skin or teething conditions e.g. Sudocrem, or teething gel, a medical file will be created on Family and prior permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name
- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form

- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given
- The nursery DOES NOT administer any medication unless prior permission has been sought from parent/carers – through Family, once medication has been given parents must sign off to acknowledge for each and every medicine.

### **Injections, pessaries, suppositories**

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for the child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication.

### **Staff medication**

All nursery staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or feel unwell and cannot meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy.

If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability to care for children they must inform their line manager and seek medical advice. The General Manager will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept in the person's locker/separate locked container in the staff room or nursery room where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored securely out of reach of the children, at all times. It must not be kept in the first aid box and should be labelled with the name of the member of staff.

### **Storage**

All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children but easily accessible for staff to access in an emergency.

Emergency medication, such as inhalers and EpiPens/Jext Auto injectors or seizure medication such as Buccle Midazolam will be within easy reach of staff in case of an immediate need but will remain out of children's reach. Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children.

Medication must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

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## Menopause Policy

### **Introduction**

Menopause is the time during an individual's life when menstruation periods permanently stop and an individual experiences hormonal changes. It is defined as occurring when the individual has experienced no periods for 12 consecutive months and no other biological or psychological cause can be identified. However, menopausal symptoms can begin months or years before periods stop and this stage is known as the perimenopause. According to the NHS website<sup>4</sup> symptoms last around four years after an individual's last period, although some can experience them for much longer.

The purpose of this policy is to provide details of how the nursery will support our staff who may be experiencing issues as a result of symptoms of the menopause. We aim to create a culture that encourages discussions to take place about any matters associated with the menopause and to create supportive working environment.

### **Aims**

The aims of this policy are to:

- Foster an environment in which colleagues can openly and comfortably instigate conversations or engage in discussions about menopause
- Ensure everyone understands what menopause is, can confidently approach the subject and are clear on our policy and practices
- Educate and inform staff about the potential symptoms of menopause and how they can support individuals experiencing these symptoms at work
- Ensure that those who are experiencing menopause symptoms feel confident to discuss them and ask for any support and reasonable adjustments so they can continue to be successful in their roles
- Reduce absenteeism due to menopausal symptoms
- Assure individuals that as a responsible employer, we are committed to supporting their needs during menopause.

### **Employee responsibilities**

All employees should contribute to a respectful working environment and be willing to support colleagues who may be experiencing the menopause. It is important that employees talk openly with their line manager if they need support with menopausal symptoms. All employees are responsible for:

- Taking personal responsibility to look after their health
- Being open and honest in conversations with managers
- Contributing to a respectful and productive working environment
- Being willing to help and support their colleagues

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<sup>4</sup> <https://www.nhs.uk/conditions/menopause/>

- Understanding any necessary adjustments their colleagues are receiving as a result of their menopausal symptoms.

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

### **Employer responsibilities**

Managers are responsible for:

- Ensuring that no one experiences less favourable treatment as a result of the menopause
- Ensuring that any conversations are kept strictly confidential
- Putting in place any required support and/or adjustments where reasonably possible
- Recording any agreements made
- Holding regular reviews with employees regarding support required, including follow up meetings to review adjustments that have been made
- Seeking additional advice from occupational health where necessary
- Agreeing with the employee if other colleagues should be informed about any adjustments that have been agreed (even if the reason is not disclosed).

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

We understand that employees may feel uncomfortable discussing personal information with their manager. If this is the case, they are encouraged to discuss their situation with another senior member of staff.

### **Workplace adjustments**

As with any longstanding health-related condition, sympathetic and appropriate support from the nursery is crucial to provide employees with the support that they need. Above all, it is important to listen to individuals and respond sympathetically to any requests for adjustments at work.

There are numerous symptoms of the menopause that can affect an individual both physically and mentally. The menopause affects individuals in different ways and symptoms can start during the perimenopause and last for many years.

Some of the more common symptoms include:

- Hot flushes
- Difficulty sleeping
- Fatigue
- Headaches
- Low mood or anxiety
- Problems with memory or concentration
- Anxiety
- Heavy and/or painful periods
- Panic attacks.

The following options are available to any employee who may be experiencing menopausal symptoms, depending on the needs of the individual and the business needs of the nursery.

### **Flexible working**

We recognise that flexibility may be of significant benefit to someone who is experiencing menopausal symptoms. The Special considerations for employees policy describes ways in which the nursery may be willing to consider temporary changes to working arrangements, such as more frequent breaks or a change to start and finish times. If an employee does not wish to temporarily change their working arrangements, then this should be discussed with their line manager and any agreed changes will be regularly reviewed with the member of staff.

Any requests for temporary or permanent changes to working hours must be done by arranging a face to face meeting with the SLT.

### **Temperature control**

We strive to achieve a comfortable working temperature for employees. We will allow flexibility within the dress code where reasonable. We will also consider any other appropriate adjustments, for example changing an employee's work location including to nearer a window, providing blinds on windows, ensuring there is always the opportunity to access toilet facilities or providing cooling aids such as a desk fan.

### **Sickness absence**

See the Absence management procedure.

If an employee is unwell due to menopausal symptoms, the nursery will provide them with all reasonable support during this period. It is important that employees feel that they are able to be open with their line managers about the reasons for any absences and feel supported by them. We would also encourage employees to discuss any relevant concerns with their GP and confirm to the nursery any relevant advice that the GP has provided.

### **Available support**

Employees are encouraged to inform their line manager at an early stage if they are experiencing menopausal symptoms that could affect their work to ensure that symptoms are treated as an ongoing health issue rather than as individual instances of ill health.

Early notification will also help line managers to determine the most appropriate course of action to support an employee's individual needs. Employees who do not wish to discuss the issue with their direct line manager may find it helpful to have an initial discussion with a trusted colleague or another manager instead.

Employees and managers may find external sources of help and support useful including the following:

Information about the menopause, menopausal symptoms and treatment options  
(<https://www.menopausematters.co.uk/>)

Support for women experiencing premature menopause or premature ovarian insufficiency  
(<https://www.daisynetwork.org/>)

Information about events where strangers gather to eat cake, drink tea and discuss the menopause  
(<https://www.menopausecafe.net/>)

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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<i>October 2024</i>	<i>M.Topal</i>	<i>September 2026</i>
<i>November 25</i>		

### **Mobile Phone and Electronic Device Use Policy**

This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically, capable of connecting us to the outside world. We will adapt the policy to include all devices we deem necessary to safeguard children.

#### **Mobile phones and other devices that accept calls, messages and video calling**

At Leapfrog Nursery School we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, smartwatches or other personal devices with imaging and sharing capabilities during working hours – this includes smart watches/fit bits.

This policy should be used in conjunction with our online safety and acceptable IT use policies, including Safeguarding and Child Protection, Staff Code of Conduct policies and procedures, to ensure children are kept safe when using the nursery devices online and staff are adhering to their duty in keeping children safe.

Staff must adhere to the following:

- Mobile phones/smartwatches/Fitbits or any other personal devices with imaging and sharing capabilities are not accessed during working hours
- Regarding Fitbits ones that receive calls and messages are prohibited but ones that only have a capacity to count steps are allowed.
- Mobile phones/smartwatches/Fitbits or any other personal devices with imaging and sharing capabilities can only be used on a designated break and then this must be away from the children
- Mobile phones/smartwatches/Fitbits or other personal devices with imaging and sharing capabilities should be stored safely in their bags in areas where children are not permitted, or kept in the nursery office designated storage box at all times during the hours of your working day
- No personal device is allowed to be connected to the nursery Wi-Fi at any time
- The use of nursery devices, such as tablets, must only be used for nursery purposes
- The nursery devices will not have any social media or messaging apps on them, except those used by management for nursery purposes
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age and content appropriate apps are accessible to staff, or children using them

- Passwords/passcodes for nursery devices must not be shared or written down, and will be changed regularly, at least each academic year or if there has been a change in staffing
- During outings, staff only use the named staff members designated mobile phone
- Only nursery owned devices will be used to take photographs or film videos
- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use
- There may be a need for the nursery devices to be managed for maintenance purposes; on these occasions the devices should only be taken off the nursery premises by approval of Leapfrog Senior Leadership Team

### **Parents' use of mobile phones and smartwatches**

Parents are kindly asked to refrain from using their mobile telephones or other personal devices with imaging and sharing capabilities whilst in the nursery or when collecting or dropping off their children. We will ask any parents using their phone/device inside the nursery premises to finish the call or take the call outside. We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child

Parents are requested not to allow their child to wear or bring in devices that may take photographs or record videos or voices. This includes smart watches with these capabilities, such as Vtech. This ensures all children are safeguarded and also protects their property as it may get damaged or misplaced at the nursery.

### **Visitors' use of mobile phones or other personal devices with imaging and sharing capabilities**

Visitors are not permitted to use their mobile phones or other personal devices with imaging and sharing capabilities e.g. smart glasses whilst at nursery and are asked to leave them in a safe secure place/nursery office for the duration of their visit.

### **Photographs and videos**

At Leapfrog Nursery School we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings taken of children in our nursery are only done with prior permission via Family from each child's parent and only share photos with parents in a secure manner. We will obtain this permission when each child is registered and update it on a regular basis to ensure that this permission is still valid.

We ask for individual permissions for photographs and video recordings for a range of purposes including use in the child's Family learning journal; for display purposes; for promotion materials including our nursery website, brochure and the local press; and the different social media platforms we use. including Instagram and Facebook. We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journal. Photographs and videos will not be taken in areas where intimate care routines are carried out.

If a parent is not happy about one or more of these uses, we will respect their wishes and find alternative ways of recording their child's play or learning.

Staff are not permitted to take any photographs or recordings of a child on their own information storage devices e.g. cameras, mobiles, tablets or other personal devices with imaging and sharing capabilities and may only use those provided by the nursery. The nursery manager will monitor all photographs and recordings to ensure that the parents' wishes are met and children are safeguarded.

Any photographs or videos recorded on the designated mobile device that is to be shared with SLT on the nursery WhatsApp groups, website or social media sites should then be deleted from the device

Parents, and children, are not permitted to use any recording device or camera (including those on mobile phones or other personal devices with imaging and sharing capabilities) on the nursery premises without the prior consent of the manager.

During special events, e.g. Christmas or leaving parties, we will gain individual permission for each child via Family before the event. This will ensure all photographs taken are in line with parental choice. We ask that photos of events are not posted on any social media websites/areas.

**Applicable for settings using Online Learning Journals only**

At Leapfrog Nursery School we use tablets and designated mobile devices in the rooms to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only and do not install applications such as social media or messaging sites on to these devices.

We also do routine checks to ensure that emails and text messages (where applicable) have not been sent from these devices and remind staff of the whistleblowing policy if they observe staff not following these safeguarding procedures.

['Safeguarding children and protecting professionals in early years settings: online safety considerations'](#).

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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## Modern Slavery and Human Trafficking Policy

### Legislation

The Modern Slavery Act received Royal Assent on 26 March 2015. The act consolidates slavery and trafficking offenses and introduces tougher penalties and sentencing rules.

### Background

Child trafficking and modern slavery is becoming a more frequent form of child abuse. Children are recruited, moved, transported and then exploited, forced to work or are sold on.

Modern slavery is a term that covers:

- Slavery
- Servitude and forced or compulsory labour
- Human trafficking.

Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. This policy should be used alongside the following policies to ensure all children, staff, parents and visitors are fully safeguarded:

- Safeguarding and child protection
- Whistleblowing
- Equality and inclusion

For an adult or child to have been a victim of human trafficking there must have been:

- Action (e.g. recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation)
- Means (threat or use of force, coercion, abduction, abuse of power or vulnerability) There does not need to be "means" for children as they are not able to give informed consent
- Purpose (e.g. sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs).

### Signs of abuse

Action should be taken if they appear to have some of these possible signs including under the control of someone else and reluctant to interact with others, the victim has few personal belongings and wear the same clothes every day or wear unsuitable clothes for work. The victim is not able to move around freely and is reluctant to talk to strangers or the authorities including appearing frightened, withdrawn, or show signs of physical or psychological abuse.

### Procedure

When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure. If the child (or adult) is at risk of immediate harm then the police will be called, otherwise the local authority will be contacted, and the referral process will be followed as per our safeguarding procedure.

If we suspected and it wasn't possible to have a confidential conversation, we wouldn't confront them or cause a scene, as this will likely lead to increased harm for them. Instead, we would inform the relevant authorities, or organisations, working in the field.

If you are in the UK and suspect someone might be in slavery, you have several options:

- Call the Modern Slavery Helpline on 08000 121 700 or fill out an online form.
- Contact Crimestoppers on 0800 555 111
- Contact the Police or local children social care teams.

In conjunction with our safeguarding and child protection policy, we would follow the procedures referenced below.

**If you have an immediate Child Protection concern about a child or family that needs an urgent safeguarding response, contact:**

**Enfield Children's MASH (Multi-Agency Safeguarding Hub)**

**Tel:** 0208 379 5555

For urgent child protection concerns please call **MASH** first before submitting a referral in writing. Written referrals will need to be completed on the Child Protection section of the Children's Portal. <https://cp.childrensportal.enfield.gov.uk/web/portal/pages/home> For urgent safeguarding concerns that occur outside of normal working hours, contact the emergency **Duty Team on 0208 379 1000**

For non-urgent referrals that still require a safeguarding response, please visit the Children's Portal and complete an online **Child Protection** referral by visiting [www.enfield.gov.uk/childrensportal](http://www.enfield.gov.uk/childrensportal)

If you are concerned about a child's safety and wellbeing and are aware the case is already open to children's social care, please contact the social worker directly or contact the switchboard on 0208 379 1000 if you do not know their contact number but know their name. Otherwise, please call the **MASH as a last resort** who can identify who the social worker is and put you through.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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## **Monitoring Staff Behaviour Policy**

At Leapfrog Nursery School we take the safety and welfare of our children and staff seriously. This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care. Within this policy we will also ensure that any changes to staff behaviours or ways of working are closely monitored, discussed and supported to ensure all children are safeguarded throughout their time here. **Please also see our Staff Code of Conduct policies.**

### **Expected staff behaviour**

Within our nursery we expect our staff to:

- Put our children first, their safety, welfare and ongoing development is the most important part of their role
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- Work as part of the wider team, cohesively and openly
- Be aware of their requirements under the Statutory Framework for the EYFS and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development
- React appropriately to any safeguarding concerns quickly and concisely in accordance with the nursery / Local authority procedures and training received
- Not share any confidential information relating to the children, nursery or families using the nursery
- Maintain the public image of the nursery and do nothing that will put the setting into disrepute
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional.
- Adhere to the Mobile Phone and Other Electronic Device policy and Social Networking policy
- Report to management immediately any changes in their personal life that may impact on the ability to continue the role. These may include (but not limited to) changes in police record, medication, any social service involvement with their own children.

### **Monitoring staff behaviour**

Within the nursery we:

- Conduct regular peer observations using all staff and management, during which we observe interactions between staff and children
- Have regular supervisions with all staff in which ongoing suitability is monitored and recorded
- Have a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues

- Operate staff suitability forms and clauses in staff contracts to ensure any changes to their suitability to work with children are reported immediately to management
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the safeguarding and recruitment policy.

Some behaviours that may cause concern and will be investigated further include:

- Change in moods
- Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation)
- Changes in the way they act towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours
- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance.

**Procedures to be followed:**

If we have a concern about changes in staff behaviour within the nursery, an immediate meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate.

Ultimately we are here to ensure all staff are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern about the safety or welfare of the children then the safeguarding/child protection procedure will be followed as in the case of allegations against a team member and the Local Authority Designated officer (LADO) will be called.

All conversations, observations and notes on the staff member will be logged and kept confidential.

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### *More Able and Talented Children Policy*

*At Leapfrog Nursery School we plan our teaching and learning so that each child can aspire to achieve their full potential.*

*The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our nursery who have been identified as 'more able' and/or 'talented' and extend their learning to challenge them further.*

*'More able' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects.*

*'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.*

*With this in mind we will ensure all children are fully supported and challenged by:*

- Working together with parents and carers to establish starting points on entry to nursery*
- Observing, assessing and planning activities in line with the individual child's needs and interests*
- Providing challenging next steps to enhance the learning opportunities*
- Where applicable, working with the nursery Inclusion Coordinator (see SEND policy), other services and professionals to ensure we can fully support the child's individual needs*
- Working with the child's school to provide activities that will stretch the child further in line with the child's future curriculum*
- Effective transitions through providing relevant information to the next provision.*

*We ensure staff are aware of some early development signs of children that may be gifted and talented including:*

*More able children in language and literacy:*

- Are able to read and respond to a range of texts at a more advanced level*
- Use a wide vocabulary and variety of words in conversations and play*
- Are able to write fluently and with little support*

*More able children in mathematics:*

- Explore a broader range of strategies for solving a problem*
- Establish their own strategies for problem solving*
- Are able to manipulate numbers in a wide range of ways, e.g. adding, subtracting.*

The management monitors all outcomes for children by tracking cohorts and individual children across the whole setting. This will include more able and talented children. Management will ensure that all children are progressing at an appropriate rate from their starting points through challenging and supportive activities and opportunities.

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### Multiple Birth Families Policy

At Leapfrog Nursery School we ensure that all families are included and supported fully, no matter how big or small. There are increasing numbers of multiple births occurring in the UK, twins, triplets and even more. As a nursery we accommodate all families and work together with parents to ensure all children are treated as individuals and supported to make the best progress they can.

This policy should be read in conjunction with our Settling in Policy and Partnership with Parent Policies. In addition to these to support the needs of multiple birth families, we will:

- Acknowledge multiple birth relationship as special and to be celebrated as well as enabling children to develop as individuals
- Work with parents to explore each child's individual preferences, interests, needs and starting points including, where applicable ways for staff to identify them apart
- Complete individual forms for each child to discover their individual routines, specific requirements, dietary needs etc.
- Recognise and celebrate all individual achievements
- Report back on each child separately at the end of the day to the parents
- Consider separation if this is beneficial for their development. Parents, and where appropriate the children, will be involved in the decision for when, where and how this may occur (e.g. focused activities, outdoor play, and if appropriate time in our other Leapfrog Nursery sites)
- Arrange parental consultations for each child. Each child will receive the same time during the consultation as any other child in the setting. Assessments will be shared based on their individual progress and comparisons between the children will not be made, any concerns will be discussed as per SEND policy
- Understand that each child is unique and not expect them to behave in the same manner, excel in the same areas or enjoy the same activities.

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## Nappy Changing Policy

Please also see our Intimate Care Policy.

At Leapfrog Nursery School we support children's care and welfare on a daily basis in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Wherever possible, each child's key person will change nappies according to the child's individual needs and requirements.

Our procedure meet best practice identified by the UK Health Security Agency's 'preventing and controlling infections document'. <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/preventing-and-controlling-infections>

We enable a two-way exchange between parents and key persons so that information is shared about nappy changing and toilet training in a way that suits the parents and meets the child's needs.

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 and ensures consistency between home and nursery.

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

- Facilities are separate to food preparation, serving areas and children's play areas
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded. Disposable towels/roll are placed on top of the changing mat for added protection
- Clean nappies are stored in a clean dry place; soiled nappies are placed in a 'nappy sack' before being placed in the bin. Bins are regularly emptied and always at the end of the day and placed in an appropriate waste collection area
- We ask that where any non-prescribed creams are needed e.g. Sudocrem that these are supplied by the parent/guardian and clearly labelled with the child's name. Prior written permission is obtained from the parent. When applying creams for rashes, a gloved hand is used.

Staff changing nappies will;

- Use a disposable apron and pair of gloves for each nappy change and always wash hands before and after using gloves
- Clean disinfect and dry mats thoroughly after each nappy change; disposable towels/roll are discarded after each nappy change – following the correct guidance for disinfection sprays
- Ensure they have all the equipment they need before each nappy change
- Keep nappy bags, gloves and aprons out of reach of babies and children.
- Once clean nappy is changed, discard gloves before dressing the child to not cross contaminate clean clothes.
- Ensure nappies are discarded and mat is wiped down in the moment, so it is ready for the next child.
- Log the nappy change on Family after the change

- No mobile phones or any other electronic devices to be in the nappy changing or toilet areas – all logs on Famly must be recorded after the change in the main nursery rooms

### *Reusable Nappies*

*The procedures above are followed where children wear useable nappies, in addition we:*

- *Ask the parents for a demonstration for fitting the nappy correctly*
- *Dispose of any soiling by flushing straight down the toilet*
- *Dispose the reusable nappies liner, and place in a nappy bag (and disposed of as per disposable nappies in a nappy bin)*
- *Store the used nappies in a sealable wet bag (including a waterproof interior and sealed prevents any smells escaping) away from children*
- *Provide the parents with the wet bag at the end of the day to clean the used nappies.*

*We wish to ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm, as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:*

- *Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works and who is caring for their child*
- *Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change*
- *Ensuring that the nappy changing area is inviting and stimulating and change this area regularly to continue to meet children's interests*
- *Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks*
- *Training all staff in the appropriate methods for nappy changing*
- *Ensuring that no child is ever left unattended during the nappy changing time*
- *Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted; and that students only change nappies with the support and close supervision of a qualified member of staff*
- *Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to nappy changing*
- *Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use*
- *Following up procedures through supervision meetings and appraisals to identify any areas for development or further training*
- *Working closely with parents on all aspects of the child's care and education as laid out in the parent and carers as partner's policy. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs*

- *If specialist training is required for changing a child due to a medical need, i.e. Spina bifida or any other disability that may need Clean Intermittent Catheterisation (CIC) – training will be provided by the specialist service before the child starts their nursery place. Only staff that have had this training will manage the child's nappy change. Where CIC is required two members of staff will be present for the change. Staff should follow the individual child's health care plan which states how and when to change the child.*
- *Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the child protection policy*
- *Balancing the right for privacy for the children with the need for safeguarding children and adults by making sure intimate care routines do not take place behind closed doors*
- *NO electronic devices including cameras, tablets, mobile phones, smartwatches and any other image sharing or recording devices are not permitted within toilet and intimate care areas*
- *Operating a whistleblowing policy to help staff raise any concerns relating to their peers or managers and helping staff develop confidence in raising concerns as they arise in order to safeguard the children in the nursery*
- *Conducting working practice observations of all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes all intimate care routines*
- *Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.*

*If any parent or member of staff has concerns or questions about nappy changing procedures or individual routines, please see the manager at the earliest opportunity.*

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<i>March 2025</i>		
<i>November 25</i>		

### **No Smoking/Vaping Policy**

At Leapfrog Nursery School we are committed to promoting children's health and well-being. This is of the utmost importance for the nursery.

Smoking and the use of e-cigarettes has proved to be a health risk and therefore in accordance with legislation, the nursery operates a strict no smoking/vaping policy within its buildings and grounds. It is illegal to smoke in enclosed places.

All persons must abstain from smoking/vaping while on the premises. This applies to staff, students, parents, carers, contractors and any other visitors to the premises.

Staff accompanying children outside the nursery, are not permitted to smoke/vape. We also request that any parents accompanying nursery children on outings refrain from smoking/vaping while caring for the children.

Staff must not smoke/vape while wearing nursery uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. If staff choose to smoke/vape during breaks they are asked to wear their own clothing over their uniform and smoke/vape away from the main entrance/nursery premises.

Where staff choose to smoke/vape during breaks, they are asked to smoke/vape away from the main entrance and nursery premises. They should have a change of clothes and wash their hands before going back to the children. Staff should wait for 30 minutes after smoking before holding babies or children, even with a change of clothes.

We respect that smoking/vaping is a personal choice, although as an organisation we support healthy lifestyles. We follow Public Health England and UK Health Security Agency (UKHSA) advice and aim to help staff and parents to stop smoking/vaping by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline - <https://www.nhs.uk/better-health/quit-smoking/>
- Offering information regarding products that are available to help stop smoking

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## Nutrition and Mealtimes Policy

### **We believe that creating healthy habits and happy mealtimes create lifelong learning and a love of food**

At Leapfrog Nursery School we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times.

We are committed to offering children healthy, nutritious and balanced meals and snacks, which meet individual needs and requirements and promote good oral health. We follow the following practices.

- **Variety is vital** – offer a wide range of tastes, textures and colours
- **Healthy swaps** – whole grains, reduce sugar and salt, use a traffic light system
- **Portion size** – serve small portions first
- **No pressure, no rewards** – no force to eat their main to get a reward
- **Eat together** – staff to join mealtimes, model healthy eating, conversation
- **Food education** – teaching children how different coloured foods help different parts of our bodies
- **Talk about nutrition** – daily opportunities to talk about vitamins and minerals
- **Flavours from around the world** – global dishes, cultural diversity
- **Healthy cooking experiences** – involve children in simple, healthy cooking activities
- **Balanced weekly menus** – regular reviews and reflect

### **We ensure that:**

- A balanced and healthy nutritious breakfast, lunch and two daily snacks to reflect cultural diversity and variation are provided for children attending our nursery
- Menus are planned in advance and in line with guidance produced by the Department for Education [https://bit.ly/EYFS\\_nutrition\\_guidance](https://bit.ly/EYFS_nutrition_guidance) copies of menus are shared with children, parents and carers via our website, family app and on our nursery displays
- We provide nutritious food at all snack and mealtimes and through cooking experiences, avoiding large quantities of fat, sugar, salt, refined flour and artificial additives, preservatives and colourings
- Quantities offered take into account the ages of children being catered for, and in line with recommended portion size for babies and young children. Staff will log children's meals including portions eaten through the Family app.

### **Sustainability**

- To provide cost-effective foods, we purchase staple long-life ingredients in bulk, use frozen or tinned fruit and vegetables if appropriate, prepare home-made sauces using raw ingredients, and use left-over foods where possible
- We plan menus to ensure that fruits and vegetables are seasonal and at their cheapest, we use a variety of meat, fish and vegetable alternatives
- We grow and use our own herbs.

### **Food brought from home**

- We advise all our families to make use of our cooked meals but should Parents/Cares of children wish to bring in a packed lunch from home they are provided with guidelines for nutritious content and signpost to the NHS packed lunch guidance (<https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/>)
- We request parents use ice packs
- We do not provide reheating services for packed lunches
- Children's lunch boxes are checked prior to giving the contents to the children to ensure any risks from potential allergens or choking hazards are managed.
- We provide parents with information regarding healthy lunches and healthy swaps via our Family app
- Parents may bring in healthy snacks if they wish to in line with our healthy eating approach; we ensure that all food brought in from parents, is washed and stored accordingly, in original packaging and meets health and safety requirements

### **Drinks**

- Only milk and water are provided as drinks to promote oral health.
- Fresh drinking water is always available and accessible. It is frequently offered to children and babies, and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated
- We promote the use of drinking water by offering fresh herbs, fruit and vegetable infused water that children can select from

### **Management of food allergies and dietary needs**

- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has and any special health requirements, before a child starts or joins the nursery. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child
- All children and staffs' allergies are displayed in food preparation and meal areas
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, the child's key worker or designated adult will sit with children throughout the entire meal to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies, medical needs and potential risks to make them aware of the dangers of sharing certain foods.
- The nursery may take the decision to prohibit certain food items if a child has a severe allergy
- Staff show sensitivity in providing for children's diets, allergies and medical needs. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of their diet or allergy
- If a child has a severe allergic reaction whilst in nursery care, the registered person, LADO and Ofsted will need to be notified

### **Mealtime environment**

- Staff set a good example and eat with the children and show good table manners, Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups, conversation is encouraged.
- Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves
- Increased independence is supported by taking part in self-care routines before and after meals, handwashing, washing their face and tidying up after themselves.
- Staff support children to make healthy choices and understand the need for healthy eating and good oral health management
- We endeavour to provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Cultural differences in eating habits are respected
- Any child who shows signs of distress at being faced with a meal they do not like will have their food removed without any fuss. If a child does not finish their main meal will still be given their 'treats'
- Children not on special diets are encouraged to eat a small piece of everything
- Children who refuse to eat at the mealtime are offered food later in the day
- Children are given time to eat at their own pace and not rushed
- Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children
- We promote positive attitudes to healthy eating through play opportunities and discussions
- The nursery provides parents with information on their child's food intake via the Family app unless otherwise stated
- No child is ever left alone when eating/drinking to minimise the risk of choking or cross contamination
- Children will have individual place mats with information on dietary needs and requirements to ensure all adults are aware of children's needs and kept safe

### **Baby feeding and weaning**

- We follow babies' individual feeding patterns following conversations with parents. We regularly review these to ensure they continue to meet the baby's needs
- We feed babies responsively according to their needs and support mothers with breastfeeding, through providing suitable places to breastfeed in the setting and making provision for expressed breastmilk
- We prepare infant formula milk if required, following NHS guidelines
- Weaning is introduced in collaboration with parents, including discussions about the stage their baby is at, the types of foods and textures their baby is eating at home and how these are presented to the baby; no assumptions are made based on the age of the baby

- The nursery provides parents with daily written records of feeding routines for children via the Family app

### **Celebrations and special occasions**

- We allow parents to bring in healthy celebration food on special occasions. We ensure that all food brought in from parents meets the above and health and safety requirements and ingredients that are listed within the Food Information for Consumers (FIR) 2014 and detailed in the allergens policy and procedure
- We appreciate that our families would like to celebrate special occasions such as birthdays, cultural festivities with treat foods. In line with our healthy eating and nutrition ethos we will not serve these to our children during our session time. We encourage you to bring alternatives such as fruit platters. A birthday cake may be used to sing happy birthday to a child but will not be handed out to the children. You can also consider other alternatives such as celebrating through stickers and badges, bringing in a favourite story; we will acknowledge the birthday child by becoming the special helper, playing a party game, dancing and/or singing their favourite song

### **Food safety and hygiene**

- All staff are trained in preparing foods safely to avoid the risk of choking, following the Foods Standards Agency guidelines
- All staff are aware of the symptoms and treatments for allergies and anaphylaxis
- All staff are aware of the differences between allergies and intolerances, including that they need to maintain vigilance as children can develop allergies at any time
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

Refer to our Allergies and Anaphylaxis and Risk Assessment Policies

<i>This policy was adopted on</i>	<i>Signed on behalf of the nursery</i>	<i>Date for review</i>
<i>April 2022, Jan 2025 April 2025 November 25</i>	<i>M.Topal</i>	<i>September 2026</i>

## Online Safety Policy

Leapfrog Nursery School is aware of the growth of internet and technology and the advantages this can bring to everyday life. However, it is also aware of the dangers it can pose, and we strive to support children, staff and families to use the internet safely. This policy runs in conjunction with the following policies;

- Data protection
- Acceptable internet use
- GDPR and privacy notice
- Safeguarding and child protection

We refer to '[Safeguarding children and protecting professionals in early years settings: online safety considerations](#)' to support this policy.

The Designated Safeguarding Lead is ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible to **Mine Topal**.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorized into three areas of risk:

- ✓ **Content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views.
- ✓ **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- ✓ **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Within the nursery we aim to keep children, staff and parents safe online. Our safety measures include:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly – At Leapfrog we use Apple devices and ensure IOS is regularly updated to ensure latest security is used
- Ensuring content blockers and filters are on all our devices, e.g. computers, laptops, tablets and any mobile devices

- Ensuring all devices are password protected and screen locks. Practitioners are reminded to use complex strong passwords, and they are kept safe and secure, changed regularly and are not written down and only shared with relevant staff members
- Monitoring all internet usage across the setting
- We understand that accessing information online is a valuable source of learning for children, there will be planned adult led experiences incorporated in our weekly planning and nursery curriculum including to support children's learning and interests
- Providing secure storage of all nursery devices at the end of each day
- Ensuring no social media or messaging apps are installed on nursery devices
- Reviewing all apps or games downloaded onto devices ensuring they are age and content appropriate
- Using only nursery devices to record/photograph children in the setting
- Never emailing personal or financial information
- Reporting emails with inappropriate content to the internet watch foundation (IWF [www.iwf.org.uk](http://www.iwf.org.uk))
- Teaching children how to stay safe online and report any concerns they have
- Ensuring children are supervised when using internet connected devices
- Using tracking software to monitor suitability of internet usage (for older children)
- Not permitting staff or visitors to access to the nursery Wi-Fi
- Talking to children about 'stranger danger' and deciding who is a stranger and who is not, comparing people in real life situations to online 'friends'
- When using online video chat, such as Zoom, Teams Skype and FaceTime (where applicable) discussing with the children what they would do if someone they did not know tried to contact them
- Providing training for staff, at least annually, in online safety and understanding how to keep children safe online. We encourage staff and families to complete an online safety briefing, which can be found at <https://moodle.ndna.org.uk>
- Staff will complete online safety training course via our noodlenow platform
- Staff model safe practice when using technology with children and ensuring all staff abide by an acceptable use policy, instructing staff to use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated.
- Monitoring children's screen time to ensure they remain safe online and have access to material that promotes their development. We ensure that their screen time is within an acceptable level and is integrated within their programme of learning
- Making sure physical safety of users is considered including the posture of staff and children when using devices
- Being aware of the need to manage our digital reputation, including the appropriateness of information and content that we post online, both professionally and personally. This is continually monitored by the nursery's leadership team
- Ensuring all electronic communications between staff and parents is professional and takes place via the official nursery communication channels, e.g. the setting's email addresses, Family app and telephone numbers. This is to protect staff, children and parents
- Signposting parents to appropriate sources of support regarding online safety at home – regular information is shared with parents about online safety via Family

If any concerns arise relating to online safety, then we will follow our Safeguarding and Child protection policy and report all online safety concerns to the DSL.

The DSL will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral
- All concerns are logged, assessed and actioned in accordance with the nursery's safeguarding procedures
- Parents are supported to develop their knowledge of online safety issues concerning their children via training sessions and **NSPCC Netaware site**
- Parents are offered support to help them talk about online safety with their children using appropriate resources
- Parents are signposted to appropriate sources of support regarding online safety at home and are fully supported to understand how to report an online safety concern.
- Staff have access to information and guidance for supporting online safety, both personally and professionally
- Under no circumstances should any member of staff, either at work or in any other place, make, deliberately download, possess, or distribute material they know to be illegal, for example child sexual abuse material.

### **Cyber security**

**This policy should be read in conjunction with your Data protection and Confidentiality Policy, Acceptable IT Use Policy and GDPR Privacy statement.**

Good cyber security means protecting the personal or sensitive information we hold on children and their families in line with the Data Protection Act. We are aware that Cyber criminals will target any type of business including childcare and ensure all staff are aware of the value of the information we hold in terms of criminal activity e.g. scam emails. All staff are reminded to follow all the procedures above including backing up sensitive data, using strong passwords and protecting devices to ensure we are cyber secure.

To prevent any attempts of a data breach (which is when information held by a business is stolen or accessed without authorisation) that could cause temporary shutdown of our setting and reputational damage with the families we engage with we inform staff not to open any suspicious messages such as official-sounding messages about 'resetting passwords', 'receiving compensation', 'scanning devices' or 'missed deliveries'.

Staff are asked to report these to the manager as soon as possible and these will be reported through the National Cyber Security Centre (NCSC) Suspicious Email Reporting Service at [report@phishing.gov.uk](mailto:report@phishing.gov.uk)

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## Outdoor Policy

*At Leapfrog Nursery School we recognise the importance of daily outdoor play and the physical development and are committed to ensuring all children have daily access regardless of their age and stage of development. Where possible this includes the children having free access to the outdoors allowing them the freedom to play indoors or out. We provide an inclusive outdoor play environment with areas for non-mobile children to freely explore. We make reasonable adjustments where required, in line with the Equality Act 2010. We go out to play with all children in all weathers (unless it is deemed unsafe).*

*We understand the vital role that learning outdoors has on children's learning and development as well as the importance of regular access to outdoor play in order to keep fit and healthy, develop children's large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We also refer to The Chief Medical Office guidance on physical activity.<sup>5</sup>*

*The outdoor areas, both within the nursery grounds and in the local community have a wealth of experiences and resources, which help children to learn and develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.*

*We take reasonable steps to ensure the safety of children through risk assessments whilst balancing the benefits to learning through providing an element of 'risky play'. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.*

*We ensure outdoor play is adequately supervised and we have robust safety checks in place, including regular head counts.*

*We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the outings policy.*

*We plan all outdoor play opportunities and outings to complement the early years curriculum, this includes providing children with purposeful activities and quality resources that support and follow their individual interests and the seven areas of learning and development. We plan both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours. Where possible and in line with the children's needs we will also often have snacks and meals outdoors and some children will sleep outdoors (see sleep policy).*

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<sup>5</sup> [www.gov.uk/government/publications/uk-physical-activity-guidelines](http://www.gov.uk/government/publications/uk-physical-activity-guidelines)

Where activities take place away from the setting (e.g., local parks, wild space) then a designated mobile phone and first aid kit will be taken to ensure the safety of children at all times. A trained paediatric first aider will be present when away from the main setting.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- *Caring for Babies and Toddlers*
- *Health and Safety*
- *Managing Extreme Weather*
- *Lost Child Policies*
- *Parents and Carers as Partners*
- *Supervision of Children*
- *Safeguarding and Child Protection*
- *Visits and Outings*

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
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## *Parents and Carers as Partners Policy*

*At Leapfrog Nursery School we welcome all parents and carers as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner and include them as an integral part of the care and early learning team within the nursery. Working together ensures we can meet the individual needs of the family and child and provide the highest quality of care and education.*

*The key person system supports engagement with all parents/carers, and we use strategies to ensure that they can contribute to their child's learning and development. We ask parents/carers to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. We encourage parents/carers to support and share information about their children's learning and development at home and the key person seeks to engage them in guiding their child's development at home too. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.*

*Our policy is to:*

- Recognise and support parents/carers as their child's first and most important educators and to welcome them into the life of the nursery*
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child*
- Welcome all parents/carers into the nursery at any time and provide an area where they can speak confidentially with us as required*
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers*
- Ensure nursery documentation and communications are provided in different formats to suit each parent/carers needs, e.g. Braille, multi-lingual, electronic communications*
- Ensure that all parents/carers are aware of the nursery's policies and procedures, and our full policy documents will be available to parents at all times on the nursery website*
- Maintain regular contact with parent/carers to help us to build a secure and beneficial working relationship for their children*
- Support parent/carers in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training, where required*
- Create opportunities for parent/carers to talk to other adults in a secure and supportive environment through such activities as open days, parent/carers meetings*

- Inform parent/carers about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through Family updates/regularly distributed newsletters and emails/the nursery website
- Operate a key person system to enable parents to establish a close, working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in nursery and at home. Parent/carers are given the name of the key person of their child and their role when the child starts and updates as they transition through the setting
- Inform parent/carers on a regular basis about their child's progress and involve them in shared record keeping. Key worker meetings are held termly. The nursery consults with parent/carers about the times of meetings to avoid excluding anyone
- Actively encourage parent/carers to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs and videos via Family
- Agree the best communication method with parent/carers at induction e.g. Family, email, face-to-face, telephone and share information about the child's day, e.g. food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parent/carers concerning the care and early learning of their child and nursery operation
- Provide opportunities and support for all parent/carers to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities
- Inform all parent/carers of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by them
- Make sure all parent/carers have access to our email addresses and complaints procedure should they wish to make a complaint
- Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent/carers and the nursery regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the nursery supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and staff development.

This policy was adopted on	Signed on behalf of the nursery	Date for review
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<i>April 2022</i>	<i>M.Topal</i>	<i>September 2026</i>
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## Personnel Policy

Our personnel policy refers to our rules of conduct to support the relationship with employees in the attainment of the nursery objectives.

At Leapfrog Nursery School we aim to have a high-quality staff team that act at all times in the best interests of children's safety and welfare. To achieve this, we have a range of policies to support the recruitment, development and retention of staff.

The nursery's policies in respect of personnel are governed by the following:

- The best interests of the children, their welfare, safety, care and development
- The statutory requirements of the Early Years Foundation Stage
- The individual needs of the children, including maintaining continuity of care
- Compatibility between all members of staff and the building of a good team spirit
- Consideration of the advancement of each member of staff both by internal and external training to help them achieve their maximum potential
- Equal pay for work of equal value
- Compliance with the current legislation including the principles of the Equality Act 2010 and all current legislation governing discrimination.

We will ensure:

- The provision of a person specification and job description for every member of staff prior to an interview
- All interviews follow our recruitment procedures to ensure safe and fair and non-discriminatory recruitment occurs
- The provision of a statement of terms and conditions and contract for every member of staff in employment (contract to be received by new employee on the first day of employment)
- Prior to commencement of employment, the successful applicant shall be provided with an offer letter (conditional on an enhanced Disclosure and Barring Service (DBS) clearance and satisfactory references) with the induction procedure and any details of other information relevant for their first day of work
- New members of staff will be provided with copies of all the policies and procedures, and we will ensure their understanding and adherence to these over an induction period. They will receive

induction training including information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues

- All staff receive effective supervision including support, coaching and training to promote the best interests of children. Staff are also provided with ongoing training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves
- We promote staff well-being (see Well-being for Staff Policy) and foster team working through regular meetings and team events/outings
- Discrimination or harassment of any member of staff relating to sex, race, sexual orientation, gender, gender reassignment, age, religion or belief and disability will not be acceptable. This includes unwanted verbal or physical third-party harassment by those not employed by the nursery.

### **Staff**

We encourage all staff to discuss any changes to their circumstances including any health and medical needs that may occur during employment with us; considerations may be made in line with their current roles and responsibilities in continuing to deliver our ambitious curriculum. Please also see the following; monitoring staff behaviour, code of conduct, menopause, supervision of staff and special considerations policies.

*This policy is reviewed at least annually in consultation with staff.*

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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## *Pregnancy and Family Leave Policy*

### **Maternity rights**

Leapfrog Nursery School will consult with acas to ensure all employees are paid in line with Government guidance. <https://www.acas.org.uk/search?keys=maternity+>

This section is for pregnant employees and new mothers. It details their rights, which fall into three main categories:

- Paid time off for antenatal care
- Maternity leave
- Maternity benefits.

### **Ante-natal care**

You are entitled to be paid your normal rate of pay for any appointments during working hours related to antenatal care. In order to receive payment an appointment card must be produced confirming the appointment and you will be expected to return to work after keeping your appointment wherever possible.

When a certificate confirming pregnancy is issued, this must be handed in as soon as possible.

### **IVF treatment**

Leapfrog Nursery School will provide a supportive and understanding attitude towards staffs undergoing fertility treatment. We recognise having an open and supportive working relationship is best for staffs wellbeing and appreciate there will be a number of medical appointments. We will adhere to guidelines on acas regarding leave.

If an employee tells us they have reached embryo transfer stage we recognise that they should be considered as pregnant and have the same rights as any pregnant person, including leave, pay and protection.

Any staffs undergoing IVF treatment should take comfort that this information will not be shared by their managers.

### **Ordinary maternity leave**

You are entitled to 26 weeks' ordinary maternity leave and have the right to return to work in your previous job. These rights apply regardless of length of service, or the number of hours worked.

If you work full time, you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and on request consider

offering part time work. Requests should be made in writing to your employer, giving as much notice as possible.

You can start your ordinary maternity leave at any time from the 11th week before the expected week of childbirth (EWC) and there is a two-week compulsory maternity leave period following the birth (four weeks for factory workers). For all maternity leave purposes "childbirth" is either a live birth before the end of the 24th week of pregnancy or a live or still birth after the 24th week of pregnancy.

Throughout the ordinary maternity leave period, all your terms and conditions of employment are maintained with the sole exception of pay.

### **Additional maternity leave**

Additional maternity leaves starts at the end of the ordinary maternity leave period and ends 26 weeks later. As with ordinary maternity leave, all your terms and conditions of employment are maintained throughout this period with the sole exception of pay.

### **Notification**

The notice periods detailed below must be complied with in order to safeguard your rights.

You must notify your employer in writing by the 15th week before the EWC of the following:

- That you are pregnant,
- The EWC,
- The date on which you intend to start your maternity leave.

You must also provide a certificate (normally a form MAT B1) stating the EWC.

Your employer will then write to you within 28 days to confirm your date of return to work. You can change the date on which you intend to start your maternity leave by giving your employer at least 28 days written notice.

### **Neonatal care leave (NCL)**

If your baby requires specialist neonatal care after birth, the Neonatal Care (Leave and Pay) Act 2023 entitles you to take statutory neonatal care leave (NCL) in addition to any other statutory family leave to which you may be entitled and to receive statutory neonatal care pay (SNCP), subject to satisfying the eligibility criteria. NCL is a day-one right, if you comply with the notice requirements.

You are entitled to one week of NCL for each qualifying week your child spends in neonatal care, up to a maximum of 12 weeks. It must be taken in weekly blocks. The neonatal care must begin within 28 days of your child's birth and last for a continuous period of at least seven days (not including the day on which the care starts).

NCL will be granted when you have a qualifying parental, or other personal relationship, with your child including where your child has been adopted and in parental order (surrogacy) cases. NCL may be taken in addition to other types of statutory family leave, but must be taken within the first 68 weeks of your child's birth.

You have the right to return to the same job (or, in certain circumstances, to return to a suitable and appropriate alternative job), are entitled to be offered suitable alternative employment on redundancy in priority to other employees and you are protected from detriment or dismissal related to NCL).

Further information will be available from your employer.

### **Returning to work**

If you take the full entitlement to maternity leave your return date will be the date previously notified to you by your employer. If you wish to return early you must give your employer eight weeks' written notice of your early return date or a terms notice. Your early return may be delayed if this procedure is not followed.

If you intend to return to work at the end of your maternity leave but fail to do so, your employer's normal rules regarding absence will apply.

### **Maternity benefits**

Although you do not need any qualifying service or to work a minimum number of hours to be entitled to maternity leave or the right to return to work, in order to qualify for Statutory Maternity Pay (SMP) from your employer, you need to have the following:

- At least 26 weeks continuous service at the end of the 15th week before the EWC (this is known as the "qualifying week" for maternity pay purposes)
- Average earnings above the National Insurance lower earnings limit during the eight weeks before the qualifying week.

If you meet these conditions, you are entitled to a maximum of 39 weeks SMP which is calculated as:

- Six weeks at 90% of average weekly earnings
- 33 weeks at the lesser of the lower rate of SMP or 90% of average weekly earnings.

If you do not qualify for SMP you may be entitled to Maternity Allowance (MA).

### **Sickness absence during pregnancy**

If you are absent from work because of a pregnancy related illness or reason at any time during the four weeks before your EWC, the ordinary maternity leave period begins on the first day of absence. If the pregnancy related absence began before the fourth week, then the ordinary maternity leave period begins at the start of the fourth week.

If you are absent from work and the illness is not pregnancy related, the maternity leave period will begin on the date you have previously notified.

If you are absent from work in the weeks leading up to your maternity leave it may affect the higher rate of SMP (90% of normal pay) because it is based on your average earnings in the eight weeks prior to the qualifying week.

## **Adoption rights**

This section is similar to the previous section but deals with employee rights on the adoption of a child, which fall into three main categories:

- Paid time off to attend pre-adoption appointments
- Adoption leave
- Adoption benefits.

### **Pre-adoption appointments**

If you are the primary or sole adopter and you have been advised that a child is due or expected to be placed with you for adoption you are entitled to be paid your normal rate of pay for up to five pre-adoption appointments during working hours. The appointments must have been made by or at the request of the adoption agency and in order to receive payment an appointment card must be produced confirming each appointment. The maximum time off for each appointment is six and a half hours and you will be expected to return to work after keeping your appointment wherever possible.

### **Ordinary adoption leave**

If you are the adoptive parent who has elected to take adoption leave you have the right to 26 weeks ordinary adoption leave, which includes two weeks' compulsory adoption leave. You can start your adoption leave as soon as the child is placed with you for adoption or if pre-notified up to 14 days before that date.

You are entitled to return to work in your previous job after the ordinary adoption leave period. If you work full time, you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and on request consider part time work. Requests should be made in writing to your employer, giving as much notice as possible.

Throughout the ordinary adoption leave, all your terms and conditions of employment are maintained with the sole exception of pay.

### **Additional adoption leave**

If you are entitled to ordinary adoption leave, additional adoption leave starts at the end of the ordinary adoption leave period and ends 26 weeks later. As with ordinary adoption leave, all your terms and conditions of employment are maintained throughout this period with the sole exception of pay.

### **Notification**

The notice periods detailed below must be complied with in order to safeguard your rights.

You must notify your employer in writing of the following no later than seven days after being matched with a child for adoption:

- The date of placement of the child for adoption,

- The date on which you intend to start your adoption leave.

You must also provide an Adoption Certificate from the approved adoption agency. Your employer will then write to you within 28 days to confirm your date of return to work. You can change the date on which you intend to start your adoption leave by giving your employer at least 28 days' written notice.

### **Returning to work**

If you take the full entitlement to adoption leave your return date will be the date previously notified to you by your employer. If you wish to return early you must give your employer eight weeks' written notice of your early return date. Your early return may be delayed if this procedure is not followed.

If you intend to return to work at the end of your adoption leave but fail to do so, your employer's normal rules regarding absence will apply.

### **Adoption benefits**

Although you do not need any qualifying service or to work a minimum number of hours to be entitled to adoption leave or the right to return to work, in order to qualify for Statutory Adoption Pay (SAP) from your employer, you need to have the following:

- At least 26 weeks continuous service at the end of the week in which the child was matched with you for adoption
- Average earnings above the National Insurance lower earnings limit during the eight weeks before the week in which the child was matched with you for adoption.

If you meet these conditions you are entitled, subject to special rules where the adoption is disrupted or where the child reaches age 18, to a maximum of 39 weeks SAP, calculated as:

- Six weeks at 90% of average weekly earnings,
- 33 weeks at the lesser of the lower rate of SAP or 90% of average weekly earnings.

In order to be paid SAP, you should notify your employer in writing of the following no later than 28 days before the date on which you wish your SAP period to begin:

- The name and address of the approved adoption agency
- The date on which the child is expected to be placed for adoption and where the child has already been placed for adoption, the date of placement
- The date on which you were informed that the child was to be placed with you for adoption.

### **Paternity rights (birth)**

#### **Ante-natal appointments**

You are entitled to accompany the child's mother on up to two ante-natal appointments without pay during working hours. This is on condition that you have or expect to have responsibility for the upbringing of

the child and that you are the biological father of the child or are married to or are the partner of the child's mother. The maximum time off for each appointment is six and a half hours and you will be expected to return to work after keeping your appointment wherever possible.

### **Ordinary paternity leave**

If you have at least 26 weeks continuous service at the end of the 15th week before the EWC, you are entitled to choose to take a single block of either one week or two separate blocks of one whole week each, of ordinary paternity leave if you meet the following conditions:

- You have or expect to have responsibility for the upbringing of the child
- You are the biological father of the child or are married to or are the partner of the child's mother.

Leave has to be taken in whole weeks and cannot be split into days.

You cannot start your ordinary paternity leave until the child is born and the leave can be taken within 52 weeks of birth. You must give prior notice of your entitlement and intention to take leave by the 15th week before the EWC (or if this is not reasonably practical, as soon as is reasonably practical) but you do not have to give notice of the dates you intend to take leave until at least 28 days before that period of leave is due to start.

Throughout the ordinary paternity leave, all your terms and conditions of employment are maintained with the sole exception of pay.

### **Paternity benefits**

If you are entitled to ordinary paternity leave and your average earnings were above the National Insurance lower earnings limit during the eight weeks up to and including the 15th week before the EWC, you are entitled to be paid Statutory Paternity Pay (SPP). SPP is paid during the entire ordinary paternity leave period and is the lesser of:

- the standard rate of SPP or
- 90% of average weekly earnings.

### **Notification**

To safeguard your rights to ordinary paternity leave and pay you must complete Form SC3 by the 15th week before the EWC. You can change the date on which you intend to start your ordinary paternity leave by completing a new Form SC3 at least 28 days before the original leave date.

### **Paternity rights (adoption)**

#### **Pre-adoption appointments**

If you are the primary adopter's partner and you have been advised that a child is due or expected to be placed with you, you are entitled to attend up to two pre-adoption appointments without pay during working hours. The appointments must have been made by or at the request of the adoption agency and

the maximum time off for each appointment is six and a half hours. You will be expected to return to work after keeping your appointment wherever possible.

### **Ordinary paternity leave**

If you have at least 26 weeks continuous service at the end of the week in which the child's adopter is matched with the child for a UK adoption, you are entitled to choose to take a single block either one week or two separate blocks of one whole week each, of ordinary paternity leave if you meet the following conditions:

- You are not taking adoption leave in respect of the child
- You have or expect to have responsibility for the upbringing of the child
- You are married to or are the partner of the child's adopter.

Leave has to be taken in whole weeks and cannot be split into days.

You cannot start your ordinary paternity leave before the day the child is placed with the adopter, and it must end within 56 days beginning with the date of placement. Notice of actually taking the leave must be provided 28 days before each period of leave by employee.

Notice of entitlement must be provided to the employer within seven days of the employee receiving notification that they have been matched with a child for adoption. This notice must be in writing and should include the date of notification of being matched with a child, when the placement is expected to start or has started, whether they have or will have responsibility of child's upbringing; and whether they are married to, civil partner of or partner of child's main adopter.

Throughout the ordinary paternity leave, all your terms and conditions of employment are maintained with the sole exception of pay.

### **Paternity benefits**

If you are entitled to ordinary paternity leave and your average earnings were above the National Insurance lower earnings limit during the eight weeks before the week in which the child was matched for adoption, you are entitled to be paid Statutory Paternity Pay (SPP). SPP is paid during the entire ordinary paternity leave period and is the lesser of:

- the standard rate of SPP or
- 90% of average weekly earnings.

### **Notification**

To safeguard your rights to ordinary paternity leave and pay you must complete a Form SC4 no later than seven days after the date on which the adopter is notified of having been matched with the child for adoption. You can change the date on which you intend to start your ordinary paternity leave by completing a new Form SC4 at least 28 days before the original leave date.

## **Shared parental rights (birth)**

### **Introduction**

Many parents will be able to share leave in the year after their child's birth and take leave in a more flexible way by stopping and starting their shared parental leave, taking their leave at the same time, and returning to work between periods of leave.

To qualify for shared parental leave you must have at least 26 weeks continuous service at the end of the 15th week before the EWC and still be in employment the week before you take the shared parental leave. In addition, you must share the main responsibility for the care of the child that the shared parental leave and pay relates to with the other parent and meet an 'employment and earnings' test.

### **Opting into shared parental leave and pay**

If the mother and her partner agree, the mother can curtail her current maternity leave and 'convert' what remains of the leave period into shared parental leave (SPL). The mother must do this by giving formal notice to her employer and, if you are the mother, we have a form that can be completed to provide the required information. At least eight weeks' notice must be given to curtail maternity leave, at which time the mother and her partner must also give their respective employers an indication of how they intend to take the shared parental leave and pay.

The mother's notice to curtail maternity leave will normally be accompanied by a notice of entitlement to take shared parental leave and a request for a period of shared parental leave and pay. Once notice to curtail maternity leave has been given, it can only be withdrawn in very limited circumstances. However, if the mother gives notice to curtail her maternity leave before the child is born, she has up to six weeks after the birth to change her mind. If the mother revokes her curtailment notice, she remains on maternity leave and can give a new notice to curtail her maternity leave at a later date.

### **Taking shared parental leave**

Before you can take shared parental leave and pay you must provide your employer with a notice of your entitlement to shared parental leave and pay, and this must be accompanied by a 'declaration' from your partner. This is a 'one off' notice and, if you are the mother, you will already have given this notice with your notice to curtail your maternity leave. If you are the mother's partner, we have a form that can be completed to provide the required information. The total number of weeks of SPL available is 52 weeks minus the maternity leave that the mother has already taken (including the compulsory maternity leave period). The leave must be taken in whole weeks (part-weeks count as whole weeks), and it must be taken before the child's first birthday.

All your terms and conditions of employment are maintained throughout the SPL period with the sole exception of pay and, if your combined total of maternity/paternity and SPL does not exceed 26 weeks, you are entitled to return to work in your previous job. If you work full time, you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss

any request for part time work and on request consider part time work. Requests should be made in writing to your employer, giving as much notice as possible.

### **Notification**

You are allowed three 'notifications' to take a period of SPL. A minimum of eight weeks' notice must be given before each period of leave, and the mother's first notice to take SPL will usually be included as part of the notice to curtail maternity leave.

If your notice is for a continuous period of SPL, for example six weeks off, it cannot be refused. If however your notice is for a discontinuous period of leave, for example six weeks comprising three weeks of SPL, three weeks in work, then three weeks of SPL, this can be refused. The first two weeks of the eight week notice period are to enable you and your employer to discuss this type of request and to try to reach agreement on the pattern of leave.

If agreement cannot be reached you have until the 15th day after you submitted your request (i.e. the day after the discussion period expires) to either let the request stand or to withdraw the request. If you let the request stand your employer can insist that the SPL is taken as a period of continuous leave (in the above example as a continuous period of six weeks). You then have five days in which to decide the start date for the period of continuous leave, otherwise it will start on the date of the first period you previously notified. Alternatively, you can withdraw the request and it will not count as one of your three notifications.

If you want to change the dates of a previously notified period of SPL and your employer agrees to this, then the change does not count as a formal 'notification'. If, however, your employer does not agree to the change you can submit a formal notification of the change (giving at least eight weeks' notice). Your employer will have to accept this notification, but the change will count as one of your three 'notifications'.

### **Statutory Shared Parental Pay**

If you qualified for SMP, MA or SPP you will also qualify for Statutory Shared Parental Pay (SSPP). The total number of weeks of SSPP available is 39 weeks minus the number of weeks of SMP already paid to the mother. SSPP is paid at the lesser of:

- The standard rate of SSPP or
- 90% of average weekly earnings.

As there will be more weeks of SPL available than weeks of SSPP, employees who claim SSPP will be required to sign a declaration stating the total pay available and the total pay received.

## **Shared parental rights (adoption)**

### **Introduction**

Many parents will be able to share leave in the year after the adoption and take leave in a more flexible way by stopping and starting their shared parental leave, taking their leave at the same time, and returning to work between periods of leave.

To qualify for shared parental leave you must have at least 26 weeks continuous service at the end of the week in which the adopter is notified of having been matched with a child for adoption and still be in employment the week before you take the shared parental leave. In addition, you must share the main responsibility for the care of the child that the shared parental leave and pay relates to with the other parent and meet an 'employment and earnings test'.

### **Opting into shared parental leave and pay**

If the primary adopter and their partner agree, the primary adopter can curtail their current adoption leave and 'convert' what remains of the leave period into shared parental leave (SPL). The primary adopter must do this by giving formal notice to the employer and if you are the primary adopter, we have a form that can be completed to provide the required information. At least eight weeks' notice must be given to curtail adoption leave, at which time the primary adopter and their partner must also give their respective employers an indication of how they intend to take the shared parental leave and pay.

The primary adopter's notice to curtail adoption leave will normally be accompanied by a notice of entitlement to take shared parental leave and a request for a period of shared parental leave and pay. Once notice to curtail adoption leave has been given, it can only be withdrawn in very limited circumstances.

### **Taking shared parental leave**

Before you can take shared parental leave and pay you must provide your employer with a notice of your entitlement to shared parental leave and pay, and this must be accompanied by a 'declaration' from your partner. This is a 'one off' notice and, if you are the primary adopter, you will already have given this notice with your notice to curtail your adoption leave. If you are the secondary adopter/adopter's partner, we have a form that can be completed to provide the required information. The total number of weeks of SPL available is 52 weeks minus the adoption leave that the primary adopter has already taken (including the compulsory adoption leave period). The leave must be taken in whole weeks (part-weeks count as whole weeks), and it must be taken during the first year following the adoption.

All your terms and conditions of employment are maintained throughout the SPL period with the sole exception of pay and if your combined total of adoption/paternity and SPL does not exceed 26 weeks, you are entitled to return to work in your previous job. If you work full time, you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and will, on request consider part time work. Requests should be made in writing to your employer, giving as much notice as possible.

## **Notification**

You are allowed three 'notifications' to take a period of SPL. A minimum of eight weeks' notice must be given before each period of leave, and the primary adopter's first notice to take SPL will usually be included as part of the notice to curtail adoption leave.

If your notice is for a continuous period of SPL, for example six weeks off, it cannot be refused. If, however, your notice is for a discontinuous period of leave, for example six weeks comprising three weeks of SPL, three weeks in work, then three weeks of SPL, this can be refused. The first two weeks of the eight week notice period are to enable you and your employer to discuss this type of request and to try to reach agreement on the pattern of leave.

If agreement cannot be reached you have until the 15th day after you submitted your request (i.e. the day after the discussion period expires) to either let the request stand or to withdraw the request. If you let the request stand your employer can insist that the SPL is taken as a period of continuous leave (in the above example as a continuous period of six weeks). You then have five days in which to decide the start date for the period of continuous leave, otherwise it will start on the date of the first period you previously notified. Alternatively, you can withdraw the request and it will not count as one of your three notifications.

If you want to change the dates of a previously notified period of SPL and your employer agrees to this, then the change does not count as a formal 'notification'. If, however, your employer does not agree to the change you can submit a formal notification of the change (giving at least eight weeks' notice). Your employer will have to accept this notification, but the change will count as one of your three 'notifications'.

## **Statutory Shared Parental Pay**

If you qualified for SAP or SPP you will also qualify for Statutory Shared Parental Pay (SSPP). The total number of weeks of SSPP available is 39 weeks minus the number of weeks of SAP already paid to the primary adopter. SSPP is paid at the lesser of:

- The standard rate of SSPP or
- 90% of average weekly earnings.

As there will be more weeks of SPL available than weeks of SSPP, employees who claim SSPP will be required to sign a declaration stating the total pay available and the total pay received.

## **Parental leave**

Parents of children born or placed for adoption are entitled, on completion of one year's service with the nursery, to take unpaid parental leave. The right applies to mothers and fathers and to a person who has legal parental responsibility. Parents who already have at least one year's service are able to start taking

parental leave when the child is born or adopted and the remainder are able to start taking parental leave as soon as they have completed one year's service.

Parents are entitled to 18 weeks' leave for each child, to be taken before the child reaches age 18. Parents must give 21 days' written notice to take parental leave, and it must be taken in blocks or multiples of one week (part-weeks, including single days or part days, count as whole weeks) up to a maximum of four weeks in any one year. Parents of disabled children for whom a disability living allowance has been awarded have the additional flexibility to take leave in days without them being counted as whole weeks, although part days count as full days.

Leave can be postponed by the nursery for up to six months where the business cannot cope, except when a father gives the above advance notice to take leave immediately after the date when the child is born or when the partner of a primary adopter gives the above advance notice to take leave immediately after the date when the child is placed for adoption.

### **Time off for dependants**

Employees must notify their line manager as soon as reasonably practicable when they need to take time off to deal with an emergency involving a dependant. This notification should include:

- The reason for the absence (briefly explaining the nature of the emergency)
- Who the dependant is
- An estimated duration of time off required

Where possible, the employee should make contact before the start of their shift. If this is not possible, they must make contact at the earliest opportunity.

The employee should keep in regular contact during the period of absence and update their line manager if circumstances change or more time is needed.

Time off for dependants is intended to allow the employee to deal with the immediate emergency and make necessary care arrangements. If additional leave is required beyond what is reasonably necessary to manage the emergency, the employee may request to use other forms of leave such as annual leave, parental leave, or unpaid leave through the normal procedures.

### **Informal Notification and Confirmation Requirement**

Where an employee has verbally or informally notified the nursery of an emergency involving a dependant but has not yet confirmed details, the nursery will request written confirmation (email is acceptable) including the reason for absence, the dependant's relationship, and an estimated duration.

This ensures clear communication, appropriate planning for staffing, and compliance with statutory time off for dependants. Employees are expected to maintain communication throughout the absence, particularly if the situation changes or a longer period of leave is required.

### **1. General Family Leave for Dependants**

This section sets out the leave arrangements when an employee's dependant (child, partner, parent, or other dependent adult) requires care or support due to illness, change in care circumstances, or other family-related situations.

Examples of when General Family Leave may apply

- A dependant is diagnosed with a long-term health condition and needs help with starting treatment or adapting to new routines.
- A dependant is returning home from hospital and requires short-term support at home.
- A change in care arrangements (for example, a carer or childminder is no longer available) and the employee needs to assist in finding a replacement or provide interim care.
- A dependant needs to attend a non-emergency but important health appointment or therapy (and annual leave or flexible working might not be suitable).
- A dependant's day care or school place is unexpectedly cancelled and the employee must cover care arrangements.

Process

- The employee should notify their line manager as soon as reasonably practicable that they will require leave for family care reasons, providing the reason, dependant's relationship and an estimate of how long the leave is likely to last.
- The leave may be paid or unpaid in accordance with the nursery's policy or employment contract (if applicable).
- The employee and the line manager should discuss a plan for cover and how the role will be managed during the leave period.
- Where possible, the employee should agree a return date, and keep in contact with the line manager during the absence.

## **2. Emergency Leave for Dependants**

The employee is entitled to take a reasonable amount of time off to deal with an unexpected emergency involving a dependant. Examples include:

- A dependant suffers a serious accident or sudden illness, requiring immediate hospital care.
- The employee's partner unexpectedly gives birth, and the employee needs to be present.
- The death of a dependant or urgent funeral arrangements.
- A breakdown of existing care arrangements (e.g., a childminder fails to turn up, or a carer becomes unavailable unexpectedly).
- A child suffers a serious accident at school or childcare and needs to be collected and cared for.

Notification & Procedure

- The employee must inform their line manager as soon as reasonably practicable, giving the reason for absence, who the dependant is, and an estimated duration.
- The employee should maintain communication during the absence and inform the line manager if the situation changes and more time is required.
- The nursery will hold the employee's position open for the period of this emergency leave under the statutory right. The time off will normally be unpaid, unless otherwise stated in the employee's contract or the nursery's policy.
- What counts as "reasonable" depends on the circumstances: severity of the incident, how long it may take to make care arrangements, and whether someone else can assist.

## **3. Extension Beyond the Immediate Emergency Response**

If the employee's absence extends beyond what is reasonably necessary to respond to the emergency and arrange care for the dependant, the following applies:

- The employee must contact their line manager as soon as they become aware that a longer absence will be required.
- The employee and line manager should agree what type of leave will apply for the extended absence (for example, use of annual leave, special paid/unpaid leave, parental leave, or flexible working).
- The nursery may require the employee to provide appropriate evidence of the ongoing need for care (for example a medical certificate or corroborating documentation).
- The employee's role may be covered during the extended period, and arrangements will be reviewed regularly to ensure operational needs are met while supporting the employee.
- The employee should keep the nursery informed of their expected return date, any changes in circumstances and any support or adjustment required to facilitate their return.

### **Compassionate leave**

*This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, grandparent, dependent 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 manager's or senior management team's discretion and will depend on individual circumstances but up to 37 hours (the equivalent of one working week) paid leave would be considered.*

### **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.*

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
<i>April 2022</i>	<i>M.Topal</i>	<i>September 2023</i>
<i>October 2024</i>		<i>September 2026</i>
<i>November 25</i>		



## Physical Activity Policy

At **Leapfrog Nursery School** we aim to promote the health and well-being of the whole setting through encouraging physical activity and providing consistent messages to children, parents and staff.

We are aware that children of all ages should be active. Being active is important for children under five because it helps them to build and maintain a good level of health; physical activity is essential for growth and development. Children under five need time to play and learn new skills; the early years are also an important time to establish good habits relating to physical activity.

We follow the guidelines set out by the Chief Medical Officer regarding how much physical activity children under five should be taking part in:

### **Children who are not yet walking**

- Physical activity should be encouraged from birth, through floor-based play, reaching, grasping, rolling etc. Babies should also have 30 minutes tummy time every day, spread throughout the day

### **Children who are confident walkers**

- Children should be physically active for at least three hours throughout the day. For preschoolers, 60 minutes of this time should be moderate to vigorous activity.

Our nursery curriculum includes planning our indoor and outdoor activities. For children who cannot walk, we encourage movement through the use of treasure baskets and floor play which helps encourage children to reach and grasp.

We encourage the children to participate in daily yoga, music and movement, tiger cubs and ball skills sessions. We ensure that the children have as much time outdoors as possible.

Physical activities are planned to ensure children are taught the skills they need as well as the children having child initiated, free-flow play. They are able to be creative with these resources in a stimulating and safe environment.

We conduct risk assessments, both internally and for off-site visits to ensure the safety of all the children in our care.

We minimise the amount of time children spend being sedentary (except sleeping time). This includes low-energy activities such as sitting or lying down which limits the child's opportunity to move. Children are only required to sit when eating and not for extended periods of time.

All children, including those with special education need and disabilities (SEND) are entitled to a comprehensive programme of physical activities.

We are confident in providing advice to parents and carers in relation to families adopting healthy lifestyles and being physically active. We encourage parents to walk, scoot or cycle with their children for part or all the way to the nursery. We enable this by providing a safe place to store scooters and buggies. We hold information sessions to help parents understand the importance of being physically active.

Our staff aspire to be positive role models for our children. We aim to take part in physical activity whenever possible, e.g. as part of practitioner sessions and sharing hobbies such as running, cycling, dancing etc. Alongside this, we join in when the children are doing physical activity at nursery.

All physical activity is in line with our Health and safety - general policy and risk assessments policy.

Use of any external personnel including activity leaders and volunteers will be in line with the Supervision of visitors' policy.

The management team at Leapfrog offer physical activity and nutrition advice and support for children, staff and families within the setting

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
April 2022	M.Topal	September 2026
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November 25		

## *Prevent Duty, Radicalisation Policy and British Values*

### **Extremism – the Prevent Duty**

*Working Together to Safeguard Children (2018)* defines extremism. It states “Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

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

Under the Counter-Terrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have “due regard” to the need to prevent people from being drawn into terrorism and refer any concerns of extremism to the police (If you are in a Prevent priority areas the local authority will have a Prevent lead who can also provide support, add contact details here).

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism. It's a gradual process so young people who are affected may not realise what's happening. It is a pathway that can impact a lot of people.

Radicalisation is a form of harm. The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts.

We understand that there may be a number of factors that drives a Radicalisation pathway.

<b>Pull Factors</b>	<b>Push Factors</b>
<i>Ideological attraction</i>	<i>Racism</i>
<i>Sense of belonging</i>	<i>Poverty</i>
<i>Charismatic recruiters / Groomers</i>	<i>Alienation</i>
<i>Adventure</i>	<i>Humiliation</i>
<i>Romance</i>	<i>Sense of belonging</i>
<i>Excitement</i>	<i>Sense of mission</i>
<i>Liking violence</i>	<i>Charismatic recruiters / Groomers</i>
<i>Rebellion</i>	<i>Trauma</i>
<i>Ego</i>	<i>Injustice</i>
<i>Sense of mission</i>	<i>Ideological attraction</i>

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act, and document all concerns when reporting further.

The NSPCC states that signs of radicalisation may be:

- *isolating themselves from family and friends*
- *talking as if from a scripted speech*
- *unwillingness or inability to discuss their views*
- *a sudden disrespectful attitude towards others*
- *increased levels of anger*
- *becoming increasingly argumentative*
- *refusing to listen to different points of view*
- *unwilling to engage in children or adults who are different*
- *embracing*
- *increased secretiveness, especially around internet use or reluctance to share their whereabouts*
- *distancing themselves from old friends*
- *no longer doing things that they enjoyed*
- *changing friends and appearance*
- *converting to a new religion*
- *embracing conspiracy theories*
- *feeling persecuted*
- *sympathetic to extremist ideologies and groups*

Some of the indicators of Radicalisation

- asking inappropriate questions
- use of scripted speech
- unhealthy use of the internet

We will tackle radicalisation by:

- Training all staff to understand what is meant by the Prevent Duty and radicalisation as part of our Safeguarding Policy
- Ensuring staff understand how to recognise early indicators and factors of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Ensuring staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified in line with our Safeguarding Policy
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate in line with our Safeguarding Policy
- Ensure our nursery is an inclusive environment, promoting the Fundamental British Values, challenging extremist views, tackling inequalities and negative points of view
- As part of the Early Years Foundation Stage the core values of the British Values will be embedded as part of our nursery curriculum and pedagogy
- We recognise how important it is to promote children's sense of self and belonging, to ensure they are not feeling isolated with who they are
- We understand we have a responsibility to provide information to parent/carers with how to keep their children safe online and identify online risks
- We understand we have a responsibility to educate staff, parent/carers that the internet creates more opportunities to become radicalised, that the internet acts as an 'echo chamber' a place where individuals find their ideas supported and echoed by other like-minded individuals
- Using the Government document Prevent Duty Guidance for England and Wales.<sup>6</sup>

## **Prevent Duty 2015**

If children/young people are identified as being vulnerable to radicalisation, further advice and support can be found in The Prevent Duty. Serious concerns should be referred to the below Services: Anti - Terrorism Hotline (Metropolitan Police Service) **Tel:** 0800 789 321

([www.met.police.uk/terrorism](http://www.met.police.uk/terrorism)) **Local Authority Community Safety Unit Tel:** 0208 379 4085/6137

Staff can raise concerns relating to extremism directly to the DFE Tel: 0207 340 7264 **webpage:** [www.enfieldlscb.org](http://www.enfieldlscb.org) ([search Prevent](#)) <http://www.elearning.prevent.homeoffice.gov.uk>  
<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

If staff at Leapfrog Nursery School felt that a child/family/or a member of staff was at risk from radicalisation they would follow the normal safeguarding /child protection procedure of logging a concern with their DSL. Please refer to our Safeguarding Policy.

Referral into the local authority and police could result in the process of the Chanel Panel, offering the child and family intervention, support via an interagency panel made up of the police, Prevent, education, health and social care workers, housing and others to seek the most appropriate support. Access to mentors provide a safe space for children and young people to explore their views, moving them on from a

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<sup>6</sup> <https://www.gov.uk/government/publications/prevent-duty-guidance>

radicalisation pathway; a combination of religious/faith leaders, teachers, social care workers, and the ex-radicalised could make up the mentors. Re-access and re-referrals can be completed to continue support for families and young people. The Channel Panel is a non-criminal space and does not result in a record.

Resources, information and support can be found on the following websites;

- Educate against hate <https://educateagainsthate.com>
- Let's talk about it <https://www.ltai.info>
- Nspcc <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/>

## **British Values Practice**

### **What are British values?**

There are four fundamental British values that early years providers must support and develop across their practice to meet the statutory requirements in the Prevent Duty guidance:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

These fundamental British values are already embedded into the Early Years Foundation Stage and practitioners will be working with these values in their everyday practice, preparing children with the skills and attitudes they need to positively interact and engage in the world.

These include:

- Have a sense of belonging (in their own family and in their setting)
- Have positive self-esteem
- Gain knowledge to be able to make positive choices
- Have confidence to be who they want to be
- Develop a sense of responsibility for themselves, others and their environment
- Make and maintain friendships
- Helping others
- Understand that others may have different views to their own
- Understand that rules and laws are in place to protect and keep us safe.

British values can be found within Personal, Social and Emotional development and in Understanding the World and we are going to look at how these fundamental values are prevalent in our daily practice.

### **Democracy**

Democracy is centred on giving children a voice, enabling them to make choices and decisions.

Democracy in daily practice includes some of the following:

- Accessing the resources, making own choices about what to play with, who they want to play with and where to play
- Selecting food choices during meals and snack times
- Choosing whether to take a nap or have rest time
- Activities that enable children to listen to other views, thoughts and ideas
- Supporting turn taking and working successfully in different sized groups
- Staff asking open ended questions and giving children time to formulate their ideas and respond
- Showing that we value children's ideas by listening to and actioning their ideas and suggestions
- Voting on a range of topics e.g. route for a daily walk, story book to read or a circle time game to play (this could be putting hands up, moving their photo across to their chosen activity or a ballot box type vote)
- For nonverbal children create photos of the options/objects that they can point to or touch to show their individual choice. For babies show them their choices and observe their gestures and reactions
- Create simple questionnaires for children to gather their views.

### **Rule of law**

Helping children to understand why rules are in place and how to follow rules and boundaries is an important life skill. Supporting children with the rule of law in daily practice may include some of the following:

- Creating and agreeing the settings rules together with children
- Framing golden rules so children understand why they are in place e.g. running indoors means you could trip over a toy on floor, fall and hurt yourself
- Reviewing nursery rules regularly to check they are still relevant and working in practice
- Emotion boards/activities so children can talk about their feelings
- Supporting children with conflict resolution and building resilience
- Exploring cause and effect, looking at the impact of actions on others
- Supporting and developing children with conflict resolution.

### **Individual liberty**

Individual liberty in daily practice may include some of the following:

- Expressing their views freely (verbal or non-verbal and in whichever language they are comfortable with or proficient in)
- Following their own interests and
- Opportunities to be curious and explore
- Being treated with kindness and consideration
- Becoming independent
- Celebrating similarities and differences
- Being supported to take, identify, and manage risks in their play

- Making own choices
- Being supported to identify and discuss their feelings.

**Mutual respect and tolerance of different faiths and beliefs**

When teaching children about mutual respect and tolerance it is essential that adults act as good role models for children. Supporting children in daily practice may include some of the following:

- Celebrating all your families' cultures, languages, festivals celebrations and special days
- Valuing and respecting differences in culture, religion, beliefs and individual preferences
- Interactions with the wider community
- Sharing stories in the languages children and families use (recorded stories, dual language books, parents coming in to tell stories in their home language)
- Supporting sharing and cooperation
- Stories and books that reflect a diverse range of characters and families
- Embedding a gender-neutral approach to play activities
- Adults that challenge stereotypes.

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
<i>November 2022</i>	<i>M.Topal</i>	<i>September 2026</i>
<i>November 2024</i>		
<i>March 2025</i>		
<i>November 25</i>		

## General Data Protection Regulation

### WHAT IS THE PURPOSE OF THIS DOCUMENT?

Leapfrog Nursery School is committed to protecting the privacy and security of your personal information. This privacy notice describes how the Nursery collects and uses personal information about employees of the Nursery ("Employees"), children attending the Nursery ("Child" or "Children") and the parents/ carers of the Children ("Parents") (known collectively as "You" or "Your"), in accordance with the General Data Protection Regulation (GDPR).

The Nursery Leapfrog Nursery School is a "data controller". This means that we are responsible for deciding how we hold and use personal information about You. We are required under data protection legislation to notify You of the information contained in this privacy notice.

This notice applies to Employees, Children and Parents. This notice does not form part of any contract of employment or other contract to provide services. We may update this notice at any time but if we do so, we will provide You with an updated copy of this notice as soon as reasonably practical.

It is important that Employees, Children and Parents read and retain this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about You, so that You are aware of how and why we are using such information and what Your rights are under the data protection legislation.

### DATA PROTECTION PRINCIPLES

We will comply with data protection law. This says that the personal information we hold about You must be:

1. Used lawfully, fairly and in a transparent way.
2. Collected only for valid purposes that we have clearly explained to You and not used in any way that is incompatible with those purposes.
3. Relevant to the purposes we have told You about and limited only to those purposes.
4. Accurate and kept up to date.
5. Kept only as long as necessary for the purposes we have told You about.
6. Kept securely.

## **THE KIND OF INFORMATION WE HOLD ABOUT YOU**

*Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data).*

*There are "special categories" of more sensitive personal data which require a higher level of protection, such as information about a person's health or sexual orientation.*

### **Employees:**

*We will collect, store, and use the following categories of personal information about Employees:*

- *Personal contact details such as name, title, addresses, telephone numbers, and personal email addresses.*
- *Date of birth.*
- *Gender.*
- *Marital status and dependants.*
- *Next of kin and emergency contact information.*
- *National Insurance number.*
- *Bank account details, payroll records and tax status information.*
- *Salary, annual leave, pension and benefits information.*
- *Start date and, if different, the date of an Employee's continuous employment.*
- *Location of employment or workplace.*
- *Copy of driving licence (where applicable).*
- *Recruitment information (including copies of right to work documentation, references and other information included in a CV or cover letter or as part of the application process).*
- *Employment records (including job titles, work history, working hours, holidays, training records and professional memberships).*
- *Personnel files and training records including performance information, disciplinary and grievance information, and working time records.*
- *Information about your use of our information and communications systems.*
- *Records of any reportable death, injury, disease or dangerous occurrence.*

*We may also collect, store and use the following "special categories" of more sensitive personal information:*

- *Information about an Employee's race or ethnicity.*
- *Information about an Employee's health, including any medical condition, accident, health and sickness records, including:*
  - *where an Employee leaves employment and under any share plan operated by a group company the reason for leaving is determined to be ill-health, injury or disability, the records relating to that decision.*
  - *details of any absences (other than holidays) from work including time on statutory parental leave and sick leave; and*
  - *where an Employee leaves employment and the reason for leaving is related to their health,*

information about that condition needed for pensions and permanent health insurance purposes.

### **Children:**

We will collect, store, and use the following categories of personal information about Children:

- Name
- Date of birth
- Home address
- Dietary requirements
- Attendance information
- Photographs and video clips of the Child to signpost Children to where their belongings are stored at the Nursery that they attend, and also for general display purposes
- Emergency contact should Parents be unavailable and the emergency contact's contact details
- Online Family Learning Journal for Child whilst at the Nursery, observations about the Child's development whilst at the Nursery from Employees of the Nursery, specific examples of the Child's progress, photographs demonstrating the Child's development whilst at the Nursery, and personal details of the Child (e.g. their date of birth) ("Progress Report")
- Records relating to individual Children e.g. care plans, common assessment frameworks, speech and language referral forms
- Accidents and pre-existing injuries forms
- Records of any reportable death, injury, disease or dangerous occurrence
- Observation, planning and assessment records of Children

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about a Child's race or ethnicity, spoken language and nationality.
- Information about a Child's health, including any medical condition, health and sickness records.
- Information about a Child's accident or incident reports including reports of pre-existing injuries.
- Information about a Child's incident forms / child protection referral forms / child protection case details / reports.

### **Parents:**

We will collect, store, and use the following categories of personal information about Parents:

- Name
- Home address
- Telephone numbers, and personal email addresses.
- National Insurance number.
- Bank account details.

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about a Parent's race or ethnicity, spoken language and nationality.
- Conversations with Parents where Employees of the Nursery deem it relevant to the prevention of radicalisation or other aspects of the governments Prevent strategy.

## **HOW IS YOUR PERSONAL INFORMATION COLLECTED?**

### **Employees:**

We collect personal information about Employees through the application and recruitment process, either directly from candidates or sometimes from an employment agency or background check provider. We may sometimes collect additional information from third parties including former employers, credit reference agencies or other background check agencies.

We will collect additional personal information in the course of job-related activities throughout the period of when an Employee works for us.

### **Children and Parents:**

We collect personal information about Children and Parents from when the initial enquiry is made by the Parents, through the enrolment process and until the Children stop using the Nursery's services.

## **HOW WE WILL USE INFORMATION ABOUT YOU**

We will only use Your personal information when the law allows us to. Most commonly, we will use Your personal information in the following circumstances:

1. Where we need to perform the contract we have entered into with You.
2. Where we need to comply with a legal obligation.
3. Where it is necessary for our legitimate interests (or those of a third party) and Your interests and fundamental rights do not override those interests.

We may also use Your personal information in the following situations, which are likely to be rare:

1. Where we need to protect Your interests (or someone else's interests).

### **Situations in which we will use Employee personal information**

We need all the categories of information in the list above (see Employee section within the Paragraph entitled 'The Kind of Information We Hold About You') primarily to allow us to perform our contracts with Employees and to enable us to comply with legal obligations. The situations in which we will process Employee personal information are listed below.

- Making a decision about an Employee's recruitment or appointment.
- Checking an Employee is legally entitled to work in the UK. Paying an Employee and, if an Employee is an Employee or deemed Employee for tax purposes, deducting tax and National Insurance contributions (NICs).
- Providing any Employee benefits to Employees.
- Enrolling you in a pension arrangement in accordance with our statutory automatic enrolment duties.

- *Liaising with the trustees or managers of a pension arrangement operated by a group company, your pension provider and any other provider of employee benefits.*
- *Administering the contract we have entered into with an Employee.*
- *Conducting performance and/or salary reviews, managing performance and determining performance requirements.*
- *Assessing qualifications for a particular job or task, including decisions about promotions.*
- *Gathering evidence for possible grievance or disciplinary hearings.*
- *Making decisions about an Employee's continued employment, engagement.*
- *Making arrangements for the termination of our working relationship.*
- *Education, training and development requirements.*
- *Dealing with legal disputes involving Employees, including accidents at work.*
- *Ascertaining an Employee's fitness to work.*
- *Managing sickness absence.*
- *Complying with health and safety obligations.*
- *To prevent fraud.*
- *To monitor your use of our information and communication systems to ensure compliance with our IT policies.*
- *To ensure network and information security, including preventing unauthorised access to our computer and electronic communications systems and preventing malicious software distribution.*
- *Equal opportunities monitoring.*

*Some of the above grounds for processing will overlap and there may be several grounds which justify our use of an Employee's personal information.*

### **Situations in which the Nursery will use personal information of Children**

*We need all the categories of information in the list above (see Children section within the Paragraph entitled 'The Kind of Information We Hold About You') primarily to allow us to perform our obligations (including our legal obligations to Children. The situations in which we will process personal information of Children are listed below.*

- *Upon consent from the Parents, Personal Data of Children will be shared with schools for progression into the next stage of their education.*
- *Personal information of Children will be shared with local authorities without the consent of Parents where there is a situation where child protection is necessary.*
- *The personal information of Children will be shared with local authorities without the consent of Parents for funding purposes.*
- *Ofsted will be allowed access to the Nursery's systems to review child protection records.*
  - *To ensure we meet the needs of the Children*
  - *To enable the appropriate funding to be received*
  - *Report on a Child's progress whilst with the Nursery*
  - *To check safeguarding records*
  - *To check complaint records*

- To check attendance patterns are recorded
- When a Child's Progress Report is given to its Parent in order for that Parent to pass the same Progress Report to a school for application or enrolment purposes

### **Situations in which the Nursery will use personal information of Parents**

We need all the categories of information in the list above (see Parents section within the Paragraph entitled 'The Kind of Information we Hold About You') primarily to allow us to perform our contracts with Parents and to enable us to comply with legal obligations. The situations in which we will process personal information of Parents are listed below.

- The personal information of Parents will be shared with local authorities without the consent of Parents for funding purposes.
- To report on a Child's attendance
- To be able to contact a Parent or a Child's emergency contact about their Child
- To ensure nursery fees are paid

### **If Employees and Parents fail to provide personal information**

If Employees and Parents fail to provide certain information when requested, we may not be able to perform the respective contracts we have entered into with Employees and Parents, or we may be prevented from complying with our respective legal obligations to Employees, Children and Parents.

### **Change of purpose**

We will only use Your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use Your personal information for an unrelated purpose, we will notify the Employee, Child or Parent, as is appropriate in the circumstances, and we will explain the legal basis which allows us to do so.

Please note that we may process an Employee's, a Child's or a Parent's personal information without their respective knowledge or consent, as relevant to the circumstances, in compliance with the above rules, where this is required or permitted by law.

### **HOW WE USE PARTICULARLY SENSITIVE PERSONAL INFORMATION**

"Special categories" of particularly sensitive personal information require higher levels of protection. We need to have further justification for collecting, storing and using this type of personal information. We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data. We may process special categories of personal information in the following circumstances:

1. In limited circumstances, with Employee or Parent explicit written consent.
2. Where we need to carry out our legal obligations or exercise rights in connection with Employee employment.
3. Where it is needed in the public interest, such as for equal opportunities monitoring or in relation to our occupational pension scheme.

Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is needed to protect an Employee, a Child or a Parents' interests (or someone else's interests) and the Employee, Child or Parent as is appropriate is not capable of giving consent, or where the Employee or Parent has already made the information public.

### **The Nursery's obligations as an employer**

We will use particularly sensitive personal information of Employees in the following ways:

- We will use information relating to leaves of absence, which may include sickness absence or family related leaves, to comply with employment and other laws.
- We will use information about the physical or mental health of an Employee, or their disability status, to ensure Employee health and safety in the workplace and to assess the fitness of Employees to work, to provide appropriate workplace adjustments, to monitor and manage sickness absence and to administer benefits including statutory maternity pay, statutory sick pay, pensions and permanent health insurance.
- We will use information about an Employee's race or national or ethnic origin, religious, philosophical or moral beliefs, or an Employee's sexual life or sexual orientation, to ensure meaningful equal opportunity monitoring and reporting.

### **Do we need Employee consent?**

We do not need the consent of Employees if we use special categories of personal information in accordance with our written policy to carry out our legal obligations or exercise specific rights in the field of employment law. In limited circumstances, we may approach Employees for their written consent to allow us to process certain particularly sensitive data. If we do so, we will provide Employees with full details of the information that we would like and the reason we need it, so that Employees can carefully consider whether they wish to consent. Employees should be aware that it is not a condition of their contract with the nursery that they agree to any request for consent from us.

### **INFORMATION ABOUT CRIMINAL CONVICTIONS**

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where such processing is necessary to carry out our obligations and provided we do so in line with our data protection policy.

Less commonly, we may use information relating to criminal convictions where it is necessary in relation to legal claims, where it is necessary to protect the interests of You (or someone else's interests) and You are not capable of giving your consent, or where an Employee or a Parent, as is relevant to the circumstances, has already made the information public.

We envisage that we will hold information about criminal convictions.

We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so, which includes but is not limited to Disclosure and Barring Service ("DBS") checks. Where appropriate, we will collect information about criminal convictions as part of the recruitment process or we may be notified of such information directly by you in the course of you working for us. We will use information about criminal convictions and offences in the following ways:

- To conduct a DBS check on each Employee, to record the date of the DBS check, the number of the DBS check and the name of the body conducting the DBS check.

We are allowed to use your personal information in this way to carry out our obligations. We have in place an appropriate policy and safeguards which we are required by law to maintain when processing such data.

### **AUTOMATED DECISION-MAKING**

Automated decision-making takes place when an electronic system uses personal information to make a decision without human intervention. We are allowed to use automated decision-making in the following circumstances:

1. Where we have notified Employees or Parents of the decision and given the Employee or the Parent as is appropriate 21 days to request a reconsideration.
2. Where it is necessary to perform the contract with an Employee or a Parent and appropriate measures are in place to safeguard the Employee's, the Child's or the Parent's rights as is appropriate.
3. In limited circumstances, with explicit written consent from the Employee or the Parent, as is appropriate, and where appropriate measures are in place to safeguard Employee or Parent rights.

If we make an automated decision on the basis of any particularly sensitive personal information, we must have either explicit written consent from an Employee or a Parent as is appropriate, or it must be justified in the public interest, and we must also put in place appropriate measures to safeguard an Employee or a Parents right as is relevant in the circumstances.

You will not be subject to decisions that will have a significant impact on You based solely on automated decision-making, unless we have a lawful basis for doing so and we have notified the Employee, or the Parent as is appropriate in the circumstances.

### **DATA SHARING**

We may have to share Employee, Child or Parent data with third parties, including third-party service providers and other entities in the group.

We require third parties to respect the security of Your data and to treat it in accordance with the law.

### **Why might the Nursery share Employee, Child or Parent personal information with third parties?**

We will share Your personal information with third parties where required by law, where it is necessary to administer the working relationship with You or where we have another legitimate interest in doing so.

### **Which third-party service providers process my personal information?**

"Third parties" includes third-party service providers (including contractors and designated agents), local authorities, regulatory bodies, schools and other entities within our group. The following third-party service providers process personal information about you for the following purposes:

- Local Authorities – for funding and monitoring reasons (e.g. equal opportunities and uptake of funded hours)
- Regulatory bodies – for ensuring compliance and the safety and welfare of the children
- Schools and Nurseries – to provide a successful transition by ensuring information about the child's progress and current level of development and interests are shared

We will share personal data regarding your participation in any pension arrangement operated by a group company with the trustees or scheme managers of the arrangement in connection with the administration of the arrangements.

### **How secure is my information with third-party service providers and other entities in our group?**

All our third-party service providers and other entities in the group are required to take appropriate security measures to protect Your personal information in line with our policies. We do not allow our third-party service providers to use Your personal data for their own purposes. We only permit them to process Your personal data for specified purposes and in accordance with our instructions.

### **When might you share my personal information with other entities in the group?**

We will share Your personal information with other entities in our group as part of our nursery policies and procedures in accordance with data protection and GDPR practices.

### **What about other third parties?**

We may share Your personal information with other third parties, for example in the context of the possible sale or restructuring of the business. In this situation we will, so far as possible, share anonymised data with the other parties before the transaction completes. Once the transaction is completed, we will share Your personal data with the other parties if and to the extent required under the terms of the transaction.

We may also need to share Your personal information with a regulator or to otherwise comply with the law.

## **DATA RETENTION**

### **How long will you use my information for?**

We will only retain Your personal information for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. Details of retention periods for different aspects of your personal information are available in our retention policy which is available from the manager. To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of Your personal data, the purposes for which we process Your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

In some circumstances we may anonymise Your personal information so that it can no longer be associated with You, in which case we may use such information without further notice to You. Once you are no longer an Employee, or a Child benefiting from the Nursery's services or a Parent, as is appropriate, we will retain and securely destroy your personal information in accordance with [our Access, storage and retention records policy data retention policy **OR** applicable laws and regulations].

## **RIGHTS OF ACCESS, CORRECTION, ERASURE, AND RESTRICTION**

### **Your duty to inform us of changes**

It is important that the personal information we hold about You is accurate and current. Please keep us informed if your personal information changes during your working relationship with us.

### **Your rights in connection with personal information**

Under certain circumstances, by law You have the right to:

- **Request access** to Your personal information (commonly known as a “data subject access request”). This enables You to receive a copy of the personal information we hold about You and to check that we are lawfully processing it.
- **Request correction** of the personal information that we hold about You. This enables You to have any incomplete or inaccurate information we hold about You corrected.
- **Request erasure** of your personal information. This enables Employees or Parents to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove Your personal information where You have exercised Your right to object to processing (see below).
- **Object to processing** of Your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about Your particular situation which makes You want to object to processing on this ground. You also have the right to object where we are processing Your personal information for direct marketing purposes.
- **Request the restriction of processing** of Your personal information. This enables Employees or Parents, as is appropriate, to ask us to suspend the processing of personal information about You for example if You want us to establish its accuracy or the reason for processing it.
- **Request the transfer** of Your personal information to another party.

If You want to review, verify, correct or request erasure of Your personal information, object to the processing of Your personal data, or request that we transfer a copy of Your personal information to another party, please contact the manager in writing.

#### **No fee usually required**

You will not have to pay a fee to access Your personal information (or to exercise any of the other rights).

#### **What we may need from You**

We may need to request specific information from You to help us confirm your identity and ensure Your right to access the information (or to exercise any of Your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

#### **RIGHT TO WITHDRAW CONSENT**

In the limited circumstances where You may have provided Your consent to the collection, processing and transfer of Your personal information for a specific purpose, You have the right to withdraw Your consent for that specific processing at any time. To withdraw Your consent, please contact [the manager]. Once we have received notification that You have withdrawn Your consent, we will no longer process Your information for the purpose or purposes You originally agreed to, unless we have another legitimate basis for doing so in law.

#### **CHANGES TO THIS PRIVACY NOTICE**

We reserve the right to update this privacy notice at any time, and we will provide You with a new privacy notice when we make any substantial updates. We may also notify You in other ways from time to time about the processing of your personal information.

**If you have any questions about this privacy notice, please contact [POSITION AND CONTACT DETAILS].**

I, \_\_\_\_\_ (Employee/Parent), acknowledge that on  
\_\_\_\_\_ (date), I received a copy of the Nursery's privacy notice for  
Employees, Children and Parents and that I have read and understood it.

Signature

.....

Name

.....

2025-2026

### *Promoting Positive Behaviour Policy*

*At Leapfrog Nursery School we believe that children flourish best when they feel safe and secure and have their needs met by supportive attuned practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading onto a path to self-regulation. The nursery actively promotes British values and encourages and praises positive, caring and kind behaviour at all times and provides an environment where children learn independence and respect themselves, other people and their surroundings.*

*We implement the early year's curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.*

*To support positive behaviour in our setting, we aim to:*

- Recognise the individuality of all our children*
- Understand that children are doing the best they can with the skills that they currently have*
- Allocate each child a key worker who builds bonds with children understanding their needs and approaches that works best for them. Our key workers are the child's champion*
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.*
- Understand that behaviours are a normal part of some young children's development e.g. biting*
- Encourage self-regulation, consideration for each other, our surroundings and property*
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills*
- Understand that to support children's behaviour we may have to put strategies in place with a graduated approach in line with our SEND policy*
- Ensure that all staff act as positive role models for children*
- Encourage parents and other visitors to be positive role models*
- Work in partnership with parents by communicating openly*

- *Have a trauma informed practice, ensuring leaders and managers work with parents and families to understand the child's early experiences and identify any areas of need, support and strategies that may need to be implemented – please see our trauma informed practice policy*
- *To work with parent/carers if referrals may need to be made in line with our Safeguarding and/or SEND policy*
- *Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them*
- *Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent*
- *Promote non-violence and encourage children to deal with conflict peacefully*
- *Provide a key person system enabling staff to build a strong and positive relationship with children and their families*
- *Promote our nursery Golden Rules with children and parent/carers*
- *Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate*
- *Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them*
- *Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.*

**The named person** for promoting and supporting behaviour is **the nursery manager**, it is their role to:

- *Advise and support other staff on any behaviour concerns*
- *Address any behaviour that challenges by having an exploratory discussion with staff and parent/carers, find out what is going on for the child at home or what experiences they have previously had that may impact their behaviour*
- *Introduce strategies that may help the child based on their level of learning and development*
- *Seek support from Inclusion Coordinator, and other members of the Senior Leadership Team*
- *Along with SLT will keep up to date with legislation and research relating to promoting positive behaviour*
- *Support changes to policies and procedures in the nursery*
- *Access relevant sources of expertise where required and act as a central information source for all involved*
- *Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.*

Our nursery golden rules are embedded to offer consistency and a solid foundation to support children's understanding of our expectations. Our nursery rules support safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. They are;

- Good looking
- Good listening
- Quiet voices
- Kind hands
- Walking feet
- Take turns

We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who are displaying distressed/challenging behaviour, for example, by physically abusing another child or adult e.g. biting, or through physical expression and or verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologise or make amends where appropriate. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings. \*Please also see our Physical Intervention Policy

**Our promoting positive behaviour procedure is implemented by:**

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well being
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be occasions where a child is displaying challenging/ distressed behaviour and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children are displaying behaviour that challenges, they will, wherever possible, be distracted/re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff do not raise their voices (other than to keep children safe)
- In any case of challenging behaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome

- Staff are clear with implementing boundaries, routines and structure to help children understand behavioural expectations and have consistency from adults' responses
- Staff must give explanation and reasoning in age and stage appropriate way to support children's understanding of a rule, boundary
- We understand that some children use play as a process of making sense of the world around them and this may show up in aggressive play forms and gun play. Staff will support children through this exploration in line with our Gun and Superhero policy
- We decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk about, think and reflect on what has happened, how they are feeling, how it has made the other person feel and how they would prefer to feel
- All staff support children in developing empathy, children will not be asked to apologise, but staff will support them with understanding how they may be able to help the other child or work towards repair
- We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.
- Staff support children with understanding what a good choice is for themselves and each other
- We will encourage and support children to take turns
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate – please see our code of conduct policy
- We encourage staff to communicate their need for support in the moment when managing children's behaviour. We recognise the adults around the children remaining in a regulated response will ensure children recover quicker. Therefore, understand that our staff may need to take some time for themselves to regulate – please see our wellbeing policies
- It is the staff's responsibility to ensure they report any concerns they have with another staffs members responses to managing children's behaviour in accordance with our safeguarding children and child protection policy, including low level concerns, monitoring staff behaviour, our well-being and whistleblowing policies
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, including our local borough Area Senco – please see our SEND policy
- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions
- We keep confidential records on any behaviour that challenges that has taken place We inform parents and ask them to read and sign any incidents concerning their child
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc

- Staff with their Managers will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.

## **Regulation**

We recognise that children need their own time and space and that it is not always manageable in a nursery environment. We recognise that a child who is not getting their sensory needs met may have an impact on their reactions and general behaviour.

We will provide the following support for children through;

- regulation boxes exploring sensory based fidget toys
- mindfulness and breathwork activities
- yoga sessions
- sensory circuits
- Upregulating or down regulating activities
- calm spaces
- garden spaces
- sensory rooms
- offering food/drink

## **Trauma Informed Approach**

We practice a trauma informed practice, understanding that a child's responses may be present due to current and historical experiences. We are committed to working with families to build up a trusting secure relationship where they can share with us any information that may help us to identify why a child may be responding in certain ways and put in place the ARC framework when working with families who have experienced trauma. Please see our trauma informed policy.

At our nursery, staff follow the procedure below to enable them to deal with behaviour that challenges:

- Approach children's behaviours from a foundation of curiosity, we are proactive with looking out for patterns and triggers of behaviour and communicating with colleagues and parent/carers to understand the causes of challenging behaviour, this is the first step of helping them
- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Staff to provide resources such as sand timers to help manage children's understanding of turn taking
- Staff will take into consideration the child's age and stage and manage their behaviour accordingly
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Staff will initiate an adult led activity/experience with children when they feel play has become overly fizzy/aggressive, both indoors and out
- We will ensure that this policy is available for staff and parents, and it will be shared at least once a year to parents and staff
- Staff and parents are also welcomed to review and comment on the policy and procedure

- *If any parent/carer has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery*
- *All concerns will be treated in the strictest confidence.*

### **Anti-bullying**

*We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.*

*Bullying takes many forms. It can be physical, verbal or emotional including cyberbullying, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour. – Please see our safeguarding and child protection policy.*

*By positively promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.*

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
<i>April 2022</i>	<i>M.Topal</i>	<i>September 2026</i>
<i>November 2024</i>		
<i>November 25</i>		

## Physical Intervention Policy

At Leapfrog Nursery School we aim to help children take responsibility for their own behaviour.

This can be done through a combination of approaches which include:

- Positive role modelling
- Planning a range of interesting and challenging activities and experiences
- Setting appropriate boundaries that are consistently applied
- Providing positive feedback

There are three main types of physical intervention:

### **Positive handling**

The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations:

- Giving children guidance (such as on how to hold a paintbrush or when using climbing equipment)
- Providing emotional support (such as placing an arm around a distressed child)
- Physical care (such as first aid or toileting)

### **Physical intervention**

Restriction on liberty of movement can involve adaptations by use of mechanical and environmental means such as stair gates or locked doors. This can also be a form of control using no contact, such as standing in front of a child or obstructing a doorway to negotiate with a child; including minimum contact in order to lead, guide, usher or block a child; applied in a manner which permits the child quite a lot of freedom and mobility allowing the child the freedom to leave if they wish.

It also refers to behaviour support strategies such as requiring a child to take 'time out' in a specific area of the environment, asking a child to spend time away from the main group to regain control of their behaviour i.e. if a child is struggling to maintain a socially acceptable level of behaviour, asking them to move away from the group to another area, can be defined as restricting their liberty of movement. These methods may be appropriate ways of ensuring a child's safety whilst preventing the risk of injury to their peers, adults and their environment/property.

### **Restrictive physical intervention**

This is when a member of staff uses physical force intentionally to restrict a child's movements against his or her will reducing any risk to the child, other children or adults in the immediate area. In most cases this will be through the use of the adult's body rather than mechanical or environmental methods. This guidance refers mainly to the use of restrictive bodily physical intervention.

## Statutory Framework for EYFS

"A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention<sup>57</sup> was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable."

57. Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property.

Physical Intervention is very rarely used in the nursery as most incidents of challenging behaviour can usually be managed by talking to the children, calming them down, distracting them and diffusing the situation. However, in exceptional circumstances it may be necessary for a member of staff to physically intervene for the following reasons:

- When a child is in immediate danger of causing themselves personal injury
- When there is immediate danger of injury to another person
- To avoid damage to property
- When a child is behaving in a way that is causing serious disruption or distress to other children

At Leapfrog Nursery School we will do all we can in order to avoid using physical intervention, however there are clearly rare situations where this may be necessary. All staff have a duty of care to all the children and each other in the nursery. When children are in danger of hurting themselves, others including staff members, or causing significant damage to property, staff have a responsibility to intervene. In most cases this involves an attempt to divert the child to another activity or a simple instruction to "Stop!" However, if it is judged as necessary staff may be required to use physical intervention.

### **Physical intervention may include**

- Blocking a child's path
- Leading a child by the hand
- Holding
- Removing shoes if a child has kicked or attempted to kick another person or equipment
- Physically standing between children
- Placing a child in a room or restricted space with an adult supervising to give them time to calm down

### **What type of restrictive physical intervention can and cannot be used?**

Any use of physical intervention in the nursery should be consistent with the principle of reasonable minimal force. Where it is judged that restrictive physical intervention is necessary, staff should:

- Always aim for side-by-side contact with the child. Avoid positioning themselves in front (to reduce the risk of being kicked) or behind (reduce risk of being head butted, including being in line with safeguarding children and staff)
- Aim for no gap between the adult's body and the child's body, where they are side by side. This minimises the risk of impact and injury
- Aim to keep the adult's back as straight as possible
- Beware in particular of head positioning, to avoid head butts from the child
- Hold children by "long" bones i.e. avoid grasping at joints where pain and damage are most likely
- Ensure that there is no restriction to the child's ability to breathe. In particular, this means avoiding holding a child around the chest cavity or stomach
- Avoid lifting mobile children where possible
- Ensure there is always another member of staff supporting/witnessing if physical handling is necessary

- If the child is resisting and side by side contact is not sufficient at restricting the child's movements, staff may as a last resort sit behind the child holding their arms down; staff members should be mindful of head positioning to prevent risk of head butting
- Staff should remain calm; they should never use physical intervention if they are themselves in a heightened emotional state; staff should have complete control using minimal force, whilst addressing the child in a firm, clear manner, offering comfort and reassurance to the child whilst explaining in simple terms the behavioural expectations, e.g. "I am stopping you from throwing the blocks/you must stop hitting"
- Whilst using restrictive physical intervention staff should use calming strategies, breathing techniques and comfort aids to support the child with regulating themselves so they no longer are at risk of causing themselves or others harm

### **How is physical intervention recorded?**

- All incidents of Physical Intervention are recorded on a Physical Intervention Report Form
- The Report form must be filled in within 24 hours of the incident. Parents/carers will be informed on the day if their child is involved in an incident, and they will have the opportunity to talk to the Nursery Manager and Key Person and if necessary be shown what physical intervention was used on their child
- Copies of the Report form will be kept in the Incident file

### **Who can use physical intervention?**

- The child's key person should be involved in physical intervention as they know the child well and are most likely to be able to use other methods to support the child and keep them safe without using physical intervention. In an emergency, anyone can use restrictive physical intervention as long as it is consistent with the nursery's policy
- Where individual children's behaviour means that they are likely to require restrictive physical intervention, staff should identify members of staff who are most appropriate to be involved. It is important that such staff have received training and support in behaviour management as well as physical intervention.
- Minimum force should be used, and it should only be used for a short time period. It should be proportionate and the least restrictive to the child
- Children's physical and emotional health must be considered

### **Planning**

In an emergency staff do their best within their duty of care and using reasonable minimal force. After an emergency the situation is reviewed and plans for an appropriate future response are made. This will be based on a risk assessment which considers:

- The potential targets of such risks
- Preventative and responsive strategies to manage these risks

A risk assessment is used to help write the individual behaviour plan that is developed to support a child. If a behaviour plan includes restrictive physical intervention, it will be just one part of a whole approach to supporting a child's behaviour. The behaviour plan will outline:

- An understanding of what the child is trying to achieve or communicate through their behaviour
- How the environment can be adapted to better meet the child's needs
- How the child can be encouraged to use new, more appropriate behaviours
- How staff respond when the child's behaviour is challenging (responsive strategies)

Staff pay particular attention to responsive strategies. There are a range of approaches such as humour, distraction, relocation and offering choices which are direct alternatives to using restrictive physical handling.

The nursery will work in partnership with the child's parents/carers and any other professionals who may be supporting the child and family. Planned meetings will be held with parents/carers and other professionals (if appropriate) to discuss a planned approach. We will draw from as many different viewpoints as possible when it is known that an individual child's behaviour is likely to require some form of restrictive physical intervention. In particular, the child's parents/guardians will be involved with staff from the setting who work with the child and any visiting support staff (such as Specialist Early Years' SEND Service, Speech and Language Therapists and Social Care team). The outcome from these planning meetings will be recorded and a signature will be sought from the parent/guardian to confirm their knowledge of the planned approach. These plans will be reviewed at least once every three to six months, or more frequently if there are major changes to the child's circumstances.

Where the application of physical intervention is a reasonable strategy due to a child's previous behaviour or level of emotional needs, this should be included in an individual learning/behaviour plan or go towards EHCP application. We will monitor the use of restrictive physical intervention in order to help us identify trends and therefore help develop the setting's ability to meet the needs of children without using restrictive physical intervention.

We recognise that there may be times when restrictive physical intervention is justified but the situation might be made worse if used. If staff judge that restrictive physical intervention would make the situation worse, staff will not use it, but would do something else (like issue an instruction to stop, seek help, or make the area safe) consistent with their duty of care. In such circumstances, staff may take the decision to contact parent/carers to collect the child from the nursery.

## **Support**

It is distressing for all involved in a restrictive physical intervention, whether it be the adult, child or someone observing or hearing what has happened. It is essential that the child is supporting in understanding why restrictive physical intervention was used and the child's feelings should be recorded. Where appropriate, staff may need to also reassure and explain to other children who may be distressed about what they have seen or heard, (appropriate to their level age and level of understanding). In all cases staff should wait until the child has calmed down enough to be able to talk productively and understand the conversation. If necessary, another member of staff will check for injury and provide appropriate first aid if necessary.

Support will also be offered to the adults who were involved, either actively or as observers. The adults should be given the chance to talk through what has happened with the most appropriate person on the staff team.

The key aim of after incident support is to repair any potential strain to the relationship between the child and the adult that restrained him/her.

After a restrictive physical intervention, staff will review the individual behaviour plan so that the risk of needing to use restrictive physical intervention again is reduced.

## **Monitoring**

This policy will be reviewed annually by the Nursery Manager or more frequently if needed. We will monitor the use of restrictive physical intervention to help identify trends and therefore help develop the nursery's ability to meet the needs of children without using restrictive physical intervention.

### **Complaints**

We recognise that the use of physical intervention can lead to allegations of inappropriate or excessive use. Where anyone (child, carer, staff member or visitor) has a concern, this should be dealt with through the nursery's complaints procedure.

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<i>November 2024</i>		
<i>November 25</i>		

## Physical Intervention Report Form

Please ensure you complete all relevant sections – these may need to be used in the event of further action being taken relating to the incident

<i>Child's Name:</i>	
<i>Date of Birth:</i>	
<i>Name of person in charge where incident occurred:</i>	
<i>Where incident occurred:</i>	
<i>Date:</i>	<i>Time:</i>
<i>Persons involved and status/job role (e.g. staff, child, student)</i>	
<i>Witnesses:</i>	

*Description of incident:*

*Where there any injuries? Yes/No*

*If yes, please give details:*

*Health and Safety issues? Yes/No*

*If yes, please give details:*

Safeguarding issues? Yes/No

If yes, please give details:

Did the injury (if applicable) need treatment?

(if so, please detail what treatment was given):

Action taken and by whom:

What can be done to prevent the incident happening again?

<i>Is the incident/concern reportable?</i>	<i>Yes/No</i>	<i>Date reported</i>
 <i>Ofsted?</i>		
 <i>Police?</i>		
 <i>Other organisation?</i>		
<i>i.e. insurance company? (Please list)</i>		

*Reporting member of staff* \_\_\_\_\_

*Date and time form completed* \_\_\_\_\_

***I confirm that this is a true and accurate record of the incident:***

*Staff Name (Print):* \_\_\_\_\_

*Staff Signature:* \_\_\_\_\_

*Manager Name (Print)* \_\_\_\_\_

*Manager Signature* \_\_\_\_\_

*Parent/Carer informed? Yes/No*    *by Whom?* \_\_\_\_\_

*Parent/Carer Name (Print):* \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Please add any further information you feel relevant or where any further evidence relating to the incident may be recorded (i.e. accident book).**

## Quality Provision Policy

At Leapfrog Nursery School we are passionate about providing high quality care and education for all children. High quality care leads directly to better outcomes for our children and all staff are committed to providing children with the best possible start in life and enable them to reach their full potential.

As part of our quality practice, we ensure children receive the highest quality care and education whilst delivering an ambitious curriculum. We do this by,

- Having high expectations for all children so they can achieve the best outcomes and make progress with us
- Building close attachments with children so they feel safe, secure, happy and can thrive
- Developing close relationships with families so together we can best support the child's individual learning and development
- Implementing all of the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS)
- Ensuring that the EYFS learning and development requirements are embedded including providing an ambitious curriculum that is underpinned by the EYFS principles, educational programmes and seven areas of learning and development
- Reflecting on all areas of practice and striving towards the Ofsted grade descriptors for Outstanding quality indicators
- Ensuring all the EYFS assessment requirements are met including the planning, observation, assessment and next steps and that they are linked to each individual child's needs and interests and are evaluated for effectiveness
- Having a highly qualified, skilled staff team that understand what is meant by high quality practice and how to deliver this Deploying staff appropriately to meet the individual needs of all children
- Creating and achieving the nurseries quality vision, mission and outcomes
- Consistently delivering high quality practice and teaching that makes a difference to children's daily experiences
- Ensuring a solid understanding of the importance of our nursery pedagogy and child development amongst all practitioners
- Ensuring that the environment, resources and provision is of high quality both indoors and out; monitoring room layout, resources and equipment ensuring these are risk assessed, and fit for purpose
- Providing children with outstanding experiences and opportunities giving them the best start in life
- Valuing continuous professional development for all staff and accessing a variety of training and development to support the needs of the children in the nursery
- Appropriately assessing children's learning and development and recognising where children may need support and acting on this quickly
- Evaluating the effectiveness of training and link to the outcomes for children
- Ensuring all staff are confident and supported in their roles and have the training and skills they need to be able to perform their roles
- Conducting regular supervision meetings with all team members to ensure all staff are supported to be the best they can be
- Using peer on peer observations to share, discuss and improve practice across the setting

- *Monitoring all practice and feedback ideas for improvement*
- *Undertaking a quality improvement programme to ensure quality is embedded throughout the nursery*
- *Engaging with families and carers and supporting the home learning environment*
- *Operating a robust and embedded quality improvement and evaluation process across the whole setting that includes all parties such as practitioners, children, parents and external partners.*

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
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## Record Retention Policy

This policy is subject to the laws relating to data protection and document retention.

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 Access and Storage of Information policy, the Data Protection and Confidentiality policy and the Privacy Notice.

Children's records - 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 21 years and 3 months.

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.

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

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## Risk Assessment Policy

Considerations from the legal team:

Ultimately the employer is accountable for health and safety and therefore cannot delegate health and safety duties. It can require staff to cooperate with them and to follow what they are told, but it cannot delegate a duty. There is no problem asking staff to do something e.g. a risk assessment, which is part of the policy, but it remains the employer's duty to ensure it's done and that it's suitable and sufficient. It would not be a defence to a nursery if a member of staff did not undertake, for example, a risk assessment. The employer must therefore have a system in place to ensure such things are done.

Please refer to the Health and Safety Executive's 'Five Steps to Risk Assessment' <https://www.hse.gov.uk/simple-health-safety/risk/index.htm> for further support with the risk assessment process. The Five Steps to Risk Assessment publication and risk assessment templates can be downloaded from the Health and Safety Executive's website at [www.hse.gov.uk](http://www.hse.gov.uk). Citation Plc can also offer further support with risk assessments at [www.citation.co.uk](http://www.citation.co.uk).

At Leapfrog Nursery School we take all reasonable steps to ensure staff and children in our care are not exposed to risks. We promote the safety of children, parents, staff and visitors by reviewing and reducing any risks.

### Legal framework

We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS)
- The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control Of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by Public Health England, UK Health security Agency (UKHSA) the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

### Risk assessments

Risk assessments document the hazards/aspects of the environment that needs to be checked on a regular basis. These include who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how this will be monitored and checked and by whom.

The nursery carries out written risk assessments regularly (at least annually). These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g. a significant piece of equipment is introduced or new activity/experience; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

Each nursery will have a list of daily risk assessments that will need to be monitored in the form of daily opening checks; these checks will encompass all areas of the nursery indoor, outdoor, kitchen, toilet and all other areas to ensure the environment is safe and secure and ready to receive the children, ensuring both theirs and all other users including, staff, parents and visitors safety is considered and risks are managed.

These daily checks are updated where necessary in line with changes and updates to our individual risk assessments, and in line with government guidance including PHE/UKHS and our local authorities. A list of closing checks will also be adhered too, to ensure the nursery indoor and outdoor environment is left in a suitable manner for all hall users and as part of our security measures.

### **Location of our Risk Assessments**

Each nursery have detailed risk assessments based on their individual nurseries. These are stored in the nursery offices, are checked annually and are added to and updated where relevant through the year. The nursery managers are responsible for these.

Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk and who is responsible for what action.

Staffs to support children's behaviour to ensure they are aware of risks, and adopt awareness to hazards, whilst following nursery rules. Staff to complete reviews at least half termly on all nursery accidents and incidents within the nursery to monitor where risks may be evident. All hazards should be reported to the management team to ensure where needed strategies are put in place to limit the risk.

All staff are trained in the risk assessment process to ensure understanding and compliance of how they manage risks.

All outings away from the nursery are individually risk assessed and adequately staffed with paediatric first aid trained practitioners. For more details, please refer to the visits and outings policy.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
April 2022	M.Topal	September 2026
October 2024		
November 25		

### Safe and Respectful Care Policy

At Leapfrog Nursery School we believe that all children need to feel safe, secure and happy. This involves nursery staff being responsive to children's needs, whilst maintaining professionalism. This includes giving children cuddles and changing children's nappies or clothes.

To be used to complement our Intimate Care Policy

To promote good practice and to minimise the risk of allegations we have the following guidelines:

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice
- When changing children's nappies or soiled/wet clothing, we leave the doors open, where appropriate
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them, and we advise staff to report any such observed practice
- Staff are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks
- All staff are aware of the whistleblowing procedures and the manager visits the rooms throughout the day to ensure safe practices.

If a parent or member of staff has concerns or questions about safe care and practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the manager at the earliest opportunity. Management will challenge inappropriate behaviour in line with the supervision/disciplinary or whistleblowing procedures. If the concern relates to the manager and/or nursery owner, then parents should contact Ofsted **0300 123 4666** or Enfield Safeguarding Partnership **020 8379 2767**.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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<i>April 2022</i>	<i>M.Topal</i>	<i>September 2026</i>
<i>October 2024</i>		
<i>November 25</i>		

## Safeguarding Children and Child Protection Policy

### Part 1 – Safeguarding children and child protection procedures

Leapfrog Nursery School is dedicated to the support, development and promotion of high-quality care and education for the benefit of our children, families and community. We are committed to safeguarding children and promoting their welfare through building a safer organisational culture.

At Leapfrog Nursery School we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. At Leapfrog we strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information). Safeguarding children is everybody's responsibility. All staff, students, any supply staff and visitors are made aware of and asked to adhere to, the policy.

Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the nursery's other policies and procedures including but not restricted to:

Attendance policy	Monitoring staff behaviour policy
Acceptable internet use policy	Nappy changing policy
Accident and First Aid	
Data protection and confidentiality policy	Online safety policy
Disciplinary and Grievance policy	Promoting positive behaviour policy
Domestic abuse, honour-based abuse and forced marriage policy	Recruitment, selection and suitability of staff policy
Inclusion and equality policy	Respectful intimate care policy
Intimate care policy	Social networking policy
Late collection and non-collection of children policy	Special educational needs and disabilities (SEND) policy
Lock down policy	Safe recruitment and suitability of staff
Lone working policy	Staff code of conduct
Looked after children policy	Supervision of children policy
Low-Level concerns policy	Supervision of visitors' policy
Missing child from nursery policy	Volunteers' policy
Missing child from outings policy	Whistleblowing policy
Mobile phone and electronic device use policy	Young workers policy

We ensure all staff, students and volunteers have the necessary knowledge and skills to carry out their duties and are confident to implement these policies and procedures on an ongoing basis to support them in promoting and safeguarding the welfare of children. This is achieved through recruitment and induction processes and by offering ongoing training and support to all staff, appropriate to their specific role, in line with the criteria set out in annex C of the EYFS.

This policy is reviewed annually to ensure it remains in line with statutory guidance. Its effectiveness is monitored through staff and stakeholder reviews, appraisals and feedback to ensure appropriate knowledge and awareness is in place.

It is the responsibility of every staff member, student and volunteer to report any breaches of this policy to the **Designated Safeguarding Lead (DSL) – Mine Topal**

### **Legal framework and definition of safeguarding**

- Children Act 1989 and 2004
- Childcare Act 2006 (amended 2018)
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2024
- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education 2024
- Data Protection Act 2018
- What to do if you're worried a child is being abused 2015
- Counter-Terrorism and Security Act 2015.
- Education Inspection Framework 2023
- Prevent Duty 2015

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

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

### **Policy intention**

The policy makes it clear that all staff, students and volunteers have a responsibility to safeguard children and young people and to protect them from harm. It aims to raise awareness of how to safeguard and promote the welfare of children and provides procedures should a child protection issue arise.

This policy applies to all children up to the age of 18 years whether living with their families, in state care, or living independently (Working together to safeguard children).

*Safeguarding and promoting the welfare of children, in relation to this policy, is defined as:*

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

*Child protection is an integral part of safeguarding children and promoting their overall welfare. In this policy, child protection shall mean:*

- *The activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.*

*(Working together to safeguard children)*

*To safeguard children and promote their welfare we will:*

- *Develop a safe organisational culture where staff are confident to raise concerns about professional conduct*
- *Ensure all staff are able to identify the signs and indicators of abuse, including the softer signs of abuse, and know what action to take*
- *Understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives*
- *Share information with other agencies as appropriate.*

*We promote:*

- *Always listening to children*
- *Positive images of children*
- *Children developing independence and autonomy as appropriate for their age and stage of development*
- *Safe and secure environments for children*
- *Tolerance and acceptance of different beliefs, cultures and communities*
- *British values*
- *Providing intervention and help for children and families in need.*

*We have a duty to act quickly and responsibly in any instance that may come to our attention. If in any doubt about what constitutes a safeguarding concern, refer to the Designated Safeguarding Lead (DSL). If there is a concern, never do nothing (Laming, 2009), always do something, including sharing information with any relevant agencies. Safeguarding is everybody's responsibility.*

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for Children's Social Care, family support, health professionals including health visitors or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

Leapfrog Nursery School aims to:

- Keep the child at the centre of all we do, providing sensitive interactions that develops and builds children's well-being, confidence and resilience. We will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships
- Ensure staff are trained right from induction to understand the safeguarding and child protection policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children (peer on peer) through bullying or discriminatory behaviour.
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND), isolated families and vulnerabilities in families, including the additional potential impact of the trio of vulnerabilities on children and Adverse Childhood Experiences (ACE's).
- Ensure that all staff feel confident and supported to act in the best interest of the child; maintaining professional curiosity around welfare of children and share information and seek the help that the child may need at the earliest opportunity.
- Ensure that all staff are trained at least every two years and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates.
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by London Borough of Enfield – Enfield Children's Safeguarding Partnership and Enfield Children's Multi-Agency Safeguarding Hub (MASH).
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest.
- Ensure that staff identify, minimise and manage risks while caring for children
- Keep the setting safe online, we refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations and use appropriate filters, checks and safeguards, monitoring access at all times and maintaining safeguards around the use of technology by staff, parents and visitors in the setting.
- Ensure that children are never placed at risk while in the care of nursery staff.
- If a child has any serious incident or accident whilst in the nursery care contact will need to be made by the DSL to LADO and ofsted
- Identify changes in staff behaviour and act on these as per the Monitoring Staff Behaviour Policy
- Take any action reported from staff regarding Low-level concerns
- Follow clear whistleblowing procedures by taking any appropriate action relating to poor or unsafe practices and allegations of serious harm or abuse against any person working with children including reporting such allegations to Ofsted and other relevant authorities

- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities including the local authority.
- Ensure parents are fully aware of our safeguarding and child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur.
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by London Borough of Enfield.
- Work in line with a trauma informed practice approach, please see policy

### **Designated Safeguarding Lead (DSL)**

The DSL has overall responsibility for the Safeguarding children and child protection policy and procedures. It is their role to ensure that the policy and procedures are implemented to safeguard and promote the welfare of children. They are responsible for coordinating safeguarding and child protection training for staff across the organisation.

The DSL liaises with the local authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field.

There is always at least one designated person on duty in each nursery, (usually the Nursery Manager) during the opening hours of the setting. The designated persons receive comprehensive training consistent with the training criteria provided in Annex C of the EYFS, at least every two years and update their knowledge on an ongoing basis, but at least once a year. They in turn support the ongoing development and knowledge of the staff team with regular safeguarding updates.

<b>Designated Safeguarding Lead</b>	Mine Topal, Sara Vincent
<b>Nursery Designated Safeguarding Lead's</b>	Sarah Hudson, Joanna Katsoloudi, Nicole Xinaris, Stella Wisinska, LisaMarie Churchward, Zerenna Sheill

In the unlikely event of the DSL or Nursery DSL's absence and to ensure immediate action can be taken, contact the Local Safeguarding Children's Services LSP; (Enfield Safeguarding Partnership):

**MASH: 020 8379 5555, Monday – Friday 9-5. 020 8379 1000 out of hours**

**For general Safeguarding Process and Policy and advice – Enfield Safeguarding Partnership**

**020 8379 2767**

**For advice and guidance; Safeguarding and Quality Team 020 8379 2850**

### **The role of the DSL**

The role of the DSL is to:

- Monitor and update the Safeguarding children and child protection policy and procedures in line with new legislation and to ensure it is effective. This will be done by making sure that everyone understands the correct procedures during their individual annual review
- Ensure updates and new legislation are reflected in our services as soon as they are known
- Act as a source of support, advice and expertise for all staff, students, volunteers, children and parents who have child protection concerns
- Ensure detailed, accurate, secure written records of concerns and referrals
- Review all written safeguarding reports
- Assess information provided promptly, carefully and refer as appropriate to external agencies
- Provide signposting to other organisations
- Consult with statutory child protection agencies and regulatory bodies where required
- Make formal referrals to statutory child protection agencies or the police, as required.

In addition, the DSL is required to:

- Keep up to date with good practice and national requirements for safeguarding and child protection
- Provide information on safeguarding and child protection for the setting
- Raise awareness of any safeguarding and child protection training needs and implement where necessary
- Retain up-to-date knowledge of local child protection procedures, including how to liaise with local statutory children's services agencies and with the local safeguarding partners to safeguard children.

The DSL does not investigate whether or not a child has been abused or investigate an allegation or disclosure. Investigations are for the appropriate authorities, usually the police and social services.

### **Sharing low-level concerns**

On occasion, inappropriate, problematic or concerning behaviour by staff or other adults is observed but does not meet the threshold for significant harm. This may be classed as a 'low-level' concern, although this does not mean that it is insignificant. See the Low-level concerns policy for full details.

We define a low-level concern as:

- Any concern, no matter how small, that an adult working with children may have acted in a way that is inconsistent with our Staff Code of Conduct and Promoting Positive Behaviour policy, including inappropriate behaviour outside of work
- A concern that may be a sense of unease or a 'nagging doubt' and does not meet the harm threshold or is serious enough to refer to the LADO.

We encourage a culture of openness, trust and transparency, with clear values and expected behaviour, monitored and reinforced by all staff. All concerns or allegations, however small, will be shared and responded to. All concerns will be shared with the DSL, or other nominated person, as in our reporting procedures. We encourage concerns to be shared as soon as reasonably

practicable and preferably within 24 hours of becoming aware of it. However, it is never too late to share a low-level concern.

It is not expected that staff will be able to determine whether the behaviour in question is a concern, complaint or allegation before sharing the information. If the DSL is in any doubt as to whether the information meets the harm threshold, they will consult the LADO.

Occasionally a member of staff may find themselves in a situation which could be misinterpreted or appear compromising to others. If this occurs, staff are encouraged to self-report to the DSL. Equally, a member of staff may have behaved in a manner which, on reflection, falls below the standards set in our Staff behaviour policy. If this occurs, staff are encouraged to self-report to the DSL. We encourage staff to be confident to self-refer and believe it reflects awareness of our standards of conduct and behaviour.

When the DSL receives the information, they will need to determine whether the behaviour:

- Meets, or may meet, the harm threshold (and so contact the LADO)
- Meets the harm threshold when combined with previous low-level concerns (and so contact the LADO)
- Constitutes a 'low-level' concern
- Is appropriate and consistent with the law and our Staff code of conduct and promoting positive behaviour policy.

The DSL will make appropriate records of all information shared, including:

- With the reporting person
- The subject matter of the concern
- Any relevant witnesses (where possible)
- Any external discussions such as with the LSP (MASH) or LADO
- Their decision about the nature of the concern
- Their rationale for that decision
- Any action taken.

This constitutes a record of low-level concern. We retain all records of low-level concerns in a separate low-level concerns file, with separate concerns regarding a single individual kept as a chronology. These records are kept confidential and held securely, accessed only by those who have appropriate authority. Records will be retained at least until the individual leaves their employment.

If the low-level concern raises issues of misconduct, then appropriate actions following our Disciplinary procedures will be taken. Records will be kept in personnel files as well as in the low-level concerns file.

Safeguarding action may be needed to protect children from the following;

- Neglect
- Physical abuse
- Sexual
- Emotional

- Bullying, including online bullying and prejudice bullying
- Racist, disability and homophobic or transphobic abuse
- Gender based violence/violence against women and girls
- Child on child abuse, such as sexual violence and harassment
- Radicalisation and/or extremist behaviour
- Child sexual exploitation, including county lines
- Serious violent crime
- Risks linked to using technology and social media, including online bullying, the risks of being groomed online for exploitation or radicalisation, and risks of accessing and generating inappropriate content for example 'sexting'
- Teenage relationship abuse
- Up skirting and Down blousing
- Substance misuse
- Issues that may be specific to a local area of population for example gang activity and youth violence
- Domestic abuse
- Female genital mutilation
- Forced marriage
- Fabricated or induced illness
- Poor parenting
- Homelessness
- So-called honour-based violence
- Other issues not listed here but that pose a risk to children our learners and vulnerable adults

**If you have an immediate Child Protection concern about a child or family that needs an urgent safeguarding response, contact:**

**Enfield Children's MASH (Multi-Agency Safeguarding Hub)**

**Tel:** 0208 379 5555

For urgent child protection concerns please call the **MASH** first before submitting a referral in writing. Written referrals will need to be completed on the Child Protection section of the Children's Portal. <https://cp.childrensportal.enfield.gov.uk/web/portal/pages/home> For urgent safeguarding concerns that occur outside of normal working hours, contact the emergency **Duty Team on 0208 379 1000**

For non-urgent referrals that still require a safeguarding response, please visit the Children's Portal and complete an online **Child Protection** referral by visiting [www.enfield.gov.uk/childrensportal](http://www.enfield.gov.uk/childrensportal)

If you are concerned about a child's safety and wellbeing and are aware the case is already open to children's social care, please contact the social worker directly or contact the switchboard on 0208 379 1000 if you do not know their contact number but know their name. Otherwise, please call the **MASH as a last resort** who can identify who the social worker is and put you through.

**For general safeguarding processes and policy advice you should contact:** Enfield Local Safeguarding Children's Partnership (Enfield Council, NHS Enfield & Met Police) **Tel:** 0208 379 2767  
*Leapfrog Nursery School Policies and Procedures November 25*

webpage: <https://new.enfield.gov.uk/enfieldlscb/>

Child & Family Support Team: 0208 379 2574

Looked After Children Team: 0208 379 8200

### **Ofsted Helpline**

General enquires: 0300 123 1231 (8am-6pm) Concerns: 0300 123 4666 (8am-6pm) Piccadilly Gate Store Street Manchester M1 2WD

### **Ofsted Whistleblowing**

Whistleblowing helpline: 0300 123 3155 Email: [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

**NSPCC Whistleblowing advice line for professionals:** Advice line for anyone concerned how workplace Child Protection issues are being handled. Tel: 0800 028 0245 Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**NSPCC 24-hour emergency service Tel: 0808 800 5000 Child line Tel: 0800 1111**

Local Authority Referral Team **Enfield Children's MASH (Multi-Agency Safeguarding Hub)**

**020 8379 5555**

Local Authority Out of Hours Duty Team **020 8379 1000**

Enfield Children's social care team **020 8379 1000**

Enfield Local Authority Designated Officer (LADO) Cathy Phelan **020 8379 4392/2850**

NSPCC **0808 800 5000**

Enfield Safeguarding Partner's **020 8379 2767**

Local Early Help services **020 8379 2002 / 020 8379 2525**

Child and Family Support Team **020 8379 2574**

Looked After Children Team **020 8379 8200**

Ofsted **0300 123 1231** general enquires – **0300 123 4666** concerns

Emergency police **999**

Non-emergency police **101**

Government helpline for extremism concerns **020 7340 7264**

### **Early help services**

When a child and/or family would benefit from support but do not meet the threshold for Local Authority Social Care Team, a discussion will take place with the family around early help services.

Early help provides support as soon as a concern/area of need emerges, helping to improve outcomes and prevent escalation onto local authority services. Sometimes concerns about a child may not be of a safeguarding nature and relate more to their individual family circumstances. The nursery will work in partnership with parents/carers to identify any early help services that would benefit your child or your individual circumstances, with your consent, this may include family support, foodbank support, counselling or parenting services.

For children & families that require early help and support please contact the Early Help service duty team on: 020 8379 2002 or 020 8379 2525. The document previously called the GREEN non-safeguarding Early Help Form (EHF) will now be completed via the Family Hub icon on the Children's Portal. Referrals must be completed online  
<https://eh.childrensportal.enfield.gov.uk/web/portal/pages/ehmref#h1>

### **Monitoring children's attendance**

As part of our requirements under the statutory framework we must follow up on absences in a timely manner. See our Attendance policy for further details about the processes we will take to implement this requirement.

We are required to monitor children's attendance patterns and trends to ensure they are consistent and no cause for concern. We ask parents to inform the nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery the same day so the nursery management are able to account for a child's absence.

If a child has not arrived at nursery within one hour of their normal start time, the parents will be contacted to ensure the child is safe and healthy. If the parents are not contactable then the emergency contacts numbers listed will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family.

If contact cannot be established then we would assess if a home visit were required to establish all parties are safe. If contact is still not established, we would assess if it would be appropriate to contact relevant authorities, including the police, in order for them to investigate further.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the Local Authority children's social care team to ensure the child remains safe and well.

### **Informing parents**

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Authority children's social care team, police or LADO does not allow this to happen.

This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

## **Support to families**

The nursery takes every step in its power to build up trusting and supportive relationships among families, staff, students and volunteers within the nursery.

The nursery will continue to welcome a child and their family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

## **Confidentiality**

Confidentiality must not override the right of children to be protected from harm. However, every effort will be made to ensure confidentiality is maintained for all concerned if an allegation has been made and is being investigated.

If uncertain about whether sensitive information can be disclosed to a third party, contact the DSL or call the Information Commissioner's Office helpline on 0303 123 1113. They will provide advice about the particulars relating to each individual case, including information which can and cannot be shared.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent, child or member of staff.

## **Record keeping and data protection**

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate and in line with guidance of the Local Authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

The nursery keeps appropriate records to support the early identification of children and families which would benefit from early help. Factual records are maintained in a chronological order with parental discussions. Records are reviewed regularly by the DSL to look holistically at identifying children's needs.

Our Data protection and confidentiality policy will be applied with regards to any information received from an individual. Only persons involved in the investigation should handle this information although any investigating body will have access to all information stored in order to support an investigation.

## **PART 2 - Definitions of abuse**

### **Definition of significant harm**

The Children Act 1989 introduced the concept of significant harm as 'the threshold that justifies compulsory intervention in family life in the best interests of children'. It gives LAs a duty to make enquires to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Whilst there are no absolute criteria to rely on when judging what constitutes significant harm, consideration should be given to:

- The severity of the ill-treatment, including the degree of harm
- The extent and frequency of abuse and/or neglect
- The impact this is likely to have, or is having, on the child involved.

This may be a single traumatic event, such as a violent assault, suffocation or poisoning, or it can be a combination of events (both acute and long-standing) that impairs the physical, intellectual, emotional, social or behavioural development of the child.

### **Definitions of abuse and neglect**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or more rarely, a stranger.

Perpetrators can be an adult or adults, another child or children.

(What to do if you're worried a child is being abused, advice for practitioners and Working Together to Safeguard Children).

The signs and indicators listed below may not necessarily indicate that a child has been abused but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

### **Indicators of child abuse**

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

**Emotional states:**

- Fearful
- Withdrawn
- Low self-esteem.

**Behaviour:**

- Aggressive
- Oppositional habitual body rocking

**Interpersonal behaviours:**

- Indiscriminate contact or affection seeking
- Over-friendliness to strangers including healthcare professionals
- Excessive clinginess, persistently resorting to gaining attention
- Demonstrating excessively 'good' behaviour to prevent parental or carer disapproval
- Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed
- Coercive controlling behaviour towards parents or carers
- Lack of ability to understand and recognise emotions
- Very young children showing excessive comforting behaviours when witnessing parental or carer distress.

**Child-on-child abuse**

We are aware that child-on-child abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse or sexual abuse. We will report this in the same way we do for adults abusing children and will take advice from the appropriate bodies on this area; to support for both the victim and the perpetrator, as they could also be a victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves.

If **child-on-child abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

**Children with SEN&D**

We are aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) if at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care, in line with Working together to Safeguard Children.

## **Looked after children**

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

- The legal status of the child (e.g. whether the child is being looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- The details of the child's social worker and any other support agencies involved
- Any child protection plan or care plan in place for the child in question.

Please refer to the Looked After Children policy for further details.

## **Physical abuse**

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

All children can suffer injuries during their early years as they explore and develop. If an explanation of how a child received their injury doesn't match the injury itself or if a child's injuries are a regular occurrence or there is a pattern to their injuries, then we will report our concerns.

If **physical abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

## **Fabricated or induced illness**

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The parent or carer may seek out unnecessary medical treatment or investigation; they may exaggerate a real illness and symptoms or deliberately induce an illness through poisoning with medication or other substances or they may interfere with medical treatments. Fabricated illness is a form of physical abuse, and any concerns will be reported, in line with our safeguarding procedures.

**FI** is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures.

## **Female genital mutilation (FGM)**

FGM is a procedure where the female genital organs are injured or changed with no medical reason. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy, according to the community. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways.

The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death (definition taken from the Multi-Agency Statutory Guidance on Female Genital Mutilation).

FGM is child abuse and is illegal in the UK. It can be extremely dangerous and can cause:

- Severe pain
- Shock
- Bleeding
- Infection such as tetanus, HIV and hepatitis B and C
- Organ damage
- Blood loss and infections
- Death in some cases

**FGM** is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures. In addition, there is a mandatory duty to report to police any case where an act of FGM appears to have been carried out on a girl under the age of 18.

If you are concerned that a child or young person may be in danger or risk of FGM **Tel:** 0800 028 3550 or email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk) **webpage:** [www.enfieldlscb.org](http://www.enfieldlscb.org) ([search FGM](#)) If we feel a child is in immediate danger, we will contact 999.

### **Breast ironing or breast flattening**

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

Breast Ironing/Flattening is a form of physical abuse and can cause serious health issues such as:

- Abscesses
- Cysts
- Itching
- Tissue damage
- Infection
- Discharge of milk
- Dissymmetry of the breasts
- Severe fever.

**Breast ironing/flattening** is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures.

The DSL will notify Ofsted within 14 days of an incident.

### **Emotional abuse**

Working together to safeguard children defines emotional abuse as 'the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on

the child's emotional development.' Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur separately.

Examples of emotional abuse include:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed, such as interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- A child seeing or hearing the ill-treatment of another.

A child may also experience emotional abuse through witnessing domestic abuse or alcohol and drug misuse by adults caring for them. In England, The Domestic Abuse Act (2021) recognises in law that children are victims of emotional abuse if they see, hear or otherwise experience the effects of domestic abuse.

Signs and indicators may include delay in physical, mental and/or emotional development, sudden speech disorders, overreaction to mistakes, extreme fear of any new situation, neurotic behaviour (rocking, hair twisting, self-mutilation), extremes of passivity or aggression, appearing to lack confidence or self-assurance.

If **emotional abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### **Sexual abuse**

Sexual abuse involves forcing, or enticing, a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving

children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse; women can also commit acts of sexual abuse, as can other children.

Action must be taken if a staff member witnesses an occasion(s) where a child indicates sexual activity through words, play, drawing, has an excessive preoccupation with sexual matters; or has an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. This may include acting out sexual activity on dolls/toys or in the role-play area with their peers; drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words.

If a child is being sexually abused staff may observe both emotional and physical symptoms.

Emotional signs:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Personality changes such as becoming insecure or clingy
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer
- Becoming worried about clothing being removed
- Suddenly drawing sexually explicit pictures or acting out actions inappropriate for their age
- Using sexually explicit language.

Physical Signs:

- Bruises
- Bleeding, discharge, pains or soreness in their genital or anal area
- Sexually transmitted infections
- Pregnancy

If **sexual abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

## **Neglect**

Working Together to Safeguard Children defines Neglect as 'the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development'.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

*Keeping Children Safe in Education*

The NSPCC statistics briefing for 2024 has found neglect continues to be the most common form of abuse, with one in ten children in the UK having been neglected. Concerns around neglect have been identified for half of children who are the subject of a child protection plan or on a child protection register in the UK. Younger children are more likely than older children to be the subject of a child protection plan in England because of neglect, although research suggests that the neglect of older children is more likely to go overlooked.

Signs of neglect include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in, or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

### **Affluent Neglect**

Affluent neglect refers to the form of neglect experienced by children in wealthy or affluent families, characterised by areas such as;

- Emotional neglect
- Pressure to succeed
- Lack of supervision
- Material indulgence
- Exposure to substance abuse
- Engagement with risky behaviour

Signs to look out for;

Emotional presentation – sadness, isolation, loneliness, pressure to succeed, pressure to attend extra-curricular activities, feelings of not living up to family expectations

Sense of entitlement – struggles with boundaries, acting out when things don't go their way

Social difficulties – difficulties in compromise, maintaining friendships, lack of empathy

Hyper vigilance/Hypersensitivity – independence, resilience, having to learn for themselves, not asking for help

Exposure to substance abuse – lack of parental guidance/supervision, risk of exposure and access to alcohol and drugs

Poor impulse control – freedom to spend money, lack of supervision, may result in overindulgence

Risky behaviour – lack of supervision may result in children being exposed to risky behaviour with little consequence – staying out later, socialising with an older crowd, sexual exploitation

If **neglect** is suspected, then any concerns must be reported in line with our safeguarding procedures.

## **Domestic abuse**

The definition of domestic abuse from the Domestic Abuse Act, 2021 is:

Behaviour of a person (A) towards another person (B) is 'domestic abuse' if:

- A and B are each aged 16 or over and are personally connected to each other
- The behaviour is abusive.

Behaviour is 'abusive' if it consists of any of the following:

- Physical or sexual abuse
- Violent or threatening behaviour
- Controlling or coercive behaviour
- Economic abuse (any behaviour that has a substantial adverse effect on B's ability to acquire, use or maintain money or other property and/or obtain goods or services)
- Psychological, emotional or other abuse.

It does not matter whether the behaviour consists of a single incident or a course of conduct.

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity and domestic abuse can happen at any stage in a relationship.

Signs and symptoms of domestic abuse include:

- Changes in behaviour (for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.)
- Visible bruising or single, or repeated, injury with unlikely explanations
- Change in the manner of dress (for example, clothes to hide injuries that do not suit the weather)
- Stalking, including excessive phone calls or messages
- Partner or ex-partner exerting an unusual amount of control or demands over work schedule
- Frequent lateness or absence from work.

All children can witness and be adversely affected by domestic abuse in the context of their home life. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Where incidents of domestic abuse are shared by our own staff, students or volunteers we will respect confidentiality at all times and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

### **Domestic Violence Support & Wellbeing**

**Solace Women's Aid Advice Service** offers information, advice and support for domestic and sexual violence. Phone the advice line on **020 3795 5068** (Monday to Friday, 9am to 6pm) or visit [Solace Women's Aid. www.solacewomensaid.org](http://www.solacewomensaid.org) **VS- Victim Support** – Supporting people affected by crime and traumatic events <https://www.victimsupport.org.uk/> **Young minds** – Advice and information <https://youngminds.org.uk/>

### **Enfield Council Domestic Violence Hub 0800 923 9009**

<https://new.enfield.gov.uk/services/community-safety/domestic-abuse/>

If **domestic abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### **Contextual safeguarding**

As young people grow and develop, they may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

As part of our safeguarding procedures, we will work in partnership with parents and other agencies to work together to safeguard children and provide the support around contextual safeguarding concerns.

### **Child sexual exploitation (CSE) and Child criminal exploitation (CCE)**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation (Keeping children safe in education).

### **Child sexual exploitation (CSE)**

CSE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into **sexual** activity. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can

also occur through the use of technology and may be without the child's immediate knowledge such as through others copying videos or images they have created and posted on social media.

Signs and symptoms include:

- Physical injuries such as bruising or bleeding
- Having money or gifts they are unable to explain
- Sudden changes in their appearance
- Becoming involved in drugs or alcohol, particularly if it is suspected they are being supplied by older men or women
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language beyond that expected for their age or stage of development
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer
- Nightmares or sleeping problems
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend or girlfriend
- Losing contact with family and friends or becoming secretive
- Contracting sexually transmitted diseases.

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any **criminal** activity. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Other examples include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Signs and symptoms of CCE are similar to those for CSE.

If **CSE** or **CCE** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### **County Lines**

The National Crime Agency (NCA) defines county lines as gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of 'deal line.' Customers live in a different area to the dealers, so drug runners are needed to transport the drugs and collect payment.

Perpetrators often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. A child is targeted and recruited into county lines through schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Signs and symptoms include:

- Changes in dress style
- Unexplained, unaffordable new things (for example, clothes, jewellery, cars etc.)
- Missing from home or school and/or significant decline in performance
- New friends with those who don't share any mutual friendships with the victim, gang association or isolation from peers or social networks
- Increase in anti-social behaviour in the community including weapons
- Receiving more texts or calls than usual
- Unexplained injuries
- Significant changes in emotional well-being
- Being seen in different cars or taxis driven by unknown adults
- A child being unfamiliar with where they are.

**If involvement in county lines is suspected, then any concerns must be reported in line with our safeguarding procedures.**

### **Cuckooing**

Cuckooing is a form of county lines crime. In this instance, the drug dealers take over the home of a vulnerable person in order to criminally exploit them by using their home as a base for drug dealing, often in multi-occupancy or social housing properties.

Signs and symptoms include:

- An increase in people, particularly unknown people, entering or leaving a home or taking up residence
- An increase in cars or bikes outside a home
- A neighbour who hasn't been seen for an extended period
- Windows covered or curtains closed for a long period
- Change in resident's mood and/or demeanour (for example, secretive, withdrawn, aggressive or emotional)
- Substance misuse and/or drug paraphernalia
- Increased anti-social behaviour.

**If cuckooing** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### **Child trafficking and modern slavery**

Child trafficking and modern slavery is when children are recruited, moved, transported and then exploited, forced to work or are sold.

For a child to have been a victim of trafficking there must have been:

- Action: recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation
- Purpose: sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs.

Modern slavery includes slavery, servitude and forced or compulsory labour and child trafficking. Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse.

Signs and symptoms for children include:

- Being under control and reluctant to interact with others
- Having few personal belongings, wearing the same clothes every day or wearing unsuitable clothes
- Being unable to move around freely
- Appearing frightened, withdrawn, or showing signs of physical or emotional abuse.

Please refer to our Human Trafficking and Modern Slavery policy for more detail on this area.

If **child trafficking** or **modern slavery** are suspected, then any concerns must be reported in line with our safeguarding procedures.

### **Forced marriage**

A forced marriage is defined as 'a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.'

Where incidents of forced marriage are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

If it is suspected that a **forced marriage** is being planned, then any concerns must be reported in line with our safeguarding procedures.

### **Honour based abuse (HBA)**

HBA is described as 'incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.' (Keeping children safe in education). Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their 'honour' code. It is a violation of human rights and may be domestic, emotional and/or sexual abuse such as being held against their will, threats of violence or actual assault. It often involves wider family networks or community pressure and so can include multiple perpetrators.

Signs and symptoms of HBA include:

- Changes in how the child dresses or acts, such as not 'western' clothing or make-up
- Visible injuries, or repeated injury, with unlikely explanations
- Signs of depression, anxiety or self-harm
- Frequent absences
- Restrictions on friends or attending events.

Where incidents of HBA are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

If **honour-based abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### **Child abuse linked to faith or belief (CALFB)**

Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- Ritual or multi-murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation
- Children's actions are believed to have brought bad fortune to the family or community.

If **CALFB** is suspected, then any concerns must be reported in line with our safeguarding procedures.

We look at these areas as a child protection concern. Please refer to the separate policy for further details on this. **Domestic Abuse / Honour Based Abuse / Forced Marriages**

### **Extremism and radicalisation**

Under the Counter-Terrorism and Security Act 2015, there is a duty 'to help prevent the risk of people becoming terrorists or supporting terrorism'. This includes safeguarding learners from extremist ideologies and radicalisation to prevent them from being drawn into terrorism. This is known as the Prevent Duty.

Children can be exposed to different views and receive information from various sources and some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism; usually it's a gradual process so those who are affected may not realise what's happening. Radicalisation is a form of harm.

The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts.

For further information visit [The Prevent Duty](#) website.

### **Prevent Duty 2015**

If children/young people are identified as being vulnerable to radicalisation, further advice and support can be found in The

Prevent Duty. Serious concerns should be referred to the below Services:

Anti - Terrorism Hotline (Metropolitan Police Service) **Tel:** 0800 789 321 ([www.met.police.uk/terrorism](http://www.met.police.uk/terrorism))

**Local Authority Community Safety Unit Tel:** 0208 379 4085/6137

Staff can raise concerns relating to extremism directly to the DFE Tel: 0207 340 7264

<https://www.enfield.gov.uk/safeguardingenfield/making-a-safeguarding-referral/tackling-extremism-and-radicalisation>

<http://www.elearning.prevent.homeoffice.gov.uk>

We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details.

**If radicalisation or extremism is suspected, then any concerns must be reported in line with our safeguarding procedures. This includes reporting concerns to the police.**

### **Online safety**

While the growth of internet and mobile device use brings many advantages, the use of technology has become a significant component of many safeguarding issues such as child sexual exploitation and radicalisation.

There are four main areas of risk associated with online safety:

- Content - being exposed to illegal, inappropriate or harmful material such as pornography, fake news, racist or radical and extremist views

- *Contact - being subjected to harmful online interaction with other users such as commercial advertising or adults posing as children or young adults*
- *Conduct - personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images and online bullying*
- *Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.*

Report **online safety concerns** to the DSL and to the Child Exploitation and Online Protection Centre (CEOP): <https://www.ceop.police.uk/Safety-Centre/>

**Inappropriate content** received via email must be reported to the DSL and to the Internet Watch Foundation (IWF): <https://www.iwf.org.uk/en/uk-report/>

### **Up skirting/down blousing**

*Up skirting and down blousing are criminal offences. They involve taking pictures of someone's genitals, buttocks or other intimate images under their clothing without them knowing, either for sexual gratification or in order to humiliate, or distress, the individual.*

*If **up skirting or down blousing** is suspected, then any concerns must be reported in line with our safeguarding procedures.*

### **Part 3 - Reporting Procedures**

All staff have a responsibility to report safeguarding/child protection concerns and suspicions of abuse. These concerns will be discussed with the designated safeguarding lead (DSL) as soon as possible.

- Staff will report their concerns to the **named DSL; Mine Topal** in the absence of the DSL they will be reported to the wider Leapfrog Safeguarding Team Assistant DSL's
- Any signs of marks/injuries to a child or information a child has given will be recorded and stored securely
- For children who arrive at nursery with an existing injury, an incident form will be completed via family along with the parent's/carer's explanation as to how the injury happened. Staff will have professional curiosity around any explanations given, any concerns around existing injury's will be reported
- If appropriate, any concerns/or incidents will be discussed with the parent/carer and discussions will be recorded. Parents will have access to these records on request in line with GDPR and data protection guidelines.
- If there are queries/concerns regarding the injury/information given, then the following procedures will take place:

The designated safeguarding lead will:

- Contact the Local Authority children's social care team; Enfield Children's MASH to report concerns and seek advice immediately, or as soon as it is practical to do so. If it is believed a child is in immediate danger, we will contact the police. If the safeguarding concern relates to an allegation against an adult working or volunteering with children, then the DSL will follow the reporting allegations procedure (see below)
- Record the information and action taken relating to the concern raised
- Speak to the parents (unless advised not to do so by LA children's social care team)
- The designated safeguarding lead will follow up with the Local Authority children's social care team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2018). We will never assume that action has been taken.

#### **Responding to and recording disclosures**

Staff, volunteers or students may receive a safeguarding disclosure. See the guidance below for responding to and reporting disclosures of abuse.

#### **Responding to a spontaneous disclosure from a child - what to do and say**

**Remember "TED" Tell, Explain, Describe**

If a child starts to talk openly to a member of staff about abuse they may be experiencing, then staff will:

- Stay calm and listen carefully
- Give full attention to the child or young person
- Try not to look shocked and reassure them that this is not their fault
- Show understanding and reflect back
- Keep body language open and encouraging
- Recognise and respond to their body language
- Be compassionate, be understanding and reassure them their feelings are important using phrases such as 'you've shown such courage today'
- Find an appropriate opportunity to say that the information will need to be shared and do not promise to keep the information shared a secret
- Take time and slow down: show respect, pause and will not interrupt the child – let them go at their own pace
- Make it clear you are interested in what the child is telling you
- Reflect back what they have said to check your understanding – and use their language to show it's their experience
- Reassure the child that they have done the right thing in telling you. Make sure they know that abuse is never their fault
- Only ask questions for clarification and avoid asking any questions that may suggest a particular answer
- Reassure the child that they have done the right thing, let them know what you will do next and with whom the information will be shared
- Record the disclosure in writing using the child's own words on Family (follow logging the concern procedure) as soon as possible, but not while the child is talking
- Include the date and time, any names mentioned and to whom the information was given
- Sign and date the record, refer the disclosure to the setting DSL and/or manager.
- Discuss the record with the setting DSL or manager and follow the procedures. We expect all members of staff to co-operate with relevant agencies to ensure the safety of children.

If a child starts to talk to an adult about potential abuse, it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately. It is not the nursery's role to investigate, it is the role of statutory services to complete this.

Staff involved in a safeguarding case may be asked to supply details of any information/concerns they have with regard to a child. The nursery expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent, child or member of staff.

(Information taken from NSPCC)

Any disclosure will be reported to the nursery manager or DSL and will be referred to the local authority children's social care team (MASH) immediately, following our reporting procedures.

## **Recording a case of disclosure or suspicions of abuse in the community**

If you observe a concern or receive a disclosure, make an objective record. Where possible include:

- Child's name and address
- Age of the child and date of birth
- Setting name and address
- Date and time of the observation or disclosure
- Details of the concern using factual information, including the exact words, if relevant
- Accurate details of the observation, including actions of the child or adult involved
- Accurate details of an injury or wound seen, including position and size
- The names of any other person present at the time
- Name of the person completing the report
- Name of the person to whom the concern was shared, with date and time.

## **Recording Suspicions of Abuse and Disclosures**

After following step 1 of the table below all staff should record their concern initially on Family under the notes section as detailed below;

- Log into Child profile page on Family,
- Click on the Notes tab,
- Create new note and click on safeguarding disclosure; record the following;

Ensure you have clicked Safeguarding Disclosure – **This should not be visible to parents**

1. **Date and time** of incident
2. Your name and position
3. Record the following factually:
  - What are you worried about?**
  - What was said** (if recording a verbal disclosure by a child use their words)?
  - Where and When** (date and time and location of incident)?
  - Any witnesses?**
4. Use a **Body Map**, if necessary, scan this and attach it as a file selecting the **Choose File** icon
5. Any other relevant information – Previous concerns, Parental Information?
6. **Action taken**, including names of anyone to whom your information was passed and when – **which DSL did you inform?**
7. **Save and Publish**

If the DSL advises step 2 of the table below will be actioned and the following form will be used to record the incident/concern; “**Logging a Concern; part 1**”, and where necessary the “**Body Map**” to make an objective record of any observation or disclosure, supported by the nursery manager or designated safeguarding lead (DSL). This record should include:

	<b>Staff member role</b> on receiving information that causes a safeguarding concern	<b>DSL role</b> on receiving information that causes a safeguarding concern
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• Speak to your nursery Deputy DSL you will then be advised to;</li> <li>• Contact the DSL immediately. This must be a verbal conversation to ensure the concern is clearly understood and action is taken</li> <li>• Complete the logging a concern form via Famly as displayed</li> <li>• If the DSL is unavailable, contact the Deputy DSL, MASH, NSPCC, social services or police until you are able to have a verbal conversation</li> <li>• For children who arrive at nursery with an existing injury, an 'incident' form will be completed via Famly. If there are queries or concerns regarding the injury or information given, follow these procedures</li> </ul>	<ul style="list-style-type: none"> <li>• If it is believed a child is in immediate danger, contact the police</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Complete a <b>“Logging a Concern”</b> and if appropriate <b>“Body Map”</b> form -</li> <li>• Write an objective report including: <ul style="list-style-type: none"> <li>– Child's name and address</li> <li>– Age and date of birth</li> <li>– Date, time and location of the observation or disclosure</li> <li>– Exact words spoken by the child (as close to word-for-word as possible) and non-verbal communication</li> <li>– Outline of the concern</li> <li>– Exact position and type of any injuries or marks seen</li> <li>– Exact observation of any incident or concern reported and the names of any other person present at the time</li> <li>– Any known confidentiality issues</li> <li>– Signature and date of person making the report and the DSL or other nominated individual receiving the report</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sign and date the <b>“Logging a Concern”</b> form received from staff member</li> <li>• Complete the <b>“Chronology”</b></li> <li>• Securely store the information according to the nursery procedures</li> <li>• If the safeguarding concern relates to a child, contact MASH, report concerns and seek advice immediately, or as soon as it is practical to do so</li> <li>• If the safeguarding concern relates to an allegation against an adult working or volunteering with children, contact the Local Authority Designated Officer (LADO) and request a confirmation email of the report, then report the concern to Ofsted</li> <li>• A full investigation into any allegation will be carried out by the appropriate professionals to determine how this will be handled</li> <li>• Note any actions requested by LADO / Ofsted and follow any instructions</li> </ul>

		received on <b>part 2 “Logging a concern”</b>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>If you feel the report is not being taken seriously or are worried about an allegation getting back to the person in question, then it is your duty to inform the Local Authority children's social care team (MASH) yourself directly</li> <li>Follow all instructions from the Local Authority children's social care team and/or Ofsted, co-operating where required</li> </ul>	<ul style="list-style-type: none"> <li>If appropriate, discuss the concerns or incidents with parent(s), unless it is believed that this would place the child at greater risk of harm</li> <li>Record all discussions on the appropriate <b>page 2 of “Logging a concern”</b> (remember parents will have access to these records on request in line with GDPR and data protection guidelines)</li> <li>Follow all instructions from the Local Authority children's social care team and/or Ofsted, co-operating where required</li> <li>Record information and actions taken</li> </ul>
<b>Step 4</b>		<ul style="list-style-type: none"> <li>If the DSL is not the owner/manager and there is an allegation against a member of staff, then the owner/manager must be informed as they have a duty of care for their employees</li> </ul>
<b>Step 5</b>		<ul style="list-style-type: none"> <li>If the Local Authority children's social care team have not been in contact within the timeframe set out in Working Together to Safeguarding Children (2018), it must be followed up</li> <li>Never assume that action has been taken</li> </ul>
<b>Step 6</b>	<ul style="list-style-type: none"> <li>Safeguarding procedures will be reviewed to ensure the process has been applied in line with the policy</li> </ul>	

### **Public interest disclosure (whistleblowing)**

Whistleblowing is the term used when a worker passes on information concerning wrongdoing. All safeguarding allegations, internal or external, current or historical, must be passed on the DSL. We will cooperate fully with the authorities involved and follow any guidance given. See the Whistleblowing policy which outlines our procedures, including where staff may wish to raise concerns about poor or unsafe practice regarding our safeguarding provision. All concerns will be taken seriously by the senior leadership team.

We believe keeping children safe is the highest priority and if, for whatever reason, concerns cannot be reported to the DSL or deputy DSL, or where a staff member feels that their genuine concerns are not being addressed, concerns can be reported anonymously to the LA social services safeguarding children team, the NSPCC, the police, or Ofsted.

### **Allegation against our staff**

An allegation against our staff may relate to a person who 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 he or she 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.

We will make every effort to maintain the confidentiality of all parties while an allegation or concern is being investigated. Dealing with an allegation can be a stressful experience and, to support the staff member, a named person (usually the DSL or Deputy DSL) to liaise with will be offered. The timeframes for an investigation will follow the guidelines of other involved authorities.

We reserve the right to suspend a staff member until the investigation is concluded. Further action will be determined by the outcome of the investigation.

Founded allegations are considered gross misconduct, in accordance with our disciplinary procedures, and may result in the termination of employment. DBS will be informed to ensure their records are updated and Ofsted will be informed. We retain the right to dismiss any member of staff in connection with founded allegations following an inquiry.

All safeguarding records are kept until the person reaches normal retirement age or for 22 years, if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids unnecessary reinvestigation.

Unfounded allegations will result in all rights being reinstated. A return-to-work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the staff member and the nature of the incident such as more frequent supervisions, coaching and mentoring or external support services.

If the member of staff resigns during the investigation, we will inform DBS, Ofsted and the police, where appropriate.

The DSL will follow the Enfield safeguarding partnership information about how to report an allegation to the LADO and we would also inform Ofsted immediately in order for this to be investigated by the appropriate bodies promptly. This includes:

- If as an individual you feel this will not be taken seriously or are worried about the allegation getting back to the person in question, then it is your duty to inform the local authority children's social care team yourself directly

- The local authority children's social care team, MASH will be informed immediately for advice and guidance
- A full investigation will be carried out by the appropriate professionals (Enfield safeguarding children's social care team, Ofsted) to determine how this will be handled
- The nursery will follow all instructions from the local authority children's social care team and Ofsted and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with local authority children's social care team support and advice
- The nursery reserves the right to suspend any member of staff during an investigation, Legal advice will be sought to ensure compliance with the law.
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team LADO and where an offence is believed to have been committed, the police will also be informed.
- Founded allegations will be dealt with as gross misconduct in accordance with our disciplinary procedures and may result in the termination of employment, Ofsted will be notified immediately of this decision along with notifying the Disclosure and Barring Service (DBS) to ensure their records are updated.
- All safeguarding records will be kept until the person reaches normal retirement age or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Unfounded allegations will result in all rights being reinstated
- A return-to-work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the individual staff member and the nature of the incident; this may include more frequent supervisions, coaching and mentoring and external support.
- All Safeguarding concerns and actions will be recorded on the Notes section of the child's Family profile, once a child leaves our nursery their profile is archived and accessible by searching in the 'withdrawn children' section.

**In the event of an allegation/concern against a member of staff please contact the Local Authority Designated Officer**

(otherwise known as the LADO)

**The Designated Lead Practitioner must inform the LADO within 1 working day and prior to any internal investigation taking place. You will be asked to complete a LADO referral form if the matter requires an "Allegations against Staff and Volunteers"** [safeguardingservice@enfield.gov.uk](mailto:safeguardingservice@enfield.gov.uk) and [MPESupport.SCS@enfield.gov.uk](mailto:MPESupport.SCS@enfield.gov.uk)

*Ofsted must be informed within 14 working days. 0300 123 4666*

**Contacts: Cathy Phelan (Enfield Lado)** Department: Schools & Children's Services **Tel:** 020 8379 4392/[Cathy.Phelan@enfield.gov.uk](mailto:Cathy.Phelan@enfield.gov.uk)

In the event that [Cathy](#) is unavailable, contact Safeguarding and Quality number on 020 8379 2850 and one of the Independent Reviewing Officers will respond.

[safeguardingservice@enfield.gov.uk](mailto:safeguardingservice@enfield.gov.uk) webpage: [www.enfieldlscb.org](http://www.enfieldlscb.org) (search LADO)

### **Ofsted Whistleblowing**

Whistleblowing helpline: 0300 123 3155 Email: [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

### **Support for staff during safeguarding incidents**

The DSL will support staff throughout any of the processes listed above and will organise appropriate counselling should this be required.

Any member of staff who has concerns about the content of this policy and its procedures, should speak to the DSL as soon as possible. If any member of staff wishes to talk confidentially about any safeguarding concern or any other issue relating to child protection or personal circumstance, it is important to do this as soon as possible.

## **Part 4: Recruitment, selection, induction and training**

### **Recruitment and selection**

Through the implementation of our Safer recruitment of staff policy, we endeavour to prevent unsuitable people from becoming members of staff. We check the suitability of new recruits following the procedures outlined in the Recruitment, selection and suitability of staff policy.

Procedures include relevant checks, such as obtaining references, establishing the identity of applicant and conducting criminal records disclosures prior to employment. Where required, staff and stakeholders have enhanced DBS checks. Clear person specification criteria and processes during the recruitment and selection process enable us to determine a candidate's suitability for the role.

We have specific responsibilities, as outlined in this policy, for any staff, apprentices, students and learners under the age of 18 whether living with their families, in state care, or living independently.

### **Induction and probation for staff**

As part of our induction process, all new workers will receive basic training on this Safeguarding children and child protection policy, so they have the necessary knowledge and skills to safeguard and promote the welfare of children.

Within the first week of induction, all staff will receive a copy of this policy. It is the line manager's responsibility to ensure that the new staff member understands it and is able to follow it. All safeguarding training must be completed by the end of the probationary period.

All staff are expected to keep their safeguarding knowledge and skills up-to-date and report any concerns they may have. We maintain records to ensure all staff have received the training they need.

### **Learners on placements or in employment**

We hold responsibility for ensuring that learners on placement or in employment are familiar with and sign up to this policy and agree to work within this framework. Learners will receive basic child protection training prior to starting their placement.

Learners and students under the age of 18 will be protected as children. Risk assessments will be completed to ensure their safety and well-being are protected and supported during their employment or training period. If situations arise during employment or placement which identifies those aged 18 or under are at risk from abuse or neglect, we will contact the appropriate bodies to ensure the individual is safeguarded.

### **Staffing and volunteering**

Our policy is to provide a secure and safe environment for all children. We follow safer recruitment practices including obtaining references and all staff employed to work with children will have enhanced criminal record checks from the Disclosure and Barring Service (DBS) before being able to carry out intimate care routines or have unsupervised contact with children; please also reference our safer recruitment policy.

We will obtain enhanced criminal records checks (DBS) for volunteers in the setting. Volunteers and visitors will never have unsupervised access to children.

All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery. During induction staff will be given contact details for the local authority children's social care team's, the local safeguarding children partnership and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

Ongoing suitability of staff is monitored through:

- regular supervisions
- peer observations
- annual declaration of staff suitability
- safeguarding competencies
- regular review of DBS using the online update service.

## **Designated Safeguarding Lead**

We have named persons within the nursery who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Leads (DSL)

### **The role of the Designated Safeguarding Lead:**

- Ensure that the settings safeguarding policy and procedures are reviewed and developed in line with current guidance; and develop staff understanding of the settings safeguarding policies
- Take the lead on responding to information from the staff team relating to child protection concerns
- Provide advice, support and guidance on an on-going basis to staff, students and volunteers.
- Liaise with all staff including SENDCO, on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a 145 referral by liaising with relevant agencies so that children's needs are considered holistically
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Support staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- To identify children who may need early help or who are at risk of abuse
- To help staff to ensure the right support is provided to families
- To liaise with the local authority and other agencies with regard to child protection concerns
- Ensure the setting is meeting the requirements of the EYFS Safeguarding and welfare requirements
- To ensure that if a child has been involved in an accident or injury whilst in Leapfrog's care that results in emergency medical care that the Local Authority (LADO) is notified within 48 hours and Ofsted notified within 14 days
- To ensure policies are in line with the local safeguarding procedures and details
- Disseminate updates to legislation to ensure all staff are kept up to date with safeguarding practices
- ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child,

Records should include:

- a clear and comprehensive summary of the concern.
  - details of how the concern was followed up and resolved.
  - a note of any action taken, decisions reached and the outcome.
- They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in part one and part two of Keeping Children Safe in Education guidance.
  - Where children leave the nursery the designated safeguarding lead should ensure their child protection file is transferred to the new nursery or school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and

confirmation of receipt should be obtained. Receiving nurseries and schools should ensure key staff such as designated safeguarding leads and SENDCOs or the named person with oversight for SEN are aware as required

- To manage and monitor accidents, incidents and existing injuries; ensuring accurate and appropriate records are kept
- Attend meetings with the child's key person
- Attend case conferences and external safeguarding meetings, as requested, by external agencies.

### **The Nursery safeguards children and staff by:**

- Providing adequate and appropriate staffing resources to meet the needs of all children.
- Informing applicants for posts within the nursery that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- Giving staff members, volunteers and students regular opportunities during supervisions and having an open-door policy to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children.
- Requesting DBS checks on a 3 yearly basis/or we use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children at regular intervals.
- Abiding by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so.
- Ensuring we receive at least two written references BEFORE a new member of staff commences employment with us.
- Ensuring all students will have enhanced DBS checks completed before their placement starts.
- Volunteers, including students, do not carry out any intimate care routines and are never left to work unsupervised with children.
- Abiding by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 (amended 2018) in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern will be reported to the Disclosure and Barring Services (DBS).
- Having procedures for recording the details of visitors to the nursery and take security steps to ensure that that no unauthorised person has unsupervised access to the children.
- Ensuring all visitors/contractors are supervised whilst on the premises, especially when in the areas the children use.
- Staying vigilant to safeguard the whole nursery environment and be aware of potential dangers on the nursery boundaries such as drones or strangers lingering. We will ensure the children remain safe at all times.
- Having a Staff Behaviour Policy that sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any

changes are reported to management, so we are able to support the individual staff member and ensure the safety and care of the children is not compromised.

- Ensuring that staff are aware not to contact parents/carers and children through social media on their own personal social media accounts and they will report any such incidents to the management team to deal with.
- Ensuring that all staff have access to, and comply with, the whistleblowing policy, which provides information on how they can share any concerns that may arise about their colleagues in an appropriate manner. We encourage a culture of openness and transparency, and all concerns are taken seriously.
- Ensuring all staff are aware of the signs to look for of inappropriate staff behaviour, this may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately.
- Ensuring all staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training, safeguarding concerns and any needs for further support or training.
- Having peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly identified. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff are able to share any concerns they may have. Concerns are raised with the designated lead and dealt with in an appropriate and timely manner.
- Ensuring the deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

We also operate a Phones and Other Electronic Devices and Social Media policy, which states how we will keep children safe from these devices whilst at nursery. This also links to our Online Safety policy.

Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the **Nursery Manager/DSL/Registered Person** at the earliest opportunity.

## **Legal framework**

We adhere to all current legislation, as below:

Children and Social Work Act 2017

Criminal Justice and Court Services Act 2000

Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015)

Freedom of Information Act 2012

Safeguarding Vulnerable Groups Act 2006

The Childcare Act 2006

The Children Act 2004

The Children Act (England and Wales) 1989

The Counter-Terrorism and Security Act 2015

The Data Protection Acts 1984, 1998 and 2018

The Domestic Abuse Act 2021

The Equality Act 2010

The Human Rights Act 1998

The Police Act 1997

The Sexual Offences Act 2003

Keeping Children Safe in Education

Working together to safeguard children

Relevant non-statutory guidance:

Child sexual exploitation, DfE 2017

Information sharing, DfE 2024

What to do if you're worried a child is being abused, DfE 2015

**Useful contacts**

<b>Setting</b>	
Main office	020 8360 0022 – <a href="mailto:info@leapfrognursery.org">info@leapfrognursery.org</a>
DSL – Mine Topal	<a href="mailto:Mine.leapfrog@gmail.com">Mine.leapfrog@gmail.com</a>
Deputy DSL – Sara Vincent	<a href="mailto:svleapfrog@gmail.com">svleapfrog@gmail.com</a>
Local Authority Designated Officer (LADO)	020 8379 4392/2850
Local Authority Safeguarding Children Partnership – Enfield MASH	0208 379 5555
<a href="#">Ofsted</a> (England)	0300 123 1231 / 0300 123 4666
<b>Police and related contacts</b>	

Emergency police	999
Non-emergency police	101
<a href="#">Child exploitation and online protection (CEOP)</a>	Online contact only
<a href="#">DfE counter-extremism helpline</a>	020 7340 7264

<b>Other useful contacts</b>	
<a href="#">Anti-terrorist hotline</a>	0800 789 321
<a href="#">NSPCC Child Protection Helpline</a>	0808 800 5000
<a href="#">Childline</a>	0800 1111
<a href="#">Kidscape</a>	020 7823 5430
<a href="#">National Domestic Abuse helpline</a>	0808 2000 247
<a href="#">Modern slavery helpline</a>	08000 121 700
<a href="#">Crimestoppers</a>	0800 555 111
<a href="#">Internet Watch Foundation (IWF)</a>	01223 20 30 30
<a href="#">Information Commissioners Office (ICO)</a>	0303 123 1113

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
Oct 2022 March 24 October 2024 Jan, Feb, March 2025 November 25	M.Topal	September 2026

## ***Safer Recruitment of Staff Policy***

At Leapfrog Nursery School we are vigilant in our recruitment procedures aiming to ensure that all people working looking after children are suitable to fulfil the requirements of their role. We have effective systems in place to ensure that practitioners and any other person who may have regular contact with children are suitable. Senior Leadership Team complete a safer recruitment, selection and induction course as recommended, and keep up to date with any changes or updates through our local authority and DFE website.

We follow this procedure each and every time we recruit a new member of staff to join our team.

### **Legal requirements**

- We abide by all legal requirements relating to safe recruitment and suitable persons as set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations including our legal responsibilities under the Equality Act 2010
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks; and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the nursery or is still under investigation. Please refer to the child protection/safeguarding policy for further information.
- Under legislation which came into force on 29 February 2008, along with the Asylum and Immigration Act 1996, we check an employee's entitlement to work in the UK and will seek advice regarding identity checks as is advisable by [Home Office website](#).

### **Advertising**

- We use local authority websites, job sites, our social media sites to advertise for any vacancies
- We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad in the last 5 years from the dates of application.

### **Interview stage**

- We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not

- All shortlisted candidates receive a job description, a person specification, an equal opportunity monitoring form and a request for identification prior to the interview
- The manager decides the most appropriate people for the interview panel. There will be at least two people involved and both are involved in the overall decision making
- At the start of each interview all candidates' identities are checked using, for example, their passport and/or photo card driving licence. All candidates are required to prove they are eligible to work in the UK. The interview will also cover any gaps in the candidate's employment history
- All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the nursery. The questions are value based and will ensure the candidate has the same values as the nursery with regards to the safety and welfare of the children in their care
- We understand how important it is using Value-based interview questions as it helps us to identify more of the applicant's character and behaviour from their responses, we are then able to assess if this is in line with our ethos and vision.
- Every shortlisted candidate will be asked to take part in a supervised practical exercise which will involve spending time in a particular age group in the nursery interacting with the children, staff and where appropriate parents
- After this practical exercise, which could incorporate a short planned activity the candidate has prepared, or a short story time, the nursery managers and/or SLT will ask the applicant to reflect on their time. Where possible we will ask the children what they thought and ask the other staff to talk through how they felt about the individual.
- The Senior Leadership Team (SLT) will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early years' framework as well as the needs of the nursery
- Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback.

### **Starting work**

- The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file
- Testimonials or open references will always be followed up with contact being made by Leapfrog Nursery School's SLT
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked and copies taken for their personnel files where applicable
- Prior to employment but after the job has been offered a health check questionnaire will be given to the employee and its results will be taken into account in making an overall decision about suitability. The nursery reserves the right to take any further advice necessary in relation to a person's physical

and mental fitness to carry out their role. Please see the absence management policy for more details about how the nursery manages health problems including access to medical records

- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be initiated before the member of staff commences work in the nursery and they will not have unsupervised access to any child or their records before this check comes back clear. Further to this, the new starter will not be allowed to take photographs of any child, look at their learning and development log or change the nappy or assist with intimate care routines, such as support with toileting and clothe changing of any child without an up-to-date enhanced DBS check (whether supervised or not)
- An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad in the last 5 years of applying for the position we will check with the country (countries) they've worked in, as any criminal offences will not appear on the DBS/Disclosure Scotland checks, we understand that for each country the process will differ, and will check the country on the lists provided by the [Department for Education website](#) and follow their instructions
- We will endeavour to check any history of working abroad, even over the 5 years stipulated above as good practice
- The nursery will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The nursery will not retain copies of the disclosure itself once the employment decision is taken
- There may be occasions when a DBS check is not clear but the individual is still suitable to work with children. This will be treated on an individual case basis and at the manager's/owner's discretion taking into account the following:
  - seriousness of the offence or other information
  - accuracy of the person's self-disclosure on the application form
  - nature of the appointment including levels of supervision
  - age of the individual at the time of the offence or other information
  - the length of time that has elapsed since the offence or other information
  - relevance of the offence or information to working or being in regular contact with children.
- If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check
- New starters are required to sign (either application form, contract or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so

## **Induction**

All new members of staff will undergo an intensive induction period; this will include

- Tour of the nursery and introductions
- Our curriculum and Vision are shared
- Contracts/terms and conditions provided (or talked through if providing later)

- Hours of work and breaks
- Holiday/sickness/pension arrangements
- Signing in and out procedures for staff, children and visitors
- First aid procedures for staff and children (including accident reporting)
- Emergency evacuation procedures and lock down procedure
- Safeguarding or child protection procedures, awareness and training including Whistleblowing procedures
- Confidentiality
- Health and safety
- Hygiene standards
- Policies and procedures read and understood, including social networking and mobile phone and the equality policy
- Individual roles and responsibilities understood
- Personal documentation received and checked e.g. DBS check, identity checks, references, health questionnaire, National Insurance number, driving licence (if required).
- The new member of staff will have regular meetings with the manager and their 'mentor/buddy' who will introduce them to the way in which the nursery operates, time where they will read and discuss the nursery policies and procedures; discuss their progress, support required and/or further training and professional development opportunities.

#### **Delayed DBS checks**

Where possible, staff will have the checks completed prior to starting employment. As long as the DBS check has been applied for, if there are delays in the results coming through, staff may work in the nursery before these checks are completed as a last resort, but they must be supervised at all times by staff who already hold an enhanced check. All nursery staff will be informed of any staff awaiting enhanced DBS clearance

- Staff awaiting these checks will **never**:
- Be left unsupervised whilst caring for children
- Take children for toilet visits unless supervised by staff holding an enhanced check
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the nursery day.

#### **Probationary periods**

Reviews of the individual's progress and working practices are scheduled in and conducted by the nursery or general manager within a four-week period. Any concerns about an individual's suitability or capability need to be addressed as they arise. We are aware that our duty during the induction process is to support new staff as much as possible, ease them into our way of working and use the entire probation period to ensure they're both suitable for the role and that they're happy in the nursery.

We understand that the Probation period works both ways. We will strive to build a strong relationship in those first few weeks/months, it is essential for the smooth operation of the nursery and allows us both to talk openly about any concerns or worries we may have.

### **Ongoing support and checks**

- All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through an annual 'staff suitability questionnaire'). This includes any incidents occurring outside the nursery. Staff will face disciplinary action should they fail to notify the manager **immediately**
- All members of staff will update a health questionnaire on an annual basis to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties. This will also be discussed at staff supervisions/review meetings. Management may require this more regularly where health circumstances change. There are more details about how the nursery deals with any health problems in the absence management policy
- Nursery Managers along with SLT will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. Please see the Disciplinary Policy for further details
- Every member of staff will have two meetings a year with the manager: a formal appraisal and a more informal review. This will provide an opportunity for the manager and member of staff to discuss training needs for the following six months as well as evaluate and discuss their performance in the previous six months
- SLT along with the Nursery Manager, and room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback
- The nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

### **Students and agency/supply staff**

- All students will receive an interview to ensure they are suitable for the nursery and an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values
- All students will be fully supervised to ensure they receive the appropriate support, training and information they may require
- We request confirmation that all necessary checks have been completed by the agency before using any supply or agency staff. Once checks are obtained, we record the DBS check reference number, the date the check was obtained and details of who obtained it
- We have a short induction prior to agency staff working with the children. It is our policy that all agency and supply staff are fully supervised and not left alone with children
- Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible.

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
<i>October 2022</i> <i>October 2024</i> <i>November 25</i>	<i>M.Topal</i>	<i>September 2026</i>

## **Special Educational Needs and Disability (SEND) Policy**

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children
- Statutory Framework for the EYFS

### **Special Educational Needs and Disability (SEND) code of practice.**

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice to identify, assess and make provision for children's special educational needs and disabilities.

At Leapfrog Nursery School we use the SEND Code of Practice definition of Special Educational Needs and Disability:

**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 him or her.**

**A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- **has a significantly greater difficulty in learning than the majority of others of the same age, or**
- **has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

### **Statement of intent**

We are committed to the inclusion of **all** children at our nursery. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs, and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique and we do not attempt to categorise children.

We are committed to working in partnership with parents and carers in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full

use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

We undertake a Progress Check of all children at age two in accordance with the Code of Practice and statutory framework for EYFS to support early identification of needs.

In addition, at Leapfrog, we also undertake a 12 month check and use this as a basis to identify areas of need even earlier than 2 years. As part of our assessment process, we also measure children's developmental level in both speech, language communication and physical skills. Using the I CAN stages of language toolkit and Peabody Motor Development Chart to assess physical development.

We are committed to working with a strengths-based approach, focusing on what a child can do and putting in place support and provision where possible to ensure that all children make progress with us. We have an ambitious curriculum and children with SEND are very much part at the heart of our vision.

We will also undertake the Early Years Foundation Stage Profile (EYFSP) assessment at the end of the Early Years Foundation Stage for any children that remain with us in the final term of the year in which they turn five, as per the statutory framework for EYFS

We will work closely with the child's parents and any relevant professionals if we identify any areas where a child's progress is less than expected to establish if any additional action is required. This may include:

- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and assessing such observations regularly to monitor progress.

All new children will be given an induction and full settling in period when joining the nursery according to their individual needs, a home visit may also be carried out. We understand that for some children accepting the transition of starting nursery may well cause them a high level of distress, this may also be a difficult time for parents and carers. We will work very closely with the family to ensure we are going at a pace that works for the children and family's needs, whilst also taking into consideration the levels of support a child may need and discussing appropriate nursery session times to ensure the child has the support they need.

We may ask that parents provide us with copies of reports from specialists and/or give us permission to contact any specialists working with their child in the lead up to their child starting with us. This is so that we can understand the child's needs and put any provision in place and/or arrange staff training ahead of the child joining us.

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies

- *Ensure that children who learn at an accelerated pace e.g. 'most able' are also supported – (please see our More able and talented children policy)*
- *Encourage children to value and respect others*
- *Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities*
- *Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice*
- *Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services where required*
- *Challenge inappropriate attitudes and practices in the moment as situations may occur*
- *Ensure that our staff team understand their role in supporting children with SEND, and ensuring they adhere to our policies, procedures*
- *Promote positive images and role models during play experiences of those with additional needs wherever possible*
- *Celebrate diversity in all aspects of play and learning*
- *Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required*
- *Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need*

*At Leapfrog Nursery School the designated person in charge of implementing this Special Education Needs and Disabilities Policy and ensuring that all staff and managers including the individual nursery SENCO's are supported and able to meet the individual needs of the children in accordance to the Code of Practice is:*

#### **Mine Topal – Inclusion Coordinator**

*Our Special Education Needs and Disabilities Co-ordinator (SENCO) within our nurseries are the named Nursery Managers. They work with the support and guidance from our Inclusion Coordinator.*

*At Leapfrog the Inclusion Coordinator takes on the overall role and responsibility of the SENCO as detailed below.*

*The role of the SENCO in our setting includes:*

- *ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND*
- *advising and supporting colleagues*
- *ensuring parents are closely involved throughout and that their insights inform action taken by the setting*
- *liaising with professionals or agencies beyond the setting*
- *taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.*

We will:

- Have a named Inclusion Coordinator who leads the SEND provision at Leapfrog and ensure all staffs training is relevant and up to date
- Designate a named member of staff to be the SENCO in each nursery and share their name/role with all staff and parents

The named SENCO will work with the Inclusion Coordinator to ensure they;

- Have high aspirations for all children and support them to achieve their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible/appropriate
- Signpost parents and families to our Local Offer in order to access local support and services
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice/ statutory framework for the EYFS
- Complete our additional assessments and progress checks to ensure we are highlighting any gaps in learning and development and plan appropriately
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity – please see our Inclusion and Equal Opportunities policy
- Agree to the terms of the Enfield Inclusion Charter as detailed; <https://traded.enfield.gov.uk/thehub/information/enfield-inclusion-charter?displaypref=large>
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools. (See our transitions policy).
- Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Review children's progress and support plans each half term and work with parents to agree on further support plans

- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided e.g. CIC (please see our intimate care policy)
- Relevant staff training is arranged to enable them to have the relevant skills, knowledge and expertise to meet the needs of children with SEND
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff, Administering of Buccal Midazolam – supporting those living with Epilepsy specifically Dravet syndrome, and training in Clean Intermittent Catheterisation (CIC) for those living with Spina Bifida
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.

### **Effective assessment of the need for early help**

We are aware of the process for early help and follow the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

#### **Leapfrog Nursery School's Lead Professional is Mine Topal – Inclusion Coordinator**

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them.
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (Working together to safeguard children)

Please see our Safeguarding Children and Child Protection Policy.

## **Graduated Approach**

We follow the SEND Code of Practice recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

**At Leapfrog the responsibility of leading the Graduated response will be, Mine Topal – Inclusion Coordinator, who will work closely with the nursery SENCO's.**

## **Assess**

In identifying a child as needing SEND support, the key person, working with the SENCO and/or Inclusion Coordinator and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, and it is deemed that further assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO and/or Inclusion Coordinator will contact them, with the parents' agreement.

## **Plan**

Where it is decided to provide SEND support, and having formally notified the parents, the key person and the SENCO and/or Inclusion Coordinator, in consultation with the parents, will agree the outcomes they are seeking, this will be the document "My Support Plan" the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views and interests of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home. Copies of the child's support plan will be shared to the family and discussed with all staff supporting the child.

## **Do**

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO and Inclusion Coordinator, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO and Inclusion Coordinator will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

We understand the impact on embedding support consistently for a child is vital, therefore all staff will have an understanding on what the child's needs are and the support and intervention being offered. At Leapfrog the key worker will always have the support of their colleagues and managers to ensure they have time and support to plan for and provide the intervention support for a child who has a support plan.

During this stage the keyworker, SENCO and Inclusion coordinator will reflect what is working and may make changes to environment, routines and intervention strategies based on child's responses to ensure the support being planned and provided for on a weekly basis is effective to the child's needs for them to make progress.

## **Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO and/or Inclusion Coordinator in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

## **EYSEND Team and Funding Support**

The Inclusion Coordinator and nursery SENCO's will seek further advice and support from the local borough Area SENCO's. We will seek permission from parent and carers before inviting our designated Area Senco into the nursery for advice and further observation of the child. A copy of their report advice summary will be shared with the parent/carers.

Where a child's needs are such that continued enhanced support is needed to ensure their needs can be met, the Inclusion Coordinator and/or SENCO will discuss with parent/carers and seek their written permission to apply for Special Educational Needs Funding (SENIF) support via the local borough. This funding is paid to nurseries supporting children who are in receipt of the Nursery Education Funding Entitlement and have learning, development delay and SEND. This low level funding helps to ensure children with emerging SEND needs are receiving a nursery education.

Where a child is receiving Disability Living Allowance the nursery are eligible to apply for Disability Access Funding, this is a payment made to the nursery specifically for making enhancements to their resources and equipment to support the needs of the child so they can access the provision. Parents should provide the nursery with proof of receiving DLA and the LA will require parental consent for the application; all receipts will be recorded and will be available on the LA's request.

At Leapfrog Nursery School the Inclusion Coordinator will provide supporting evidence for parent/carers who would like to apply for DLA and need support with their application.

SENIF and DAF funding is solely for the use of providing the child with the enhanced support and specific resources that will help staff to meet the needs of the child, it cannot be used to contribute towards the cost of the nursery fees.

## **Education and Health Plan (EHC)**

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The Inclusion Coordinator is responsible for completing a Request for Needs Assessment. They will only do so when;

- They agree that a child meets the needs as described in the guidance of applying for EHCP
- A child has attended the nursery for a minimum of two terms and the graduated approach has been put into place as described above (a minimum of 2 review cycles)
- The child is in receipt of SENIF
- The parent/carers works in partnership with the Inclusion Coordinator, sharing accurate information and specialist reports where necessary

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including:

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEND
- evidence of the action already being taken by us as the early years provider to meet the child's SEND
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.

We will review this policy annually to ensure it continues to meet the needs of the children/parents and our nursery.

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## **Separated Family Policy**

At Leapfrog Nursery School we support families going through separation by working closely with the parents to establish the most effective transition and support. We understand that this can be a difficult time and support the child's/children's emotional well-being and report any significant changes in behaviour to the parent. Parents are signposted to relevant services and organisation for support for the whole family, where required.

### **Parental responsibility**

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

### **England**

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (From 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

We are aware that different types of family arrangements may be in place, we will consult support

### **Nursery registration**

During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.

We request these details on the child registration form. If a parent does not have parental responsibility or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

### **We will:**

- Ensure the child's welfare is paramount at all times they are in the nursery
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have seen a copy/have a copy attached to the child's file
- Provide information on the child's progress, e.g. learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position
- We will seek legal advice in the case of any disputes regarding the care/collection and sharing of information, where required to ensure we meet all legal requirements.

- *Work in line with trauma informed practice, please see policy.*

**We ask parents to:**

- *Provide us with all information relating to parental responsibilities, court orders and injunctions*
- *Update information that changes any of the above as soon as practicably possible*
- *Work with us to ensure continuity of care and support for your child*
- *Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child*
- *Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat*
- *Not ask the nursery to take sides in any dispute. We will only take the side of your child, and this will require us to be neutral at all times.*

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## Settling in Policy

At Leapfrog Nursery School, our aim is to work in partnership with parents and/or carers to help them become familiar with the setting and offer a settled relationship for the child. We know children learn best when they are healthy, safe and secure, we build positive relationships with parents to ensure we can meet children's individual needs and help them settle quickly into nursery life.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling into the nursery.

Our settling in procedure includes:

- Allocating a key person to each child and their family, before they start. Along with the nursery manager and/or lead practitioner, the key person will welcome the child, ensuring their care is tailored to meet the needs of the child. The key worker will focus on building up a relationship with the child and their family to ensure bonds are being built. The child's hours are built up according to their responses and parent's needs.
- At Leapfrog we do like to encourage **all staff** to build up relationships with the child and family to help embed relationships, connection and encourage parental partnerships.
- Allocating a key person to each child before their start ensures each child and their family have a familiar contact person to assist with settling in, but we also recognise children may well form a natural relationship and bond with another member of staff, so we have a reflective approach to key worker allocations and may make changes through your child's time based on their current relationships, connections and learning style to ensure they are placed with a key worker who can best support them during their time with us
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- Providing parents with relevant information about the policies and procedures of the nursery
- Working with parents to gather information before the child starts on the child's interests, likes and dislikes and their favourite things available at settling sessions, e.g. their favourite story or resource: as well as completing a baseline of the child's current development to plan, and meet, the individual needs of the child from the first day
- Encouraging parents and children to visit the nursery before an admission is planned and arranging home visits and/or online video meetings where applicable

- *Planning tailored settling in visits and introductory sessions, following any necessary government advice*
- *Welcoming parents to stay with their child, where possible and applicable during the first few sessions until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents*
- *Encouraging parents/carers to send in family photos to display to help settle the child*
- *Using Family to include photos of the setting including photos of staff for the Parent/Carers to access at home and share with their child so they become familiar with the staff and new environment*
- *Reassuring parents whose children seem to be take a little longer to settle in and developing a plan with them, for example shorter more frequent sessions through the week, where possible*
- *Providing regular updates and photos of the children settling*
- *Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences*
- *Assigning a secondary key person to each child in case the key person is not available for long periods. Parents are made aware of this to support the settling process and attachment*
- *Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in*
- *Not taking a child on an outing from the nursery until he/she is completely settled.*

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<i>November 25</i>		

## Sickness and Illness Policy

At Leapfrog Nursery School we promote the good health of all children attending including oral health by:

- Asking parents to keep children at home if they are unwell. If a child is unwell, it is in their best interest to be in a home environment rather than at nursery with their peers.
- Asking staff and other visitors not to attend the setting if they are unwell
- Helping children to keep healthy by providing balanced and nutritious snacks, meals and drinks
- Providing opportunities for children to take part in learning experiences that promote healthy eating, benefits of physical activity, outdoor experiences and good oral health routines
- Minimising infection through our rigorous cleaning and hand washing processes (**see infection control policy**) Ensuring children have regular access to the outdoors and having good ventilation inside
- Sharing information with parents about the importance of the vaccination programme for young children to help protect them and the wider society from communicable diseases
- Sharing information from the Department of Health that all children aged 6 months – 5 years should take a daily vitamin
- Having areas for rest and sleep, where required and sharing information about the importance of sleep and how many hours young children should be having.

### Our procedures

In order to take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- If a child becomes ill during the nursery day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time, we care for the child in a quiet, calm area with their key person (wearing PPE), wherever possible
- We follow the guidance published by UK Health Security Agency for managing specific infectious diseases and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the nursery?
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to nursery until they have been clear for at least 48 hours

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<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/managing-specific-infectious-diseases-a-to-z>

- We inform all parents if there is a contagious infection identified in the nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection
- We notify Ofsted as soon as is reasonably practical, but in any event within 14 days of the incident of any food poisoning affecting two or more children cared for on the premises.
- We ask parents to keep children on antibiotics at home for the first 48 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell) This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is non-negotiable
- We make information/posters about head lice readily available, and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice, we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.

### **Meningitis procedure**

If a parent informs the nursery that their child has meningitis, the nursery manager will contact the Local Area Infection Control (IC) Nurse. The IC Nurse will give guidance and support in each individual case. If parents do not inform the nursery, we may be contacted directly by the IC Nurse and the appropriate support given. We will follow all guidance given and notify any of the appropriate authorities including Ofsted where necessary.

### **Covid-19 procedure**

Leapfrog Nursery School will continue to follow all guidance and advice as provided by Department for Education (DFE) and United Kingdom Health Security Agency (UKHSA) for living with Covid-19.

### **We will follow the transporting children to hospital procedure in any cases where children may need hospital treatment.**

The nursery manager/staff member must:

- Inform a member of the management team immediately
- Call 999 for an ambulance immediately if the illness is severe. DO NOT attempt to transport the unwell child in your own vehicle
- Follow the instructions from the 999-call handler
- Whilst waiting for the ambulance, a member of staff must contact the parent(s) and arrange to meet them at the hospital
- 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

- 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
- 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.

**\*Our policy is not to transport a child in staffs' vehicles – however if in the unlikely event this did occur, we would follow the below guidance**

\*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 advice is 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-seat/](http://www.childcarseats.org.uk/types-of-seat/)
- 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](http://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?
- Safeguarding of the child needs to be looked at. In certain situations, 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. 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 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
- Emergency procedures, e.g. what happens if the child's health begins to deteriorate during the journey.

This policy will be reviewed at least annually in consultation with staff and parents and/or after a significant incident, e.g. serious illness/hospital visit required.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
April 2022	M.Topal	September 2026
October 2024		
November 25		

## *Sleep Policy*

*At Leapfrog Nursery School we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.*

*The safety of babies' sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death syndrome (SIDS). We make sure that:*

- Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, we turn them onto their back again unless they are able to roll from back to front and back again, on their own, in which case we enable them to find their own position*
- Babies/toddlers are never put down to sleep with a bottle to self-feed*
- Babies/toddlers are monitored visually when sleeping looking for the rise and fall of the chest and if the sleep position has changed*
- Checks are recorded every 10 minutes and sleep times are logged onto the Family app*
- Babies/ children are never left to sleep in a separate sleep room without staff supervision at all times*
- Staff are not to close doors and be alone with sleeping children as per our safeguarding policies*

*We provide a safe sleeping environment by:*

- Monitoring the room temperature*
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating*
- Only using safety-approved cots or other suitable sleeping equipment (i.e. mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet*
- Only letting babies sleep in prams if they lie flat and we have parents' written permission*
- Enable babies to sleep outdoors, where appropriate and with parents' permission*
- Not using cot bumpers or cluttering cots with soft toys, although comforters may be given where required*
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags*
- Ensuring every baby/toddler is provided with clean bedding labelled to them and working in partnership with parents to meet any individual needs for example if a child prefers to sleep in a sleeping bag we will ask parents/carers to bring one from home*
- Cleaning all bedding as required and at least weekly*

- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest
- Having a no smoking/vaping policy.

We ask parents information on their child's sleeping routine at induction with the manager/lead practitioner and/or child's key person when the child starts at nursery and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies or in a sling. We will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so in which case we would ask them to sign to say they have requested we adopt a different position or pattern on the sleeping babies form.

We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

When a child starts nursery we will follow a child's Individual sleep routine, however we will work with the families to try and build up a sleep pattern reflective of our nursery daily routine to ensure the children get the most out of their nursery learning experience. We create an environment that helps to settle children that require a sleep for example dimming the lights, using soft music, where applicable whilst ensuring that we continue to meet the needs of the children that do not require a sleep and ensure they can continue to play, learn and develop. This may involve taking children outdoors or linking with others rooms/children.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

Staff will display individual children's sleep patterns in the area so all staff are aware how the child goes to sleep, comforters they may use, whether they like to be patted or stroked, lighting and noise levels and such. We will provide soft calming music and/or white noise to support a child going off to sleep.

### **Sleeping twins**

We follow the advice from The Lullaby Trust regarding sleeping twins while working with parents to maintain sleep routines and well-being.

Further information can be found at: <http://www.lullabytrust.org.uk>

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### **Social Networking Policy**

Social media is a large part of the world we live in and as such at Leapfrog Nursery School we need to make sure we protect our children by having procedures in place to ensure the safe use.

We use Facebook / Instagram to share posts/pictures of the experiences / activities the children have accessed at nursery, as well as to post updates/reminders and links to best practice.

In order to safeguard children, we ensure:

- We have prior written permission in place from parents / carers before posting any images of children on our social media pages
- We have a separate permission to use any images for open public pages we use for marketing purposes
- Do not allow others to post on our social media pages, only the Leapfrog management team will post onto social media
- Have separate permission to use any images for any open public pages that we use for marketing purposes
- We monitor comments on all posts and address any concerns immediately.

### **Staff use of social media**

We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the nursery, nursery staff, parents or children.

- When using social networking sites such as Facebook or Instagram we ask staff:
  - Not to make personal comments relating to their work or post pictures in work uniform
  - Not to send private messages to any parent's/family members
  - Direct any parent questions relating to work via social networking sites, to the manager
  - Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
  - Report any concerning comments or questions from parents to the manager/safeguarding lead
  - Follow the staff behaviour and code of conduct policies
  - Not post anything that could be construed to have any impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way
  - To follow this in conjunction with the whistleblowing policy.

- In the instance where staff members are also involved in another business venture and parent/carers follow this social media account, staff members should continue to ensure the content is appropriate and does not impact Leapfrog Nursery School negatively in any way
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g. work emails and phone numbers. This is to protect staff, children and parents.

### **Parents and visitors' use of social networking**

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publicly or privately, information about any child on social media sites such as Facebook, Instagram and Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

We ask parents **not to**:

- Send friend requests to any member of nursery staff\*
- Screen shot or share any posts or pictures from the nursery on social media platforms (these may contain other children in the pictures)
- Post any photographs to social media that have been supplied by the nursery with other children in them (e.g. Christmas concert / end of year photographs or photographs from an activity at nursery).

We ask parents to:

- Share any concerns regarding inappropriate use of social media through the official procedures (please refer to the partnership with parent's policy, complaints procedures and grievance policy).

*\*If staff and parent/carers are existing friends before they have started a professional relationship part of Leapfrog this does not apply*

*\*Please also see our online safety policy*

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### *Special Consideration for Employees Policy*

At Leapfrog Nursery School we recognise that certain employees such as young persons, new and expectant mothers and persons with a special educational need and/or a disability may require special consideration.

#### **Legal requirements**

The nursery follows the legal requirements set out in 'The Management of Health and Safety at Work Regulations' (1992) and the 'Equality Act' (2010).

This policy should be read in conjunction with our Health and Safety Policy, which has regard to any employees requiring special consideration at the commencement of employment and during the course of it. See also the Menopause policy.

#### **Procedure**

The nursery manager:

- Assesses any employee requiring special consideration in conjunction with the individual on induction to the nursery or when their condition including health and medical needs or special educational needs and/or disability is obtained
- Carries out necessary risks assessments to support the employee
- Agrees with the staff member any necessary special measures such as training and supervision, arrangements, modifications and medical surveillance
- Carries out further assessments and reviews at least annually, or if and when any changes to the special circumstances or environment occur.

#### **Special educational needs/Disabilities**

If a member of staff has a special educational needs and/or disability, we encourage them to tell us about their condition so that we can consider what reasonable adjustments or support may be appropriate.

#### **Health and Medical needs**

We encourage staff to inform managers and the SLT if there are changes to their medical and health needs, including receiving of a diagnosis. We aim to support our staff team and having an understanding

of their needs will allow us to offer them the support or adaptations that may be needed for their circumstances. Please also see policies on staff code of conduct and monitoring staff behaviour.

**Part-time and fixed-term work**

Part-time and fixed-term employees are treated the same as comparable full-time or permanent employees and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is objectively justified.

**Transgender (transexual) employees**

If an employee proposes to change their gender, has started to do so or has already done so, they are protected by the Equality Act (changing gender does not have to include medical processes or intervention).

When reviewing special considerations for transgender employees, we will seek specialist advice and liaise directly with the employee regarding their requirements. For example, we enable employees to inform us of their preferred gender and pronouns, we enable trans employees to select the toilet facilities appropriate to the gender in which they present and we treat absence for transitioning in line with our general absence procedures.

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## *Staff Development and Training Policy*

*At Leapfrog Nursery School we value our staff highly. We believe that ongoing personal and professional development is essential for the delivery of high-quality learning and development opportunities for children in their early years*

*The overall quality of our nursery is underpinned by our staff having the appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities.*

*Every staff member is given the opportunity to further develop their training, knowledge and skills through a comprehensive and targeted programme of professional development. High-quality professional supervision is also provided, this provides each staff member with support, coaching and training and promotes the interests of children. Each meeting is planned based on individual performance related targets, consistent and sharply focused observation and evaluations of the impact of staff's practice.*

*We ensure that a high percentage of our staff are qualified to Level 3 (or equivalent) or above in childcare and education or Early Years Educator. Other staff working at the nursery are either qualified to Level 2 or undertaking training. Where necessary staff will be supported to achieve a suitable level 2 qualification in Maths and English (as defined by the Department for Education on the Early Years Qualifications List) for the completion of the Early Years Educator.*

*We have a contract with Noodle Now a bespoke training programme that all staff are given access to. This is a great platform for staff to access both mandatory and general professional development training; courses are self-paced and provide all staff with a CPD certification.*

*We strongly promote continuous professional development and all staff have individual training records and training plans to enhance their skills and expertise, which are based on discussions at supervision meetings and appraisal meetings. We have a training budget which is set annually and reviewed to ensure that the team gain external support and training where needed.*

*To facilitate the development of staff we:*

- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation*
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice*
- Provide opportunities for delegation based on skills and expertise to offer recognition and empower staff*

- Encourage staff to contribute ideas for change within the nursery and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and activity planning
- Encourage staff to further their experience and knowledge by attending relevant external training courses
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the nursery
- Provide regular in-house training relevant to the needs of the nursery
- Carry out regular termly supervision meetings with all staff. These provide opportunities for staff to discuss any issues particularly concerning children's development or well-being including child protection concerns, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Staff appraisals are carried out annually where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs
- Develop a training plan that sets out the aims and intended outcomes of any training, addressing both the qualification and continuous professional development needs of the nursery and individual staff
- Carry out training need analyses for all individual staff, the team as a whole, and for the nursery every six months
- Promote a positive learning culture within the nursery
- Offer 5 carefully planned whole team training days across the academic year focusing on teaching and learning and enhancing our curriculum
- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
- Provide inductions to welcome all new staff and assign a 'work buddy' to coach, mentor and support new staff
- Offer ongoing support and guidance
- Offer varied information sources including membership of local and national organisations, resources, publications and literature to all staff.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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### *Staff Working with their Own Children or Close Relation Policy*

*At Leapfrog Nursery School we support all employees returning to work after having a baby and understand that there may be times when a member of staff chooses our nursery to provide childcare alongside them working or that there may be occasions when a member of staff is working in the same environment a close relation e.g. niece or nephew.*

*We recommend that staffs own children attend one of our other Leapfrog Nurseries. However, if it is more reasonable for them to attend the nursery the staff member is working at we request the member of staff meet with the nursery manager and room leader, where appropriate, to discuss how best this will work alongside the nursery business needs.*

*We believe children learn best when they are healthy, safe and secure, have their individual needs met and have a positive relationship with the staff caring for them. It is our policy that all staff remain neutral and treat all children as individuals with the same regard.*

*When looking to accommodate staff members working alongside their own child or close relative in the nursery, we will make a decision/agreement based on the following circumstances:*

- The individual needs of the child, including if they have any special educational needs and/or disabilities*
- The number of rooms/number of staff/staff deployment/ratios*
- Age/stage of development of the child*
- Staff members expertise and where/when they usually work*
- Days/times the child attends*
- Transition arrangements.*

*All decisions will be made on an individual basis; this may be that the child or close relation is better placed within the same room or a different room.*

*Once a decision has been made an agreed set of guidelines will be developed between the nursery and the member of staff setting out the expectations of working with their child/close relation. This includes that during their time at nursery the child is in the care of the nursery and it is the nursery that retains responsibility for the child and their care, what they will do if they need to cover in different rooms, outdoor play time etc.*

A similar agreement will be put in place for any staff that may not work within the nursery rooms, but own child or family member still attends, e.g. manager, cook, admin.

Staff caring for another staff member's child will treat them as they would any other parent/child.

Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager will meet with the member of staff to review the agreement and the following will be considered:

- Time left until the child is due to transition to the next room/school
- Temporarily moving the staff member to another room. It is nursery policy to move the staff member and not the child (unless transitioning) so the child continues to be in the appropriate age/stage group and can forge consistent relationships with other children in the group
- Where the staff member is already in another room, but there are concerns there will be an agreement between the staff member, manager and room leader about contact with the child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again

### **Breastfeeding**

Where a staff member's baby requires breastfeeding, the nursery will adapt the above guidelines to suit both the baby's and mother's needs. Cover will be provided during this time.

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## *Students Policy*

*At Leapfrog Nursery School we are committed to sharing good practice with those wishing to pursue a career in childcare. We welcome students to join our staff team and gain work experience within our nursery. We will accept 2 student(s) at a time as more students than this places undue pressure on staff. We do, however, accept small groups or occasional placements when research or studies are being carried out that will be of benefit to childcare.*

*We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.*

*We expect all students to visit the nursery for an interview, followed by their student induction and nursery tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Student Induction forms with relevant policies and sign their contract in readiness for their first day.*

*Our policy for those on placements is as follows:*

- All students will have an enhanced Disclosure and Barring Service (DBS) check before their placement begins*
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the nursery*
- Students will be supervised at all times by the member of staff assigned to them and will not be left alone with the children. They may only change nappies if the manager is satisfied they are competent, responsible and know the children well enough and always under close supervision*
- Students will be supported to understand nursery policies and procedures including Safeguarding, Code of Conduct, Health and Safety, Equal Opportunities, Confidentiality, Positive Behaviour, and Whistleblowing policies.*
- All students are required to keep to our confidentiality policy*
- It is expected that during the student's placement, their tutor will visit the nursery or have verbal communication with the Nursery Manager / Student Mentor to receive feedback about the student's progress*
- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Staff will respect individual students' needs and abilities*

- An accurate evaluation of ability and performance for both students and training providers will be provided and the nursery will support students who are experiencing difficulties with action plans if needed
- To maintain parent partnerships, parents will be informed when students are present in the nursery e.g. via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the student via our online learning platform – Family newsfeed
- All students on placement must adhere to the same codes of conduct as permanent staff including time-keeping and dress codes
- All students are encouraged to contribute fully to the nursery routine and to spend some time in every area.

In some cases, we may include suitable students on long term placements (aged 17 and over) and staff working as apprentices in early education (aged 16 and over) in our staff: child ratios at the level below their level of study. This will be the discretion of the manager and will only occur when the manager is satisfied that the student or apprentice is competent and responsible and if they hold a valid and current paediatric first aid (PFA) qualification. Please also see our Safer recruitment policy.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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### *Recruitment and Suitability of New Staff Policy*

*At Leapfrog Nursery School we are committed to ensuring that all staff, including students, volunteers and any agency/supply staff are suitable to fulfil the requirements of their role in order to work with or be in regular contact with children. We have effective systems in place to ensure that this includes making a decision about suitability, as part of the recruitment process and monitoring continued suitability, as part of regular staff and/or student supervision.*

*The Business Manager is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. Where possible staff will have the checks completed prior to starting employment and will meet the requirements for references as set out in the EYFS under 'Suitable peoples. However, if there are delays in checks coming through, as a last resort staff may work in the nursery before the DBS checks are completed but they must be supervised at all times by staff who already hold an enhanced check and the check has been applied for.*

*All nursery staff will be informed of any staff awaiting enhanced DBS clearance.*

*Staff awaiting these checks will **never**:*

- Be left unsupervised whilst caring for children*
- Take children for toilet visits unless supervised by staff holding an enhanced check*
- Change nappies*
- Be left alone in a room or outside with children*
- Administer first aid*
- Be involved in looking at a child's learning and development log, but can contribute to it*
- Have access to children's personal details and records – their restrictions on their Family account will reflect this*

*While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the nursery day.*

*We recognise that the enhanced DBS disclosure is only one part of a suitability decision and nursery management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the nursery. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.*

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

We request confirmation that all necessary checks have been completed by the agency before using any supply/agency staff. We have a short induction prior to them working with the children. It is our policy that all agency/supply staff are fully supervised and not left alone with children.

Once checks are obtained, we record the criminal records check reference number, the date the check was obtained and details of who obtained it. We also collect this information for any agency/supply staff prior to using them.

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## Suncare

At Leapfrog Nursery School we are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection
- Children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
- Children's safety and welfare in hot weather is the nursery's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on hot days. Shaded areas are provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days, and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Key persons also work with the parents of their key children to decide and agree on suitable precautions to protect children from sunburn, taking into account individual skin types and tolerance to sun exposure. This includes children with sensitive skin and those with darker skin tones, who may still be at risk of sun damage.
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- *If a child has an allergy to suncream, we ask that the parent/carer provide a suitable substitute as prescribed by their doctor*

**Vitamin D**

The main source of vitamin D is summer sunlight on our skin, while keeping your child's skin safe in the sun.

We also promote the NHS recommendation to parents that all young children should still have vitamin drops, even if they get out in the sun.\*Please also see our Adverse weather policy

<b><i>This policy was adopted on</i></b>	<b><i>Signed on behalf of the nursery</i></b>	<b><i>Date for review</i></b>
<i>April 2022</i>	<i>M.Topal</i>	<i>September 2026</i>
<i>November 2024</i>		
<i>November 25</i>		

## *Supervision of Children Policy*

At Leapfrog Nursery School we have suitable staffing arrangements to meet the needs of all children and ensure their safety. The nursery manager is responsible for all staff, students and relief/agency staff receiving information on health and safety policies and procedures in the nursery in order to ensure they are adequately supervising the children, including whilst they are eating.

### **Supervision**

We ensure that children are supervised adequately at all times, whether children are in or out of the building, including during meal and sleep times, by:

- Appropriately deploying staff members meeting the ratio and qualification requirements to ensure children's needs are met and continuing to monitor this across the setting regularly. This includes informing parents and/or carers about staff deployment, and, when relevant and practical involving them in these decisions
- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff
- Whilst eating, every child will be within sight and hearing of a suitably competent member of staff; there will always be a member of staff in the room with a valid paediatric first aid certificate
- Completing registers as soon as children enter and leave the premises and carrying out head counts throughout the day
- Risk assessing activities/experiences and equipment to ensure children are not exposed to unnecessary risks, including removal of any choking hazards and fully supervising any activities that may pose this risk
- Ensuring children are fully supervised at all times when using water play/paddling pools as we are aware that children can drown in only a few centimetres of water
- Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps/stairs, swings, climbing ladders, monkey bars
- Support children to identify, minimise and manage risks in their play
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors
- Supervising children at all times when eating; monitoring toddlers and babies closely and never leaving babies alone with a bottle. Babies are always bottle fed by a member of staff
- Supervising sleeping babies/children and never leaving them unattended

- *Never leaving babies/children unattended during nappy changing times*
- *Supervising children carefully when using scissors or tools, including using knives in cooking activities or woodwork activities where this is required*
- *Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Outings policy)*
- *Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g. hire of a bouncy castle*
- *A member of staff MUST supervise the children at all times.*

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<i>April 2022</i>	<i>M.Topal</i>	<i>September 2026</i>
<i>November 2024</i>		
<i>November 25</i>		

### **Supervision of Visitors Policy**

At Leapfrog Nursery School we take all reasonable steps to ensure the safety of children in our care. This includes making sure any visitors to the nursery are properly identified and supervised at all times.

All visitors must sign the visitors' book on arrival and departure.

Visitors may include prospective parent/carers, other professionals e.g. local authority workers, Ofsted inspectors, people in the community that may come to talk to the children e.g. librarians, contractors to complete work, deliveries etc.

Where applicable, we ask visitors to book in advance, so arrangements can be made to accompany them. Identity is checked of any visitors attending in a professional capacity e.g. Ofsted inspectors, speech and language therapists.

All visitors are informed of any relevant policies including the fire safety procedures and mobile phone, electronic device use policy including use of smartwatches and any other devices capable of recording or sharing audio and/or images, e.g. smart (camera)glasses.

A member of staff must accompany visitors in the nursery at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

#### **Security of premises**

- Staff must check the identity of any visitors before allowing them into the main nursery. Visitors to the nursery must be recorded in the Visitors' Book and accompanied by a member of staff at all times while in the building
- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to leave the nursery unattended
- Staff, parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery
- The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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<i>April 2022</i>	<i>M.Topal</i>	<i>September 2026</i>
<i>November 2024</i>		
<i>March 2025</i>		
<i>November 25</i>		

## *Supervisions Policy*

At Leapfrog Nursery School we implement a system of supervision for all of our staff following their induction and probation period. Supervision is part of the nursery's overall performance management system and promotes a culture of mutual support, teamwork and continuous improvement. It encourages the confidential discussion of sensitive issues including the opportunity for staff and their managers to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness
- Develop their own skills/training needs in order to progress in their role
- Discuss any concerns relating to changes in personal circumstances that might affect an individual's ability/suitability to work with children. (This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders or changes to their health. These changes are recorded as a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable, in line with the safeguarding/child protection and disciplinary procedure).

The frequency of supervision meetings is termly or half termly according to individual needs. A template agenda is used in all meetings to ensure consistency across the nursery. This clearly sets out who does what and the timeframe, i.e. what the manager is responsible for and what the practitioner needs to do.

There should always be something that a member of staff can discuss, e.g. a particular child's development, strengths or concerns. However, if there are times where staff may be struggling to identify areas to discuss in a supervision, we will ask them to identify three things they have enjoyed about their job/done well since the last supervision and one thing they have least enjoyed/requires further improvement. They will be asked to complete this prior to supervision (as set out in their responsibilities).

Along with our supervision template Managers will use the two stars and a wish format; two areas to recognise where the staff member is doing well with one area to develop.

There may be times when supervision may be increased for members of the team as and when needed, i.e. if they have particular concerns about a child or if they are going through personal circumstances at home, for new starters, staff returning after long-term illness, on request from staff.

It is the responsibility of the manager and/or General Managers to plan time to ensure that all staff have supervisions.

At Leapfrog Nursery School supervision is carried out by Senior Leadership Team and/or Nursery Manager manager/room leaders. If for any reason a supervision is cancelled a new date will be rearranged within 7 days.

All members of staff responsible for carrying out supervisions are trained and supported prior to carrying these out.

Staff have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is complete. Information shared in supervision sessions is confidential. The supervision process will be evaluated once/twice a year through staff feedback and is used as part of the overall performance monitoring system at the nursery.

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<i>April 2022</i> <i>November 2024</i> <i>November 25</i>	<i>M.Topal</i>	<i>September 2026</i>

## *Transitions Policy*

*At Leapfrog Nursery School 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 Family*
- *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.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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<i>April 2022</i>	<i>M.Topal</i>	<i>September 2026</i>
<i>October 2024</i>		
<i>November 25</i>		

## *Trauma Informed Practice*

At Leapfrog Nursery School we work with a Trauma Informed Practice approach aimed at and promoting the emotional wellbeing of every child in our care. This allows us to recognise signs and symptoms of trauma in children, their families and our staff team including others working across the system and address mental health problems.

Having a trauma informed approach empowers key staff to be able to respond effectively, ensuring every child is understood in the context of their environment and experiences. Has a safe caregiving environment in nursery and has the support they need to regulate and integrate their experiences and have the opportunity to develop the skills they need for a good life.

We understand that there could be many different causes of trauma for a child and family, including;

### **Adverse Childhood Experiences**

Domestic Violence  
Substance Abuse  
Physical and Emotional Neglect  
Emotional and Sexual Abuse  
Maternal Depression  
Mental Illness  
Divorce  
Incarceration  
Homelessness

### **Adverse Community Environments**

Poverty  
Discrimination  
Community Disruption  
Lack of Opportunity, Economic  
Violence  
Poor Housing Quality and Affordability  
Mobility and Social Capital  
Cultural Responses

We understand that traumatic events have a profound impact on young children, these may be shown by;

### **Children aged 0-2 exposed to trauma may**

Demonstrate poor verbal skills  
Exhibit memory problems  
Scream or cry excessively  
Have poor appetite, low weight or digestive problems

### **Children aged 3-6 exposed to trauma**

Have difficulties focusing or learning in school  
Develop learning disabilities  
Show poor skill development  
Act out in social situations

Imitate the abusive/traumatic event

Be verbally abusive

Be unable to trust others or make friends

Believe they are to blame for the traumatic event

Lack self confidence

Experience stomach aches or headaches

Children who have experienced developmental trauma have had to cope with, not enough attention and failure to meet basic needs and/or too much danger. There are therefore two primary functions of behaviour;

- Need fulfilment
- Danger avoidance/safety seeking

**The purpose of trauma informed practice is not to treat trauma related difficulties, which is the role of trauma specialist services and practitioners. Instead, it seeks to address the barriers that people affected by trauma can experience when accessing health and care services**

GOV UK

<https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice>

The key principles of trauma informed practice (UK GOV)

#### **Trauma aware**

- staff understand trauma, its effects and that behaviour is the adaptation that children needed to make to survive

#### **Trauma sensitive**

- the workplace can operationalise some concepts of trauma informed approach

#### **Trauma responsive**

- individuals and the organisation can recognise and respond to trauma enabling changes in behaviour and strengthening resilience and protective factors

#### **Trauma-informed**

- the culture of the whole system, including all work practices and settings reflects a trauma informed approach

#### **A trauma informed approach asks.....**

- How does this make sense given what has happened to them?
- What need is being met by this behaviour?
- **What happened to you? Not - what is wrong with you?**
- How does this child/adult make sense?
- How has this child/adult learnt to survive?
- What do the adults/professionals in this system need in order to be the containing people this child/young person needs?
- What does this child/young person need from adults to be able to regulate, to manage themselves?

At Leapfrog Nursery School we do this by following the **ARC framework**

ARC assumes

- all behaviour makes sense
- we need to be curious
- supporting children and families in being curious empowers them

## Attachment

### Engagement

We appreciate that trauma impacted families may have multiple factors which impact both therapeutic relationship and treatment outcomes. We understand that parent/carers may have a lack of willingness, capacity to verbalise and share historical or current experiences and can therefore have a guarded approach to connection with us.

We strive to create a respectful working relationship with our parent/carers; we work hard to build up a non-judgemental, helpful relationship with our parent/carers, meeting with them regularly from induction and as and when needed. We hope that parent/carers will be honest and open with us so that we can understand their needs and support them accordingly. We understand good working relationships are crucial to give our children the support they require; we will sensitively advise and talk them through any referrals onto specialist services.

### Routines and rhythms

To develop felt safety and modulation through the establishment of predictability. Many traumatic experiences take place in a context of chaos and a loss of control. One of the many consequences of this is that moments of unpredictability can signal danger. In contrast the predictability that comes from having routines and rhythms can help to create a sense of safety, which in turn can enable us to remain regulated more. Repetition is an important way that all people develop new skills.

We have a clear daily routine, which is visually displayed for children, we reference our routine, give children pre-warnings when approaching transition times and will devise personalised photographed individual routines for children where needed. Understanding the child's home routine is also crucial and we support parent/carers with introducing more structure if needed, providing visual timetables for consistency at home.

### Psycho-education and Caregiver Affect Management

Recognising that the child's caregiving system both parent/carers and nursery staff must build ways of understanding and managing their own emotional responses so that they are able to support the children in their care. Adults understanding their own triggers helps us to respond to children instead of reacting. We encourage staff to communicate their needs to their team, if they need support with managing a child's behaviour or need time to regulate. Please see staff wellbeing policy.

**“A calm regulated adult can regulate a dysregulated child, but a dysregulated adult can never calm anyone”**

Dr Bruce Perry

### Attunement

Children who have experienced trauma feel profoundly unsafe. When they are acting out, their primary need is often to feel a sense of connection. Attunement is an understanding of what is going on for the child and letting them know we 'get' them; it is how to empathically understand and respond to children's actions, communications, needs and feelings.

This requires us to be curious and aware of our own cultural, gendered, racial, privileged (or not), religious, sexual orientation lenses to be able to see the other. To ask and not project our own meaning on to others.

When a child is struggling our staff will support them through this by naming and narrating the child's experience, acknowledging how the child is displaying the feeling in the moment. Staff focus on seeing the child where they are and then addressing the behaviour - children will relax as they know they are being attuned to. We recognise that every child is different and will strive to get to know each child individually.

**Attunement is the foundation for helping children learn to regulate themselves.**

### **Effective Response**

The focus to build predictable, safe and appropriate responses to children's behaviour in a manner that acknowledges and is sensitive to the role of past experiences in current behaviours. Often children will engage in behaviours that give them a sense of control, this can look like; opposition, defiance, rule breaking and manipulative.

To support our children with effective responses we encourage staff to consider the following;

- **be proactive** – get in front of the behaviour, pay attention to the behaviour you want to see more of not just the ones you want to reduce
- **identify the child's need(s)** – be curious about the child's needs, feelings and experiences
- **meet needs** – experiment with what helps meet the child's needs
- **support regulation** (and address any safety concerns) – the child could be displaying signs of fight/flight, freeze, fawn - the primary goal is to get the child out of survival mode and into a more regulated state, introducing regulation breaks may help
- **identify strategies purposefully** – praise and reinforcement, problem solve and set appropriate limits – devise a plan, no one strategy will work for all children all the time, multiple strategies may be needed based on child's state, adults state, situational context and previous experiences.

We will help build children's desirable behaviours, use concrete reinforcers and incentives to build positive behaviours.

### **Shame**

We can't help children change their behaviour by making them feel bad for what they've done, they already feel bad. Instead, adults should show them that we care and will help them to find calm. When the child is regulated, with kindness we will explore what happened, talk with them about how other ways of expressing could have been used.

## **Regulation**

### **Identification**

Work with children to build an awareness of what is going on emotionally for them, the ability to safely and effectively manage their emotional, physiological, cognitive and behavioural experience, this also includes the capacity to identify, access and modulate.

### **Modulation**

Supporting children to understand their feelings and energy, whilst building effective facilities to move through the emotional state. Staff will;

- **normalise feelings** – recognising that everyone has feelings, naming them in the moment
- **identify how the child is currently managing their feelings** – and whether this is effective, identify connections in their body sensations, thoughts and behaviours, reflect what you can see

- **highlight the importance of all feelings** – reflect on the emotions, use language in an age-appropriate level, identifying emotions in others – use visuals; where do you feel it in your body?
- **create a link to specific coping skills** – what will help them to recover, build an environment that acknowledges emotion
- incorporate sensory regulation boxes – up and down regulation activities

#### 4 Primary Intervention strategies

- Normalisation – establish that others have emotional responses
- Reflect and be curious – use real life situations, games, role play, music, books
- Use visual cues – identifying how a child feels, body mapping, where in their body to they feel it, what does their body need
- Caregiver modelling – adults should name emotions, name cues and name coping strategies – and help children identify what it feels like in the body to experience the changes in their body and mind as they move through regulation

We use the following sensory methods to support regulation;

- Massage and deep pressure activity, weighted blankets and soft toys, blanket wraps
- Tactile engagement – sensory experiences, putty, messy play
- Activity engagement – shared play engagement, games, craft, stories and rhymes
- Appraisal and control – physical activity, thought provoking movements, climbing, jumping, swinging
- Sound/music

## Competency

### Executive Functions

Work with children to act instead of react, by supporting their cognitive processes; by helping them to identify alternative solutions. Executive functions include the ability to inhibit responses, anticipate consequences, and ultimately have cognitive flexibility.

### Self Development and Identity

Helping children towards an understanding of self and personal identity, staff will help children to notice the positive and unique things about themselves. Staff will build up the child's sense of self-worth and self-esteem.

### Relational Connection

Helping young people build the skills and tolerance for effectively sharing internal experience with others in service of building connection and meeting needs. Historical experiences often interfere with a young person's capacity to effectively navigate current life. Trauma may impact how a child communicates;

- They may attempt to control relationships
- They may restrict relationships, creating personal boundaries
- They may develop desperate need to connect – becoming clingy and dominating

We need to help children believe that others care about their needs and that relationships are safe. Supporting them with identifying who to talk with and creating circles of trust.

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<i>November 2024</i> <i>November 25</i>	<i>M.Topal</i>	<i>September 2026</i>

## Visits and Outings Policy

At Leapfrog Nursery School we offer children a range of local outings including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the nursery environment and extend children's experiences. We always seek parents' permission for children to be included in such outings.

### Procedures

Visits and outings are carefully planned using the following procedures along with any local/national guidelines, whatever the length or destination of the visit:

- A pre-visit checklist, full risk assessment and outings plan will always be carried out by a senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children
- Permission will always be obtained from parents before taking children out – this may be verbal or via Family
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- At least one member of staff will hold a valid and current paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- We designate one member of staff to be the outing leader, this may be the most senior member of staff attending and it will be their role to take the lead in the event of any emergencies/incidents (**see Lost Child Procedure from Outings Policy**)
- A fully stocked first aid box will always be taken on all outings along with any special medication or equipment required based on the individual needs of the children
- A completed trip register together with all parent and staff contact numbers will be taken on all outings
- Regular headcounts will be carried out throughout the outing. Timings of headcounts will be discussed in full with the nursery manager prior to the outing
- All staff will be easily recognisable by other members of the group; they will wear the nursery uniform and high visibility vests/jackets

- Children will be easily identified by staff when on a trip by use of a high visibility waistcoat. The nursery name and number will be displayed
- The designated member of staff will take a fully charged mobile phone as a means of emergency contact (staff are reminded of the mobile phone and electronic device policy)
- In the event of an accident, staff will assess the situation. If required, the group will return to nursery immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the nursery.

### **Risk assessment/outings plan**

The full risk assessment and outing plan will be uploaded for parents via Family to see before giving consent. This plan will include details of:

- The name of the designated person in charge - the outing leader
- The name of the place where the visit will take place
- The estimated time of arrival at the place where they are visiting and expected time they will arrive back at the nursery
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.
- Staff emergency contact numbers
- Method of transportation and travel arrangements (including the route)
- Financial arrangements
- Emergency procedures
- The name of the designated first aider and the first aid provision
- Links to the child's learning and development needs.

### **Use of vehicles for outings**

- All staff members shall inform parents in advance of any visits or outings involving the transportation of children away from the nursery
- The arrangements for transporting children will always be carefully planned and where necessary additional people will be recruited to ensure the safety of the children. This is particularly important where children with disabilities are concerned

When planning a trip or outing that may need transportation via commercial vehicles in the likes of coaches/minibus, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

- Ensure seat belts, child seats and booster seats are used
- Ensure the maximum seating is not exceeded
- All children will be accompanied by a registered member of staff
- No child will be left in a vehicle unattended
- Extra care will be taken when getting into or out of a vehicle
- The vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.

**Lost children**

In the event of a child being lost, the Lost Child Procedure will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

There may be opportunities for parents to assist on outings. The manager will speak to parents prior to the visit regarding health and safety and code of conduct.

**In the event of an emergency (including a terrorist attack)**

In the event of an emergency whilst out on a visit, we encourage staff to find a safe haven and remain there until the danger passes. Each outing will have a detailed risk assessment, which covers all these risks and is planned ahead.

This could cover other issues such as extreme weather, emergency (such as an ill or injured child) etc.

We will contact all parents to let them know everything is ok as soon as it is safe to do so.

Further information can be found at:

<https://www.counterterrorism.police.uk/safetyadvice/>

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November 25		

## Volunteer Agreement

Our mission is to support the delivery of quality care and early learning for children.

**At Leapfrog Nursery School** we encourage and welcome volunteers. This agreement sets out the standards between a volunteer and the organization.

This agreement is binding in honour only. It is not intended by the parties to be a legally binding agreement, nor is it intended to create an employment relationship between us.

### Referees

We require you to provide two referees. We will also require you to be checked by the Disclosure and Barring service.

### Your role as a volunteer

The task that you will be asked to undertake as a volunteer are:

### What you can expect from us

**Leapfrog Nursery School** will provide you with:

- An introduction to the organisation and your volunteering role within it
- Training and support related to your responsibilities as a volunteer. We hope that you will take advantage of this to improve and maintain your skills
- You will be allocated a member of staff who will offer regular supervision with you
- A review of your volunteering role after [three/six] months. This will normally be carried out by your supervisor
- Personal liability insurance to cover you while you are fulfilling authorised volunteer work
- Injury insurance for injuries incurred while fulfilling your authorised volunteer work

### What we expect from you

We will discuss with you the amount of time that you are willing to commit to volunteering. If, for any reason, you will not be available, we would be grateful if you could let us know as soon as possible.

**Confidentiality**

*In the course of your volunteering, you will come across confidential information about the organisation, its staff, children and their families including any other third parties. You must respect this confidentiality and not use the information for your own benefit or disclose the information, except where required or permitted to do so by law.*

**Policies**

*You will abide by Leapfrog Nursery School Safeguarding, Health and Safety, Equal Opportunities Anti-Bribery and Whistleblowing policies. These can be found [in the documents that have been given to you].*

**Feedback**

*Regular supervision meetings will be planned and give you and your supervisor an opportunity to share feedback.*

*We always welcome any ideas to further support the quality of the setting/performance of your duties or ways in which we can meet our objectives as an organisation. Please feel free to share these at any times with your nursery manager.*

*If you have any concerns during your time volunteering, please discuss these with your nursery manager. Any safeguarding concerns should be shared immediately as set out in the child protection and safeguarding policy.*

**Termination**

*Either you or the organisation can terminate this agreement with or without notice at any time.*

*I agree to abide by the terms of this volunteer agreement.*

Signed ..... Date .....

Name.....

Signed ..... Date .....

On behalf of Leapfrog Nursery School ..... Name.....

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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<i>April 2022</i>	<i>M.Topal</i>	<i>September 2026</i>
<i>October 2024</i>		
<i>November 25</i>		

## **Volunteer Policy**

*At Leapfrog Nursery School we recognise the immense benefits that volunteers bring to the nursery. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences.*

### **Status of volunteers**

*A volunteer is not an employee and will not have a contract of employment with the nursery. We will, however, insist that the volunteer follows all nursery procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Volunteers will be supervised at all times.*

### **Enhanced Disclosure and Barring Service (DBS) check**

*All volunteers will have suitability checks conducted in the same way as paid employees. This will include an enhanced DBS check. These checks will be conducted before any volunteer starts their time within the nursery and will also include two written references.*

### **Training**

*Volunteers will be offered training and/or support as appropriate. We will provide any training and support required for the role, including safeguarding and child protection, paediatric first aid (where applicable) and health and safety training. The purpose of this is to enable the volunteer to be supported and enhance their development in their voluntary role within our team.*

### **Policies and procedures**

*Volunteers are expected to comply with all the nursery's policies and procedures. The volunteer's induction process will include an explanation of this.*

### **Confidentiality**

*Volunteers should not disclose information about the nursery, staff, children and families as stated in the confidentiality policy and should follow the nursery confidentiality procedure at all times.*

## **Volunteer's induction pack**

On commencing their volunteer work, the volunteer will be given a pack containing:

- General information about the nursery
- A copy of the volunteering policy
- A confidentiality statement which will require reading, signing and returning to the nursery manager
- Details of access to all nursery relevant policies and procedures.
- During the induction period, volunteers will read the main policies of the nursery including safeguarding, health and safety and promoting positive behaviour. The designated member of staff will discuss the policies to ensure the volunteer understands and adheres to this.

## **Volunteer support**

Leapfrog General Managers will take the volunteer through their induction and the Nursery Managers will support and advise the volunteer throughout their time in the nursery.

Volunteers (aged 17 or over) may be included in the ratios at the level below their level of study, provided that the manager is satisfied that they are competent and responsible and if they holds a valid and current paediatric first aid (PFA) qualification.

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## *Well-Being in the Nursery Policy*

*Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the Early Years Foundations Stage (EYFS) this is covered in the children's personal, social, emotional development and physical development. Both of which are prime areas of learning and development.*

*Physical well-being covers everything physical to do with the body:*

- *Growth and development*
- *Moving and keeping physically fit*
- *Caring for your health (e.g. washing, cleaning teeth, etc.)*
- *Eating a balanced and nutritious diet*
- *Rest and appropriate sleep patterns.*

**Mental and emotional well-being includes:**

- **Acknowledging, expressing and coping with feelings and emotions**
- **Thought processes**
- **Reducing stress and anxiety**
- **Having a trauma informed response**

**Social well-being includes:**

- **Relationships**
- **Family (close and extended)**
- **Friends**
- **The feeling of belonging and acceptance**
- **Compassion and caring approaches.**

**Spiritual well-being can cover the following:**

- **Value and beliefs held**
- **Personal identity and self-awareness.**

*We are an inclusive setting and ensure that all children, families, staff and visitors are welcomed. We aim to embrace spiritual well-being and celebrate families and staff key events.*

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of gross and fine motor play both inside and outside. We provide nutritionally balanced meals for the children and support our staff to make healthy choices in regard to their physical health.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines.

Children are provided with quiet and calming areas for rest, sleep and relaxation. This enables them to recharge their batteries and supports both their physical and mental well-being. We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

### **Trauma Informed Practice (TIPS)**

Children's mental and emotional well-being are supported. We have training in relevant trauma informed practices and understand that children's previous experiences including from conception can be held in their nervous system. We strive to work closely with parents to understand the child's early experiences so we can support both child and family; to provide a safe environment that allows for caregiver and child co-regulation this consistent practice supports the process of children building the capacity for self-regulation to manageable, through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet. We support children's developing self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practice their self-regulation skills. Please see our Trauma Informed Practice policy.

We have adopted a number of training programmes to increase our understanding on children's well-being, including; My Happy Mind and Scribble Spot, we use these concepts along with our understanding on what works for individual children to support their awareness of their emotions, regulation and introducing recovery processes for them.

Staff use the promoting positive behaviour policy to ensure a consistent approach.

Staff are able to recognise when a child may need support with their emotions and provide this one to one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age helps support foundations to do this throughout their life.

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## *Well-Being for Staff*

**This policy links to the Health and Safety, Well-being in the Nursery, Return to Work, Supervisions and Safeguarding and Child Protection and Prevent Duty and Radicalisation policies.**

At Leapfrog Nursery School we promote the good health and well-being of all our staff. As a Nursery, we endeavour to support staff well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for, as part of a team.

Mental ill-health is usually caused by a combination of work and non-work related factors. There is a myriad of reasons for mental ill-health; from the pressure of ongoing change at work to longer or more intense hours exacerbated by financial pressures at home, or relationship problems and greater caring responsibilities. Striking the balance between what is considered appropriate results or output, and robust mental health is tricky. We are committed to constantly upskilling ourselves so that we know about how to create and maintain conditions that support and encourage good mental health, as well as recognise the signs of ill health and provide appropriate support.

We recognise the importance of safeguarding the mental health of all of our employees, by providing a happy and nurturing working environment. With statistics in the UK showing that each week 1 in 6 of us experiences a common mental health problem, we are committed to acknowledging and supporting our staff's physical and emotional needs.

### **Our Ethos**

We know that the care and education of babies and young children is highly rewarding. However, we are also aware of the day to day demands and pressures of modern life such as family life, financial worries, health concerns and work-life balance; and how these pressures, alongside the role of providing high quality care and education to babies and young children, can place a high level of demand on all of our employees.

In order to support our staff team, we, the management team, put procedures in place that ensure staff well-being remains one of the key focuses of our practice. In doing this, we aim to provide our team with a safe, inclusive and nurturing working environment that acknowledges their needs, not just within the workplace but as a whole person.

**The General Managers** lead our setting's well-being practice. They offer support on staff well-being and know where to access external support. Please also see our Trauma Informed Practice policy.

**Sara Vincent** is also committed to keeping their well-being and mental health knowledge up to date and is responsible for reviewing our practices; supporting the developing knowledge of the whole staff team, to ensure we are implementing the necessary strategies to safeguard the well-being of our staff.

## **Procedure to minimise work related stress:**

- Complete a risk assessment to identify and manage work related stress linked to demands, control, support, relationships, role and change (see Health Executive advice <https://www.hse.gov.uk/stress/risk-assessment.htm>)
- To ensure staff are supported within the setting, new staff will receive a full induction, so they feel competent and capable to carry out their role and responsibilities
- Staff will receive ongoing training, coaching and mentoring to ensure that they are supported to feel confident in their role to minimise stress within the workplace
- Regular supervisions take place each term in which staffs well-being is discussed and recorded
- Practitioners are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis
- Staff are encouraged to have a healthy work-life balance; this is supported by ensuring the workload is monitored so that it is not necessary for staff to work outside of their scheduled hours. All contributions to work are valued and celebrated
- We carefully review our expectations around the amount of paperwork that staff must complete, including observations and assessments of children. We work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members
- SLT and the nursery managers reflect each term to identify what is working and what improvements can be made to staffs' workload and expectations
- We work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture supports an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting
- Staff are encouraged to take their required breaks at appropriate intervals to ensure they have time to rest and recuperate, with time away from busy rooms
- SLT are available for staff to come and discuss any issues or concerns
- The nursery ensures that confidential conversations take place in private, away from other staff members and children
- All information remains confidential or on a need to know basis to support the facilitation of open and honest conversations. However, where the manager or the well-being representative feels there is a question around the safety of the staff member, they will refer to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the staff member, as appropriate
- We actively promote a culture of mutual respect, tolerance and cooperation tolerance, in line with the British values
- Team meetings are facilitated to support with team development, to raise awareness of mental health and well-being by engaging staff in conversations about how we, as a setting, can be maintaining a supportive environment
- We promote a culture that supports any staff member who is experiencing a mental health related illness to discuss this, and reasonable adjustments will be made to support any staff experiencing stress and any mental health issues
- If the nursery is made aware of any member of staff who requires support, a plan for more regular support sessions and adjustments to their working day will be discussed and decided in partnership with the staff member. This plan will be reviewed regularly and adapted to ensure it is a relevant and appropriate **(See the section on Supporting Staff Members Individually)**
- If adjustments are unable to meet the needs of the member of staff or the nursery, then further advice and support will be sought.
- Staff well-being and staff self-care information is available within designated staff areas
- Leaders and managers support practitioners in a safe culture where bullying, harassment and discrimination are not tolerated; along with a culture that will challenge and deal with any inappropriate behaviour in a timely manner; we have anonymous procedures to encourage reporting of sexual harassment
- We have a zero tolerance approach towards discriminatory behaviour and sexual harassment

- Training includes an appropriate understanding that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel in order to create a culture of zero tolerance towards sexual harassment, in particular
- If a member of staff is returning to work after a period of absence, a back to work interview is carried out as per our Absence management procedure.

### **Supporting staff members individually**

We include well-being as part of our discussions at staff supervision sessions and appraisals. During these sessions, we work with staff on an individual basis and have well-being discussions to ascertain any individual well-being needs. Where the Manager and staff member feel it is appropriate, they will draw up an individual action plan, this includes looking at the workload and any stress triggers. With the needs of the nursery also in mind, reasonable adjustments will be made for the member of staff; this could include flexible working agreements, changes in environment, adjustments to jobs roles and responsibilities; more frequent breaks, a working buddy, or any other appropriate measure that it is felt could be helpful.

### **Flexible working requests**

Employees are able to request flexible working from day one of their employment and they can make two flexible working requests in any 12-month period. We will endeavour to work with staff to agree a plan that works for them and does not impact on their duties and responsibilities.

If a member of staff is returning to work after a period of absence, a back to work interview is carried out as per our 'Return to Work Policy.'

We follow all statutory guidance on the safeguarding of our workforce and as stated, if the Manager is concerned about the safety of a member of staff, we will work with the Designated Safeguarding Lead to ask for support from the appropriate external agencies; this is to ensure the continued safety of our workforce at all times.

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## Whistleblowing Policy

### **Whistleblowing definition**

Whistleblowing is the term used when a worker passes on information concerning wrongdoing.

At Leapfrog Nursery School we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective.

We recognise that there may be occasions where this may not happen, and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk.

We expect all team members to talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be resolved as soon as they arise.

### **Legal framework**

The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act', amended the Employment Rights Act 1996 to provide protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. On 25 June 2013, there were some legal changes to what constitutes a qualifying disclosure.

A qualifying disclosure is one made in the public interest by an employee who has a reasonable belief that:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety
- An act causing damage to the environment
- A breach of any other legal obligation or
- Concealment of any of the above
- Any other unethical conduct
- An act that may be deemed as radicalised or a threat to national security

*Is being, has been, or is likely to be, committed.*

Disclosures do not have to be made 'in good faith'; however, they must be made in the public interest. This is essential when assessing a disclosure made by an individual.

The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- You must believe it to be substantially true
- You must not act maliciously or make false allegations
- You must not seek any personal gain.

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

### **Disclosure of information**

If, in the course of your employment, you become aware of information which you reasonably believe indicates that a child is/may be or is likely to be in risk of danger and/or one or more of the following may be happening, you **MUST** use the nursery's disclosure procedure set out below:

- That a criminal offence has been committed or is being committed or is likely to be committed
- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g. EYFS, Equalities Act 2010)
- That a miscarriage of justice has occurred, is occurring, or is likely to occur
- That the health or safety of any individual has been, is being, or is likely to be endangered
- That the environment, has been, is being, or is likely to be damaged
- That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

### **Disclosure procedure**

- If this information relates to child protection/safeguarding then the nursery Safeguarding and Child Protection Policy should be followed, with particular reference to the staff and volunteering section. See below for the Whistleblowing safeguarding concerns flowchart
- Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your manager) you should speak to a member of the Leapfrog Nursery School senior leadership team; Mine Topal, Sarah Hudson, Sara Vincent, Nicola Ellwood,
- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the nursery business manager Nicola Ellwood
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal

- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any management employee who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal
- We give all of our staff the telephone numbers of the Local Authority Designated Officer (LADO), the local authority children's social care team and Ofsted so all staff may contact them if they cannot talk to anyone internally about the issues/concerns observed. These contact details are on all staffs' lanyards.

**In the event of an allegation/concern against a member of staff please contact the Local Authority Designated Officer**

(otherwise known as the LADO)

**The Designated Lead Practitioner must inform the LADO within 1 working day and prior to any internal investigation taking place. You will be asked to complete a LADO referral form if the matter requires an "Allegations against Staff and Volunteers"** [safeguardingservice@enfield.gov.uk](mailto:safeguardingservice@enfield.gov.uk) and [MPESupport.SCS@enfield.gov.uk](mailto:MPESupport.SCS@enfield.gov.uk)

Contacts: **Cathy Phelan (Enfield Lado)** Department: Schools & Children's Services **Tel:** 020 8379 4392/2850 [Cathy.Phelan@enfield.gov.uk](mailto:Cathy.Phelan@enfield.gov.uk)

in the event that [Cathy](mailto:Cathy.Phelan@enfield.gov.uk) is unavailable, calls will be directed to a Independent Reviewing Officer [safeguardingservice@enfield.gov.uk](mailto:safeguardingservice@enfield.gov.uk) webpage: [www.enfieldscb.org](http://www.enfieldscb.org) (search LADO)

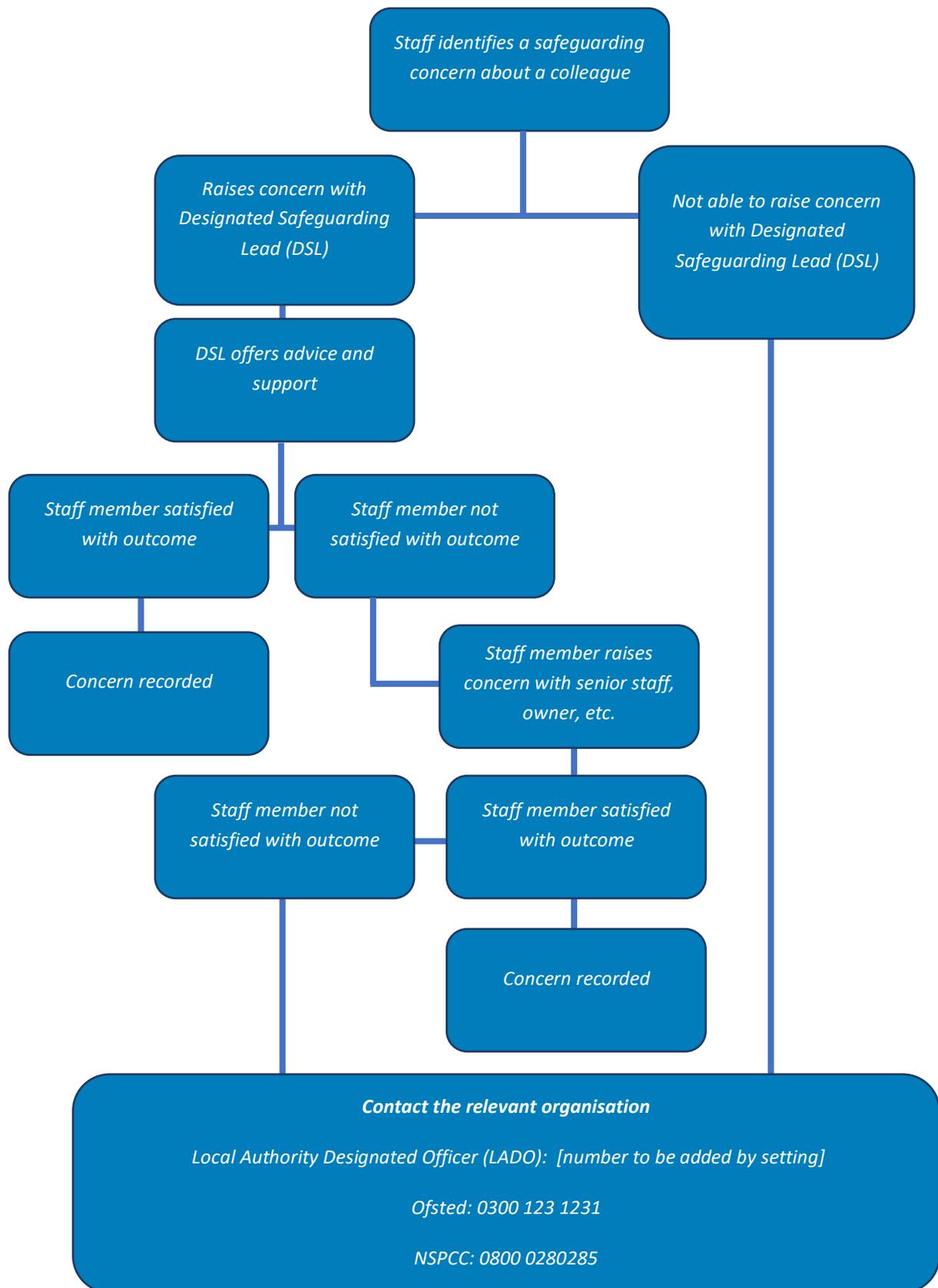
**Ofsted Whistleblowing**

Whistleblowing helpline: 0300 123 3155 Email: [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

NSPCC **0808 800 5000**

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**Whistleblowing safeguarding concerns flowchart**



### *Working with Display Screen Equipment Policy*

*At Leapfrog Nursery School we take the welfare of our employees seriously and put safeguards in place to help protect the health and safety of all employees. This includes any staff who are required to undertake office duties as part of their role including sitting at a computer, laptop or tablet.*

*We carry out risk assessments to assess any health and safety risks to employees carrying out office duties and provide appropriate equipment for their role.*

*Staff using computers/laptops/tablets can help to prevent health problems in the office by:*

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen*
- Maintaining a good posture*
- Avoiding repetitive and awkward movements by using a copyholder and keeping frequently used items within easy reach*
- Changing position regularly*
- Using a separate keyboard and mouse technique with wrists straight and not using excessive force*
- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light*
- Adjusting the screen controls to prevent eyestrain*
- Keeping the screen clean*
- Reporting to their manager any problems associated with use of the equipment*
- Planning work so that there are breaks away from the workstation.*

*Seating and posture for typical office tasks:*

- Good lumbar support from the office seating*
- Seat height and back adjustability*
- No excess pressure on underside of thighs and backs of knees*
- Foot support provided if needed*
- Space for postural change, no obstacles should be under the desk*

- Forearms approximately horizontal
- Minimal extensions, flexing or straining of wrists
- Screen height and angle should allow for comfortable head position
- Space in front of keyboard to support hand/wrists during pauses in typing.

*If an employee requires additional support, please let the manager know as soon as possible.*

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## Young Worker Policy

At Leapfrog Nursery School we support young workers and apprentices as we foster and shape the workforce of the future. At times there may be students on placement within the nursery.

The EYFS sets out the requirements for young people working in a setting and we will adhere to these requirements at all times.

Suitable students on longer term placements and volunteers (aged 17 or over) who are attending our setting for 1 year or more will be monitored and assessed to determine their competence levels. If we believe that they are suitable and demonstrating the high levels of competence and responsibility, we expect from our staff then we may consider including them in our staff ratios.

Apprentices in early education aged 16 and over who are attending our setting on a long-term placement for 1 year or more will be monitored and assessed to determine their competence levels. If we believe that they are suitable and demonstrating the high levels of competence and responsibility we expect from our staff, then we may consider including them in our staff ratios.

Any young person in the setting under the age of 18 is considered a child by law, therefore we will be vigilant towards their safety and well-being. We will provide each young person with a mentor/buddy within the setting that can support their well-being. Any safeguarding concerns will be dealt with according to our safeguarding policies procedures.

Within our nursery we expect our young staff to:

- Read, understand and adhere to all policies
- Take part in our ongoing staff suitability procedures. Declare any reasons why their suitability to work with children may change during their placement
- Share any safeguarding concerns they may have with their buddy/mentor or the safeguarding officer
- Maintain a high standard of work, behaviour, appearance and attendance whilst with the nursery
- Undertake a full induction conducted by the nursery
- Access training as required by the management
- If studying whilst with the setting, undertake all tasks required by the tutor to keep up to date with the course. If your coursework falls behind at any point your placement in the setting will be at risk
- Ensure that the nursery environment is safe and secure for all children at all times and report any issues as they arise
- Help with the day to day running of the nursery by undertaking tasks as determined by the supervisors and management
- Take part in staff meetings and all staff training as required by the nursery.

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