

# **Acorns Nursery School**

**POLICIES,  
PRACTICES AND PROCEDURES  
2017 - 2018**

**Acorns Nursery School  
Shackleford Village Hall  
Shackleford  
Surrey GU8 6AE**

**Registered Charity Number 1028177**

**Contact :**

Acorns landline : 01483 860723 (opening hours only)

Acorns mob : 07900 543 759 (phone 9 – 5 weekdays/text anytime)

Email : [hello@acornsnursery.org](mailto:hello@acornsnursery.org)

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# Acorns Nursery School

## 1 ACHIEVING POSITIVE BEHAVIOUR

### Statement of Intent

Our nursery believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

#### Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and the environment.

#### Methods

- We have a named person who has overall responsibility for issues concerning behaviour;
- The named person is Beatty Currier. We require the named person to:
  - keep herself up to date with legislation and research and thinking on handling children's behaviour;
  - access relevant sources of expertise on handling children's behaviour; and
  - check that all staff have relevant in-service training on handling children's behaviour. We keep a record of staff attendance at this training.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy;
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children to find solutions in ways that are appropriate for the children's ages and stages of development – for example distraction, praise and reward;
- We familiarise new staff and volunteers with the nursery's behaviour policy and our behaviour code for all children – we have 5 simple guidelines, based on safety, kindness and consideration, and all children are reminded of them as part of the normal nursery routine;
- We expect all members of the nursery – children, parents, staff, volunteers and students - to be consistent and keep to our code of behaviour.
- We use positive praise to endorse desirable behaviour such as kindness and willingness to share;
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour;

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- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately;
- We never send children out of the room by themselves;
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these;
- We do not use techniques intended to single out and humiliate individual children;
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom and the names of witnesses) are brought to the attention of our nursery leader and are recorded in our Accident & Incident Book. A parent is informed on the same day and signs the Accident & Incident Book to indicate that he/she has been informed;
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame;
- We do not shout or raise our voices in a threatening way to respond to children's behaviour;
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation;
- If appropriate we will ask a child who has behaved in an unacceptable way to sit on our 'Thinking Chair' in a quiet area of the room for 2 or 3 minutes. We explain to the child why their behaviour was unacceptable and ask them to think about how they could make different choices in the future and also whether they need to say sorry to anyone for their behaviour.
- 'The Thinking Chair' can also be used to stop a situation happening. One or more children may be asked to sit and think about what may happen next (if they hadn't been stopped) and what a better choice is next time. The adult talks them through how to handle difficult situations and gives the child/children good ideas for future play situations. We will talk to parent/carer at collection time, and ask to countersign the Accident & Incident Book (same as for physical intervention).
- We work in partnership with the children's parents. Parents are regularly informed about their children's behaviour by their key worker. We work with parents to address recurring problematic behaviour in the home and can offer parents objective strategies to help outside nursery.

## Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

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- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

## Rough and tumble play, hurtful behaviour and bullying

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

## Rough and tumble play and fantasy aggression

- Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.
- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

## Hurtful behaviour

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

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- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

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- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
  - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
  - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
  - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
  - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

## Bullying

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children. It is therefore not something that we would expect to experience at Acorns.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. We take bullying very seriously. It involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. Should this ever happen we would stop this behaviour escalating by talking to the child and the child's family and making a consistent plan to address the unwanted behaviour.

***Policy updated February 2016***

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## 2. ADMINISTERING MEDICINES

### Statement of Intent

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting.

These procedures are written in line with current guidance in EYFS.

### Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Only prescribed medication is administered. It must be in-date and prescribed for the current condition.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
  - full name of child and date of birth;
  - name of medication and strength;
  - who prescribed it;
  - dosage to be given in the setting;
  - how the medication should be stored and expiry date;
  - any possible side effects that may be expected should be noted; and
  - signature, printed name of parent and date.
- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine. The medication record book records:
  - name of child;
  - name and strength of medication;
  - the date and time of dose;
  - dose given and method; and is signed by staff administering medicine, signed by a second staff member as witness, and is countersigned by parent signature at the collection time.

### Storage of medicines

- All medication is stored safely in a locked cupboard or refrigerated if necessary. When refrigerated the medicine will be stored in a marked box used solely for storing medicines.
- The child's key person, or staff handing over children at collection time, is responsible for ensuring medicine is handed back at the end of the day to the parent.

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- For some conditions, medication may be kept in the setting. Key persons check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and will return any out-of-date medication back to the parent.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional, or by training literature if appropriate.
- If rectal medication is given, it is given with care and consideration in privacy. Another member of staff must be present and co-signs the record book.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

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

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

## **Legal framework**

- Medicines Act (1968)

## **Further guidance**

- Managing Medicines in Schools and Early Years Settings (DfES 2005)  
<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

***Policy updated in February 2016***

# Acorns Nursery School

## 3. ADMISSIONS

### Statement of Intent

It is our intention to make our nursery school genuinely accessible to children and families from all sections of the community.

### Registering

- A child's name may be registered at any time. A place will then be offered if there is space available to admit the child. The place, once confirmed by the parent, is then reserved for the child.
- A Registration Fee (currently £20) will be charged at this time. The Registration Fee is returnable if we are unable to offer a place to the child.
- A fee of £50 (returnable when the child leaves Acorns and goes to school) is charged to confirm the place. Sometimes when the time between registering and starting is short this £50 charge is added to the first half term's invoice.

### Admissions Process

- Children with a reserved place are admitted in the term or half term nearest to them being over 2 years.
- More children are admitted each term, half term. Due to capacity we are sometimes unable to admit children in the summer term or half term. These children are then admitted the following term (in September) when there is space.
- Children starting at 2 years have a place reserved until their departure for school. This usually means that children stay for 2 years.
- Parents who wish to remove their child after 1 year are asked to make their intentions clear as this impacts on future availability for other children.

### Opening Times

There will be consultation with families about the opening times of Acorns to avoid excluding anyone.

### Flexibility of Attendance

We promote flexibility of sessions attended to meet the needs of the individual child and their families. At age 2 years 6 months children will generally attend for two sessions per week. This can be increased as the child develops and subject to our own availability. Whole day sessions are appropriate for children in their second year and are for children to extend their learning. Generally children start on 2 morning sessions, increase to 3 as a 3 year old, and then extend to whole days for the second year.

It is recommended that the child is allowed time off from nursery, whatever their age, and parents are encouraged to have alternative arrangements for at least one morning per week.

### Equal Opportunities & Diversity Policy

Our EO&P policy will ensure that Acorns Nursery School welcomes both fathers and mothers, other relations and carers (including child-minders and nannies) and people

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from all cultural, ethnic religious and social groups, with or without disabilities. We will monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.

*Policy updated in December 2016*

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## 4. ANIMALS IN THE SETTING

### Statement of Intent

Children learn about the natural world, its animals and other living creatures, as part of the Early Years Foundation Stage curriculum. This may include contact with animals, or other living creatures, either in the setting or in visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

### Procedures

#### Animals in the setting as visiting pets

- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

#### Visits to the neighbouring farm

- Before we visit Norney Farm we discuss what we may see, how to behave and how to conduct ourselves safely (ie a risk assessment is carried out).
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

### Legal framework

The Management of Health and Safety at Work Regulations 1999

[www.opsi.gov.uk/SI/si1999/19993242.htm](http://www.opsi.gov.uk/SI/si1999/19993242.htm)

### Further guidance

*Health and Safety Regulation...a short guide* (HSE 2003)

[www.hse.gov.uk/pubns/hsc13.pdf](http://www.hse.gov.uk/pubns/hsc13.pdf)

*Policy updated in January 2017*

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## 5. ARRIVAL & DEPARTURE PROCEDURES

### Records

Acorns Nursery School obtains details of name of child, names of parents, step-parents, guardians, home address, contact details, health information (including allergy details). Details of who has permission to collect the child from nursery, and their contact details are kept, and updated annually, or more frequently as necessary.

### Arrival

We use a register system, where a member of staff manually records children's arrival time each day. Parents are asked not to talk unnecessarily to this member of staff. Information regarding health concerns/collection arrangements needs to be shared with another member of staff so the register can be taken without interruption. The total number of children in attendance is calculated and displayed in the register and on a notice board in the nursery.

Children arriving late are marked in with the arrival time noted, and the total number of children attending is recalculated and displayed on the register, and on a notice board in the nursery.

Staff are also recorded on the same register page, showing who is on duty each day.

Children are also encouraged to self-register, using their own name cards. This is an exercise for the children to help in name recognition and independence, and is not used as a guide as to which children are in attendance.

### Departure

Children are marked out as they are collected at the end of the session, with a departure time entered against their name. Children leaving during a session (e.g. because of illness or appointment) are marked out with the time of departure against their name. The total number of children attending is recalculated and displayed on the register and on a notice board in the nursery.

Children are always collected by parents/carers that Acorns has prior knowledge of and has obtained written permission.

If a person arrives to collect child, and it was not arranged at arrival, staff will ensure that person is permitted to collect child by checking child's records for names and details of permitted collectors.

Where circumstances mean that arrangements are altered after arrival time (e.g. car breakdown/parental illness) a password system is used.

Staff departure times are noted in the register.

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## The password procedure is:

- Parent to phone Acorns to inform of new arrangement.
- Acorns staff answering phone to take name of person due to collect child, and also give password to be used on collection.
- Acorns staff to tell other staff of new arrangement and make a note of password in register.
- Acorns staff to talk to child about who is collecting child.
- When person arrives to collect child ask for password to be repeated before child is handed over.

## Visitors

Visitors are recorded on arrival using a 'Visitor Book'. The name and arrival time are noted, and are added to the register page in the appropriate area, noting number of adults and/or children, so a new total can be calculated. When leaving visitors sign out, the time is noted, the register is adjusted by staff to show that the visitor/s have departed.

Visitors are not left alone with children, and are accompanied, or nearby nursery adults at all times. Visitors are told what to do if an emergency alarm sounds. Visitors are asked to put bags and phones in the office and that photos are not allowed to be taken on any devices whilst visiting the nursery.

## Points to consider

- Should the nursery suspect a parent/carer to be under the influence of drugs or alcohol and unable to care for the safety of their child then the management team would contact the police if appropriate, or make arrangements with known relatives of the child. The safety of the child is always paramount

*Updated in February 2017*

# Acorns Nursery School

## 6. CHILDREN'S RECORDS

### Statement of Intent

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act. This policy and procedure is taken in conjunction with the Confidentiality Policy and our procedures for information sharing.

### Procedures

We keep two kinds of records on children attending our setting:

#### Developmental records

- These include observations of children in the setting, photographs, and samples of their work and summary developmental reports.
- These are usually kept in the playroom and can be freely accessed, and contributed to, by staff, the child and the child's parents.

#### Personal records

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are kept in a lockable office at the nursery.
- Parents have access to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- Relevant information is passed to the next school, and the parents are given children's personal record books to keep, on leaving the nursery.
- Completed routine forms etc are shredded after child leaves nursery.

#### Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.

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- Students on Work Experience, Apprentice, Pre-school Learning Alliance, or other recognised qualifications and training, are advised of our confidentiality policy and are required to respect it.

## **Legal Framework**

- *Data Protection Act 1998*
- *Human Rights Act 1998*
- *Early Years Foundations Stage 2012*

**Points to consider** – information sharing (see Working in Partnership with other Agencies)

*Policy updated in March 2017*

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## 7. CHILDREN'S RIGHTS AND ENTITLEMENTS

### Statement of Intent

We promote children's right to be ***strong, resilient and listened to*** by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

We promote children's right to be ***strong, resilient and listened to*** by encouraging children to develop a sense of autonomy and independence.

We promote children's right to be ***strong, resilient and listened to*** by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.

We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.

We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

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

#### **To be strong means to be:**

- **secure** in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- **safe and valued** as individuals in their families and in relationships beyond the family, such as day care or school;
- **self assured** and form a positive sense of themselves – including all aspects of their identity and heritage;
- **included equally and belong** in early years settings and in community life;
- **confident in abilities** and **proud** of their achievements;
- **progressing optimally** in all aspects of their development and learning;
- **to be part of a peer group** in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and

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- **to participate and be able to represent themselves** in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

## **To be resilient means to:**

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

## **To be listened to means:**

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

*Policy updated in March 2016*

# Acorns Nursery School

## 8. COMPLAINTS, CONCERNS & COMPLIMENTS

### Statement of Intent

We aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time. We give prompt and serious attention to any concerns about the running of the nursery. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have set out procedures for dealing with concerns.

We operate the following complaints procedure:

#### Stage 1

- Any parent who is uneasy about any aspect of the nursery's provision should first talk over any worries and anxieties with the nursery leader.

#### Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent should put the concerns or complaint in writing and request a meeting with the nursery leader and the chair of the management committee.

Most complaints can be resolved informally at Stage 1 or at Stage 2.

#### Stage 3

- The parent requests a meeting with the nursery leader and the committee chair. Both the parent and the leader should have a friend or partner present if required. An agreed written record of the discussion should be made. All parties present at the meeting sign the record and receive a copy of it.

The signed record signifies that the procedure has concluded. The complaint is investigated and a report detailing the outcome of the investigation is prepared for the parent within 28 days.

#### Stage 4

- If the matter is still not resolved to the parent's satisfaction, an external mediator is invited to help to settle the complaint, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation. Staff or volunteers within the Pre-school Learning Alliance, or Surrey County Council will be available to act as mediator if both parties wish it.

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- The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator will keep all discussion confidential. The mediator will meet with the group if requested and will keep an agreed written record of any meetings that are held and of any advice s/he has given.

## **The role of the registering authority.**

A written record of any complaints made must be kept for ten years and shown to Ofsted inspectors. A summary of any complaints made must be shown to parents on request.

Situations that are unable to reach agreement can be passed on to Ofsted for their consideration. Their address is:

Office for Standards in Education  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
Tel: 0300 123 1231

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

## **Compliments**

We are delighted to hear compliments and positive feedback. We welcome parents to

- Talk to any member of staff
- Make a note in the Compliments & Complaints book
- We treasure cards and letters that are given to us

We also welcome suggestions on how to improve any aspect of the nursery. Parents are encouraged to attend committee meetings and become involved in the running of the nursery. Our intention is to work in partnership with parents to support all children and families.

***Policy adopted in January 2017***

# Acorns Nursery School

## 9. CONFIDENTIALITY

### Statement of Intent

It is our intention to respect the privacy of children and families attending Acorns.

We aim to ensure that all parents and carers can share the information in the confidence that it will only be used for the welfare of their children.

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

- Parents will have ready access to the files and records of their own children but will not have access to information about any other child.
- Staff will not discuss individual children, other than for purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- Information given by parents/carers to key person will only be passed on to other adults on a need to know basis.
- Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.
- Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file.
- Students observing in the nursery as part of their training will be advised of our confidentiality policy and be required to respect it.

All the undertakings above are subject to the paramount commitment of Acorns, which is to the safety and well-being of the child. Please see also our policy safeguarding.

### Useful resources

Data Protection Act and Freedom of Information Act. Available to download from [www.opsi.gov.uk](http://www.opsi.gov.uk)

*Policy updated in September 2016*

# Acorns Nursery School

## 10. DIET (HEALTHY FOOD)

### Statement of Intent

The sharing of refreshments can play an important part in the social life at Acorns as well as reinforcing children's understanding of the importance of healthy eating.

The nursery will ensure that:

- **Acorns nursery encourages healthy eating at all times.** All meals and snacks provided are nutritious, avoiding sugar, additives, trans fats, preservatives and colourings.
- Fruit and vegetables used for snack are fresh, washed before use, and stored correctly. Dried fruit and vegetable crisps are also used and stored correctly.
- Fresh drinking water is provided at all times and replaced frequently throughout the day.
- Savoury carbohydrate snacks are chosen such as bread, crackers, wraps and offered daily. Cheese is also regularly offered at snack times.
- Children's medical and personal dietary requirements are respected and followed.
- The dietary rules of religious groups and also of vegetarians/vegans are observed and met in appropriate ways.
- Milk provided for children is pasteurised and kept refrigerated.
- Due to nut allergy problems experienced by some children, Acorns follows **No Nuts In Nursery** and **asks that no nuts or nut products are brought into nursery.** Nuts are not included in any cooking activities, nor are they allowed in snacks **or packed lunches.**
- When children stay for lunch parents supply an appropriate lunch in a named lunch box. Suggestions for lunch box meals are displayed in the entrance. **The emphasis is on real, recognizable whole food.** It is asked that sugary, pre-packaged food is kept to a minimum. Quantities of food supplied should match your child's appetite as we encourage children to finish their lunch box meals.
- Cooking activities include savoury and sweet foods for a balanced range of taste experience.

*Policy updated in May 2017*

# Acorns Nursery School

## 11. DISCIPLINARY AND GRIEVANCES (STAFF)

### Minor Disagreements

Minor disagreements among pre-school staff, or between staff and committee can usually be resolved at the regular staff meetings or through informal discussions.

### Disciplinary Procedure

A more serious situation arises when a dispute cannot be resolved, or when the committee is dissatisfied with the conduct or activities of an employee.

Any disciplinary matter will normally be dealt with using the following procedure.

At every stage the employee should be given reasonable notice (5 days) that a disciplinary hearing is due to take place to give him/her the opportunity to prepare his/her case, and s/he should be offered the opportunity to be accompanied by a colleague or union representative.

- **Oral Warning (1)**

Whilst the committee Chair should be consulted on this stage of the process, the oral warning should normally consist of a discussion between the nursery leader and the member of staff. In the event of the situation relating to the nursery leader, the Committee chair would carry out the discussion.

At this discussion the individual should be informed of the concern or complaint. He/She should be given full opportunity to state their case. If after the discussion the warning is still considered to be appropriate, the employee needs to be told:-

- what action should be taken to correct the conduct
- that reasonable time will be given to rectify matters
- any training required with timescales
- any mitigating factors that have been considered
- that further action may be taken if s/he fails to improve
- that a record of the oral warning will be kept on file for one year
- that s/he may appeal against the decision which should be done in writing within 5 days of the discussion

- **Formal Warning (2)**

If the employee fails to correct his/her conduct, and further action is necessary, or if the original offence is considered too serious to warrant an initial oral warning:

The employee will be interviewed by the nursery leader and the Committee Chair (if appropriate). (In the event of the individual being the Nursery Leader, 2 members of the Committee will hold the discussion). The individual must be given reasonable time to prepare his/her case and full opportunity to present the case must be given during the hearing. H/she must be offered the right to be accompanied to the hearing.

If a formal warning is considered to be appropriate, this will be explained to the employee and a letter confirming this decision will be sent to the employee.

# Acorns Nursery School

The letter will:

- Contain a clear reprimand and the reasons for it
- Explain what corrective action is required and what reasonable time is given for improvement
- State what training needs have been identified, with timescales for implementation
- Make clear what mitigating circumstances have been taken into consideration in reaching the decision
- Warn that failure to improve will result in further disciplinary action which could result in a final written warning and, if unheeded, ultimately to dismissal with appropriate notice and
- Explain that he/she has the right to appeal to the decision in writing within 5 working days

- **Final Written Warning (3)**

If the employee fails to correct his/her conduct, and further action is necessary, or if the original offence is considered too serious to warrant an initial warning:

The employee will be interviewed by the nursery leader and the Committee Chair (if appropriate). The individual must be given reasonable time to prepare his/her case and full opportunity to present the case must be given during the hearing. H/she must be offered to the right to be accompanied to the hearing.

If a final written warning is considered to be appropriate, this will be explained to the employee and a letter confirming this decision will be sent to the employee.

The letter will:

- Contain a clear reprimand and the reasons for it
- Explain what corrective action is required and what reasonable time is given for improvement
- State what training needs have been identified, with timescales for implementation
- Make clear what mitigating circumstances have been taken into consideration in reaching the decision
- Warn that failure to improve will result in further disciplinary action which could result in their dismissal with appropriate notice and
- Explain that he/she has the right to appeal to the decision in writing within 5 working days

- **Dismissal (4)**

If the employee still fails to correct his/her conduct, then the employee will be interviewed as before and:

- If the decision is taken to dismiss, the employee will be given notice of dismissal, stating the reasons for dismissal and giving details of the right to appeal.
- If the progress is satisfactory within the time given to rectify matters, the record of warnings in the individual file may be destroyed.

# Acorns Nursery School

## **Suspension**

If the circumstances appear to warrant instant dismissal, an employee may be suspended with pay while investigations are being made. These should consist of obtaining written statements from all witnesses to the disciplinary incident, and from the employee who is being disciplined. Obviously these investigations should be carried out within as short a time as possible.

Instant dismissal is possible only in circumstances of gross misconduct. Examples of such misconduct would be:

- Theft or fraud
- Ill-treatment of children
- Assault
- Malicious damage
- Gross carelessness which threatens the Health and safety of others, or
- Being unfit through use of drugs or alcohol

Otherwise, an employee should not be dismissed without the appropriate warnings.

## **Appeals**

At each stage of the disciplinary process, the employee must be told she/he has the right to appeal against any disciplinary action, and that the appeal must be made in writing to the Committee Chair within 5 days of the hearing. The appeal hearing should be heard, if possible, within 10 days of receipt of the appeal. If possible 2 individuals from the committee who have not been involved in the case should serve as the appeal committee. If necessary the same individuals who carried out the hearing may conduct the appeal, but every effort must be made to be as impartial as possible. The employee may take a colleague or trade union rep to speak for him/her.

- The employee will explain why she/he is dissatisfied and may be asked questions;
- The leader will be asked to put forward his/her point of view and may be asked questions;
- Witnesses may be heard and may be questioned by the appeals committee and by the employee and the leader or chair;
- The committee will consider the matter and make known its decision. The decision will be to uphold, vary or overturn the original decision.

A written record of the meeting will be kept.

## **Grievance Procedure**

If an employee is dissatisfied s/he must have the opportunity for prompt discussion with her immediate supervisor (Nursery Leader). If the grievance persists, a management panel should be set up for the purpose of further discussion, at which the employee may, if s/he wishes, be accompanied by a colleague.

The grievance should be an opportunity for the individual to state all their concerns or complaints freely. The nursery leader / chair must be impartial and listen to their

# Acorns Nursery School

comments. An investigation may be required before any action to rectify the situation can be taken.

There must be a right to appeal after the initial discussion if the individual is still unhappy, and trade union rep may be present at this discussion.

The aim of this procedure is to settle the grievance fairly and as near as possible to the point of the origin. It is intended to be simple and rapid in operation.

***Policy updated in September 2016***

# Acorns Nursery School

## 12. DISEASES

Acorns refer to guidance supplied by the Health Protection Agency regarding all communicable diseases.

These are :

- Diarrhoea and/or vomiting
- E.coli
- **Typhoid \***
- Dysentery
- Influenza
- **Tuberculosis \***
- **Whooping Cough \***
- Athletes Foot
- Chicken Pox
- Cold Sores
- Rubella (German Measles)
- Hand, Foot and Mouth
- Impetigo
- **Measles \***
- Molluscum Contagiosum
- Ringworm
- Roseola
- Scabies
- **Scarlet Fever \***
- Slapped Cheek
- Shingles
- Warts and Veruccae
- Diphtheria \*
- Glandular Fever
- Head Lice
- **Hepatitis A \***
- **Hepatitis B \* and C \***
- HIV/AIDS
- **Meningococcal meningitis \***
- **Septicaemia \***
- **Meningitis \* (bacterial)**
- **Meningitis \* (viral)**
- MRSA
- **Mumps \***
- Threadworms
- Tonsillitis

\*Denotes a notifiable disease. Local HPU and OFSTED need to be informed.

# Acorns Nursery School

## **Sharing Information**

Parents are asked to contact the nursery with details of child's illness. Other parents are informed by a notice in the entrance area. Health information sheets are available within the PPP (Policy, Practices and Procedures pack) and on request. Children are offered replacement days for any time missed due to illness.

## **Outbreaks**

Acorns need to inform local HPU should an outbreak of disease be suspected.

## **Further information**

Visit [www.hpa.org.uk](http://www.hpa.org.uk)

*Policy updated in May 2017*

# Acorns Nursery School

## 13. EMERGENCY CLOSURE PROCEDURE

### **Aim**

The aim of Acorns Nursery School is to remain open wherever possible, taking into account factors that may put the children attending at risk should they attend.

### **Closures**

Examples of when we may consider closing are ;

- flooding
- snow
- ice
- high levels of sickness among staff or children
- flu pandemic
- no heating or water in our building
- a bereavement
- if there are contractual implications, for example a change to our terms and conditions.

Closures may occur during a session. If this occurs the welfare of the children is paramount and arrangements are made with parents/carers for collection. Staff will ensure that children are collected by permitted adults, and details of the expected reopening is given at the time of collection. Parents are also informed of expected reopening by email, by the website and by telephone/text, as necessary.

Closures are usually arranged out of hours and in these circumstances all parents are contacted via what's app, email and facebook to inform them of closure. The website, acornsnursery.org, is also used to inform parents of planned closure by a message which appears soon after 8am on the first day of closure. Parents who do not use email are contacted via telephone/text.

### **Missed Sessions due to Closure**

Children who miss sessions due to emergency closure are offered replacement sessions to make up for time lost.

*Policy adopted in January 2017*

# Acorns Nursery School

## 14. EQUAL OPPORTUNITIES AND DIVERSITY

### Statement of Intent

Acorns Nursery School is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

#### We aim to:

- Provide a secure environment in which our children can flourish and in which all contributions are valued
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about different ethnic groups and people with disabilities
- Improve our knowledge and understanding of issues of equality and diversity and
- Make inclusion a thread, which runs through all the activities, offered at Acorns.

#### The legal framework for this policy is

- The Children Act 1989, 2004 & 2006
- Race Relations Act 1976
- Sex Discrimination Act 1975 and 1986
- Equal Pay Act 1970
- Disabled Persons Act 1986
- Disability and Equality Act 2010
- Human Rights Act 1998
- Education Act 1993
- Special Educational Needs & Disability Code of Practice Aug 2014
- Race Equality Act 2000
- The Human Rights Act 2000.
- The Early Years Foundation Stage Revised 2012

#### Methods

- **Admissions**  
Acorns is open to all members of the community. Please see our Admissions Policy for details.
- **Employment**  
Staff are treated fairly and without prejudice. Please see our Staffing and Employment Policy for details.
- **Families**  
Our aim is to show respectful awareness of all the major events in the lives of the children and families in the nursery, and our society as a whole, and to welcome the diversity of backgrounds from which they come.  
We aim to acknowledge all the festivals that are celebrated in our area and / or by the families attending our nursery.

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Without indoctrination of any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.

Children will be encouraged to welcome a range of different festivals, together with the stories, celebration and special food and clothing they involve, as part of the diversity of life.

Staff will ensure that they become aware of the cultures from which children come, and the customs and attitudes within them. Staff will be sensitive to the feelings of parents.

Recognition will be given to the positive value of mother tongue and dialect.

Labelling, letters home etc will be comprehensible to all families.

- **Curriculum**

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and equipment will allow children the opportunity to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

- **Resources**

These will be chosen to give a balanced view of the world and an appreciation of the rich diversity of our multi-racial society. Materials will be selected to help children develop their self respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

- **Training**

Training opportunities are offered to staff and volunteers to enable them to develop practices which enable children to flourish. We review our practices and procedures to ensure that we are fully implementing our policy of equal opportunities and diversity.

- **Food**

Medical, dietary and cultural needs will be met.

- **Special Educational and Special Care Needs**

Acorns recognise there is a wide range of special needs affecting children and families in the community. Please refer to our SEND policy for details.

- **Meetings**

The time, place and conduct of meetings will ensure that all families have an equal opportunity to be involved on the running of Acorns.

*Policy updated in June 2017*

# Acorns Nursery School

## 15. FIRE SAFETY AND EMERGENCY EVACUATION

### Statement of Intent

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge of the building, and staff are familiar with the current legal requirements.

### Procedures

- The basis of fire safety is risk assessment. These are carried out by a 'competent person'.
- The nominated Fire Warden (Penny Devine) has received training in fire safety sufficient to be competent to carry out a written risk assessment.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Records are kept of fire drills and the servicing of fire safety equipment.

### Emergency evacuation procedure

Our emergency evacuation procedures are :

- clearly displayed in the premises;
- explained to new members of staff, volunteers and parents; and
- practised regularly at least once every six weeks.

The emergency evacuation/fire drill record book contains:

- Date and time of the drill.
- How long it took.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

### Legal framework

Regulatory Reform (Fire Safety) Order 2005 [www.opsi.gov.uk/si/si2005/20051541.htm](http://www.opsi.gov.uk/si/si2005/20051541.htm)

### Further guidance

*Fire Safety Risk Assessment - Educational Premises* ( HMG 2006)

[www.communities.gov.uk/publications/fire/firesafetyrisk6](http://www.communities.gov.uk/publications/fire/firesafetyrisk6)

*Policy updated February 2017*

# Acorns Nursery School

## 16. HEALTH, SAFETY AND HYGIENE POLICY

### Statement of Intent

We aim to promote a healthy lifestyle and a high standard in day to day work with children and adults. We will also ensure that the safety of children and adults are of paramount importance.

#### The legal framework for this is:

- Health and Safety at Work Act 1974
- Workplace (Health, Safety and Welfare) Regulations 1992
- Storage/Control of substances hazardous to health Regulations (COSHH) 2002
- The Social Security (claims and Payments) Regulations 1979
- Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR) 1999

#### Useful resources and websites

- 5 Steps to Risk Assessment, HSE publication.
- 01787 881165 or 0845 345 0055, email [hseinformationservices@natbrit.com](mailto:hseinformationservices@natbrit.com)
- HSE Information Services, Caerphilly Business Park, Caerphilly, CF38 3GG.
- Incident Contact Centre 0845 300 9923

#### In order to achieve this, Acorns will ensure that:

- All children are supervised by adults at all times and will always be within sight and sound of an adult.
- An Accident/Incident book is available at each session for the reporting of any accident/incident. All staff know where it is and how to complete it.
- Regular safety monitoring will include the checking of the accident and incident records (every half term).
- A range of written risk assessments are referred to as necessary. Risk, and the benefit of some risk, is discussed for play and activities that are not covered by our extensive written risk assessments. Risk assessments do not have to be written however sensible discussion to plan for activities and before activities commence, before outings etc are undertaken part of good practice. Children are encouraged to be involved in thinking through activities and working out the risks so they can begin to manage their play safely.
- All adults are aware of the system in operation for children's arrivals and departures and an adult will be at the door during these periods.
- Children will leave the group only with authorised adults and in the correct ratio for age.
- If children fall asleep at nursery, they are closely monitored, and kept warm and comfortable.
- Safety checks on premises, both outdoors and indoors, are made every day/ session.

# Acorns Nursery School

- The door leading to the village hall lobby is kept locked at all times. The door leading to the garden is kept locked unless free flow play is taking place. The fence and gate at the entrance is checked and locked at the start of each session. The entry door, if open, is closely monitored.
- Equipment is checked regularly and any dangerous items repaired/discarded.
- The layout and space ratios allow children and adults to move safely and freely between activities.
- Fire doors are never obstructed.
- Fire drills are held at least twice a term.
- Fire extinguishers are checked annually and staff know how to use them.
- Electric points/wires and leads are adequately guarded.
- Electrical appliances are (PAT) checked annually and checked visually when being used.
- All dangerous materials, including medicines and cleaning materials are stored out of reach of children.
- Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.
- Adults do not walk about with hot drinks or place hot drinks within reach of children.
- A register of children and adults is completed as children arrive, noting time of arrivals and departures.
- There is no smoking in any part of the premises including the garden.
- Whenever children are on the premises at least two adults are present.
- Large equipment is erected/dismantled with care and checked regularly.
- Heavy/awkward equipment is not to be moved by only one person.
- Steps are provided for retrieving/stowing away equipment onto high shelving.
- Activities such as cooking, woodwork and energetic play receive close and constant supervision.
- Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.
- The premises are checked prior to locking up at the end of each session/day.
- Children and adults wear clothing appropriate for work, play and weather conditions.

## Outside Play

- Children will have the opportunity to play in the fresh air throughout the year, in the nursery's own outside areas.
- Adults and children are alerted to the dangers of poisonous plants. No poisonous products (herbicides and pesticides) are used in the garden.
- Outdoor space is securely fenced and the garden gate is kept securely closed..
- Children will be closely supervised when playing on 'off-ground' garden equipment (e.g. logs, trampoline, pirate ship and cube frame).
- In hot/sunny weather it is strongly recommended that children arrive with sunscreen already applied. Acorns supplies all children with hats to wear and we prefer that you don't bring your own. Children not wearing hats play in the shaded areas only. Children who arrive without sunscreen also play in the shade, or stay indoors. Acorns does not keep a stock of sunscreen for hygiene/allergy reasons. Sunscreen has advanced and creams remain effective for many hours.

# Acorns Nursery School

Children arriving with sunscreen applied at the beginning of nursery can remain protected all day.

- Children will be kept out of the sun at the hottest part of the day.
- Sand is clean and suitable for children's play and covered when not in use.
- When shade sails are used the fixings are checked and secure..
- Water play is supervised closely. Water is changed daily.

## Health

### Food

- All meals and snacks provided will be nutritious and pay due attention to children's particular requirements.
- When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.
- The Nursery will observe current legislation regarding food hygiene, registering and training. In particular, each adult will:
  - Ensure fresh, clean drinking water is available for children at all times.
  - Always wash hands in warm soapy water before handling food and after using the toilet.
  - Not to be involved with the preparation of food if suffering from any infectious/contagious illness or skin disease.
  - Never smoke in the nursery premises or garden at any time
  - Never consume alcohol or drugs during nursery hours, or in the hours preceding working hours. All staff are expected to behave professionally and responsibly at all times.
  - Never cough or sneeze over food.
  - Always observe kitchen procedure.
  - Prepare raw and cooked food in separate areas.
  - Recommend that lunchboxes contain icepacks or coolers in warmer months. Lunchboxes are stored in cool area and refrigerated if space to do so.
  - Ensure waste is disposed of hygienically.
  - Wash fresh fruits and vegetables thoroughly before use in clean, cold running water.
  - Ensure that any food or drink that requires heating is heated immediately prior to serving.
  - Ensure that all utensils will be kept clean and stored away in a dust-free place e.g. closed boxes.
  - Ensure that cracked or chipped china will not be used.

## Hygiene

To prevent the spread of all infection, adults in the group will ensure that the following good practices are observed:

# Acorns Nursery School

## Personal Hygiene

- Hands washed after using the toilet.
- Hands washed before eating.
- Hands washed before preparing food.
- Children with pierced ears are not allowed to try on or share each other's earrings.
- Boxes of tissues available and children are encouraged to blow and wipe their own noses when necessary. Soiled tissues disposed of hygienically.
- Children are encouraged to use tissues when coughing or sneezing.
- Paper hand towels used and disposed of appropriately.
- Hygiene rules related to bodily fluids followed with particular care and all staff and volunteers aware of how infections, including HIV infection, can be transmitted.
- Latex gloves worn by adults always when changing nappies and if necessary when helping children after using toilets. Gloves disposed of hygienically.

## Cleaning and Clearing

- Any spills of blood, vomit or excrement wiped up and flushed away down the toilet.
- Protective gloves always used when cleaning up the spill of body fluids.
- Floors and other effected surfaces disinfected using anti bacterial products diluted to the manufacturer's instructions
- Fabrics contaminated with body fluids thoroughly washed in hot water, bagged hygienically and given to parents for collection
- Spare laundered pants, and other clothing, available in case of accidents and plastic bags available in which to wrap soiled garments.
- All surfaces cleaned daily with an appropriate cleaner and cloth.
- Stock of clean tea towels kept and clean tea towels used daily. Used tea towels laundered in hot wash.

## Illness

- Parents are asked to keep children at home if they have any infection, and to inform Acorns as to the nature of the infection so that nursery staff can alert other parents, and make careful observations of any child who seems unwell.
- **Parents are asked not to bring any child into Acorns who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.**
- Acorns reserves the right to refuse admission to any child who staff believe to be unwell at the time of their arrival.
- Cuts or open sores, on adults or children, will be covered with sticking plaster or other dressing.

## First Aid and Medication

### First aid

At least one person with a current first aid certificate (relevant to babies and young children) is on duty each session.

# Acorns Nursery School

## Our first aid kit is:

- checked regularly and restocked as necessary.
- easily accessible to adults.
- kept out of reach of children.

Parents' written permission for emergency medical advice or treatment is sought when each child starts nursery. Parents sign and date their written approval.

## Accidents

- Accidents are recorded in the Accident & Incident Book.
- Staff complete details of the accident and another staff member signs as a witness, if possible. The parent is informed about the accident at collection time and asked to countersign book.
- Should the accident be assessed as serious and require professional first aid, paramedics will be called, or the parents will be contacted with a view to them taking their child for professional medical help.

## Incidents

All incidents should be recorded in detail. Acorns' staff team records incidents such as :

- fighting and bullying for older children, and any intervention that was used
- an extreme reaction to a common situation e.g. hysterical response to thunder
- Incidents are recorded with following details :
- the child's name
- the time and location of the incident
- what triggered the incident
- the nature of the incident
- other people involved
- witnesses
- how the situation was handled
- any consequences.

Records of all accidents and incidents that happen to children are counter signed by parents. For confidentiality there should only be one page per child, per accident or incident.

**Ofsted is notified of any injury requiring treatment by a GP or hospital, or the death of a child or adult. Any injury to a child, parent volunteer, or a visitor that requires GP or hospital treatment is reported to the local office of the Health and Safety Executive (01342 334200).**

## Medicines

If a child is on prescribed medication the following procedures will be followed:

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- The medication must be clearly labelled with the child's name. The Medicine Book needs to be completed and signed by the parent with dosage and any instructions, giving permission for a member of staff to administer the medicine. The parent countersigns the Medicine Book, showing any doses of medicine given that day, on collection of the child. The member of staff administering the medicine, and a witness, also sign the Medicine Book.
- All medicines must be in their original containers, clearly labelled and will be kept out of reach of children. These will be stored in the fridge if necessary.
- If the administration of the prescribed medicine requires medical knowledge, information is obtained from the parent and if necessary training is arranged, delivered by a Health Professional.
- With regard to the administration of life saving medication such as insulin/adrenalin injections or the use of nebulisers, the position will be clarified by reference to the nursery's insurance company. (Sun Alliance, talk to the Insurance Officer at Pre-School Learning Alliance National Centre.)

## Information Sources and useful websites

- Parents will have the opportunity to discuss health issues with Acorn's staff and will have access to information.
- Acorns will maintain links with health visitors and gather information and advice from local health authority information services.

Department of Health [www.doh.gov.uk](http://www.doh.gov.uk)

NHS Online: [www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk)

Surrey Health Protection Unit [www.hpa.org.uk](http://www.hpa.org.uk)

01372 227331

Meningitis trust has free meningitis symptom cards available [www.meningitis-trust.org](http://www.meningitis-trust.org)

0800 028 18 28

## Heatwave Information

High temperatures both outdoors and indoors may harm children's health. In the event of a heatwave alert, local authorities will be alerted by the Met Office, and the alert will be more widely publicised. The advice given here focuses specifically on children and is provided for teachers and others looking after children.

Children's susceptibility to high temperatures varies; those under four years of age, who are overweight, or who are taking certain medication may be at increased risk of adverse effects.

### Outdoors

On very hot days (i.e. where temperatures are in excess of 30°C), children should not take part in vigorous physical activity.

Children playing outdoors should be encouraged to stay in the shade as much as possible.

Loose, light coloured clothing should be worn to help children keep cool and hats of a closed construction with wide brims should be worn to avoid sunburn.

# Acorns Nursery School

Thin clothing or sun cream should be used to protect skin if children are playing or taking lessons outdoors for more than 20 minutes.

Children must be provided with plenty of cool water\* and encouraged to drink more than usual when conditions are hot. \*The temperature of water supplied from the cold tap is adequate for this purpose.

## Indoors

Measures to avoid classrooms and other teaching spaces becoming unnecessarily hot are as follows.

Encourage children to drink plenty of cool water on hot days. Other actions that can be taken include.

If possible, rearrange school start and finish times to avoid teaching in very hot conditions. Use classrooms or other spaces which are less likely to overheat in preference to others, and adjust the layout of teaching spaces to avoid direct sunlight on children.

Oscillating mechanical fans can be used to increase air movement if necessary.

## Which children are likely to be most affected by high temperatures?

Children's susceptibility to high temperatures varies; those who are overweight or who are taking medication may be at increased risk of adverse affects. Children under four years of age are also at increased risk.

Some children with disabilities or complex health needs may be more susceptible to temperature extremes. The community health paediatrician, family health visitor or the child's specialist health professional may be able to advise on the particular needs of the individual child. Schools need to provide for children's individual needs. All staff should be made aware of the risks and how to manage them.

## Action to take if heat stress or heat exhaustion is suspected

Teachers, assistants and school nurses should look out for signs of heat stress and heat exhaustion.

**Heat Stress** – Children suffering from heat stress will show general signs of discomfort (including those listed below for heat exhaustion). These signs will worsen with physical activity or if left untreated can lead to heat exhaustion or heat stroke.

**Heat Exhaustion** – Signs include, irritability, fatigue, dizziness, headache, nausea, hot, red and dry skin.

**Heat Stroke** – Sweating is an essential means of cooling and once this stops a child is at serious risk of developing heatstroke. Heatstroke can develop if heat exhaustion or heat stress is left untreated, but it can also occur suddenly and without warning.

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The following steps should be taken to reduce body temperature should be taken at once.

Move the child to as cool a room as possible.

Sponge the child water, with cool, (not cold) water and if available, place cold packs around the neck and armpits.

Place the child near a fan.

If a child shows signs of confusion, follow the steps above. If a child loses consciousness, place the child in the recovery position and follow the steps above. **In both cases, call 999 or 112 for emergency medical assistance.**

If sensible precautions are taken children are unlikely to be adversely affected by hot conditions.

## **General Advice for Sunshine and High Temperatures**

Children will keep cool with water play activities in shaded areas. Parental permission should be sought for children to get wet and change afterwards and to have adequate changes of clothes.

*Policy updated May 2017*

# Acorns Nursery School

## 17. USING IMAGES OF CHILDREN: PHOTOGRAPHS, VIDEOS, WEBSITES & WEBCAMS

### Statement of Intent

We live in an age where digital technology has vastly increased the use, and potential misuse of photography. The following policy has been produced from guidelines published by the Surrey Safeguarding Children's Board.

#### Consent

- **The Data Protection Act 1998** affects use of photography. This is because an image of a child is personal data and consent must be obtained from the parent of a child under 18 years for the purposes beyond the activity of the nursery. It is also important to ascertain the views of the child being photographed. Where children are Looked After, the nursery must check consent with the Social Worker, on the parent's behalf.
- Written consent is obtained from parents for the use of photographic images of their child on Acorns' website. The child is not identified by name, and only photographs showing children with appropriate clothing in activities appropriate to the children's play are selected for website display. No close up images showing individual children are used.
- Parents retain the right to withdraw their consent to photographic images being used at any point, although they need to do this in writing.

#### Use of images of children by the press

- Should a photograph be taken for publication in a newspaper, consent needs to be obtained from parents as before. Children are not identified by name, and the press follow their relevant industry codes of practice.

#### Use of images of children in the Nursery

- Photographs are taken during nursery sessions, and also during nursery outings, to records events and help assessment and record keeping.
- Children are always appropriately dressed.
- Photographs are never taken in the toilet/nappy changing area.
- Any images taken are used for children's personal record books and become property of the child's parents on leaving.
- A camera, belonging to the nursery, is used to take all photographs. Staff are not permitted to use mobile phones, or other devices, to record photographic images or videos whilst working in the nursery. A member of staff is responsible for downloading and ordering digital images. Digital images are stored on the computer for this purpose are deleted at regular periods. Digital images are not transferred via email, or similar, to other computers or devices.

#### Prospectus, brochures and publicity material

- Images of children are not used in any of the above.

# Acorns Nursery School

## Videos

- Acorns do not take video recordings of children during the normal routines at nursery.
- Parents can video recordings of events for their own personal and family use as they are not covered by the Data Protection Act.

## Websites

- Written parental consent must be obtained before a photograph is used for the nursery website (Welcome pack).
- Photographs that are used on the [acornsnursery.org](http://acornsnursery.org) website are selected carefully showing groups of children, in appropriate clothing to protect modesty, playing appropriately. Children are not identified by name.
- Guidance is checked at [www.ceop.gov.uk](http://www.ceop.gov.uk) Child Exploitation and Online Protection.
- Social networking by staff can be accessed before and after working hours whilst on the premises.
- It is strongly recommended that staff do not contact parents/children out of working hours using social networking sites. Photographs/messages posted on social networking sites may potentially damage the nursery's reputation, and extreme care and professional conduct is required from staff at all times.

## Webcams

- Acorns do not use webcams.

## Parental right to take photographs

- Parents can take photographs for their own private use only as they are not covered by the Data Protection Act. Taking photographs or recording videos (e.g. at an Acorns event) with a view to selling them would require the permission of parents' whose children may be captured on film.
- Parents (e.g. while visiting the nursery) are reminded that photos are not permitted to safeguard the welfare of the nursery children.
- Photographs are not permitted to be taken in the toilet/nappy changing area.

## Storage of photographs

- Photographs must be secured stored, either returned to the parent or used in children's personal records. Digital images should be deleted after prints have been retrieved.

## Official Photographs

- If photographers are asked into the nursery to take portraits/photographs of individual children or groups, vetting/validity checks will be undertaken first.
- The photographer will be supervised at all times to ensure the welfare of the children is safeguarded.

## Useful sources of Information

The information Commission

[www.dataprotection.gov.uk](http://www.dataprotection.gov.uk)

# Acorns Nursery School

Press Complaints Commission [www.pcc.org.uk](http://www.pcc.org.uk)

Internet Watch Foundation [www.internetwatch.org.uk](http://www.internetwatch.org.uk)

Department of Education & Skills [www.dfes.gov.uk](http://www.dfes.gov.uk)

***Policy updated in March 2017***

# Acorns Nursery School

## 18. LOOKED AFTER CHILDREN

### Statement of Intent

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

Definition of 'Looked after Children' (LAC): *Children and young people become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).*

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

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

### Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We do not offer placements for babies and children under two years who are in care.
- We offer places to 2.5 year-old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to

# Acorns Nursery School

the carer. We expect that the placement in the setting will last a minimum of six weeks.

- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

## Procedures

- The designated person for looked after children is the DSL (designated Safeguarding Lead) Ali Goldup.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his/her family and ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
  - the child's emotional needs and how they are to be met;
  - how any emotional issues and problems that affect behaviour are to be managed;
  - the child's sense of self, culture, language/s and identity – how this is to be supported;
  - the child's need for sociability and friendship;
  - the child's interests and abilities and
  - how any special needs will be supported.
- In addition the care plan will also consider how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
- 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 the setting, when, where and what form the contact will take will be discussed and agreed;

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- what written reporting is required;
  - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
  - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
  - In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
  - Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the EYFS areas of learning.
  - Concerns about the child will be noted in the child's file and discussed with the foster carer.
  - If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
  - Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
  - Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

## **Further guidance**

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

***Policy updated February 2017***

# Acorns Nursery School

## 19. MAINTAINING CHILDREN'S SAFETY AND SECURITY ON PREMISES

### Statement of Intent

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

### Procedures

#### Children's personal safety

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.
- All children are supervised by adults at all times.
- Adults do not normally supervise children on their own.
- Whenever children are on the premises at least two adults are present.
- Visitors are welcome to visit and it is ensured they are never left alone with children.
- We carry out risk assessment to ensure that our premises are suitable for children, and that activities are planned and any risks involved are managed with care.

#### Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.
- Our systems prevent children gaining access to medicines, cleaning products and other unsafe items .

*Policy updated in September 2016*

# Acorns Nursery School

## 20. MEETING SPECIAL EDUCATION NEEDS

### Statement of Intent

This policy is written in conjunction with the Children and Families Act 2014 and with regard to the SEN Code of Practice September 2014.

Acorns aims to meet the needs of all its children including those with special needs. A child with special care or educational needs may cover a wide range of needs, such as

- Physical disability
- Learning difficulties
- Speech and Language difficulties
- Behavioural/social-communication problems
- Sensory impairment
- Medical/dietary/cultural needs
- Exceptional abilities (gifted)

To help us include all children of all abilities and help them reach their potential:

- We have a nominated SENco (Cary Dale) who liaises with staff over any concerns raised about a child thought to have SEND (Special Education Needs and Disabilities). SENco duties also include attending training, record keeping and seeking advice from EYCS and other professionals.
- We identify the specific needs of children with SEND and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary make adjustments.
- Our key person system ensures that each member of staff is especially responsible for a small group of children, so each child receives adult time and attention. Staff liaise with each other, and parents, and by observation and record keeping are able to recognise any special needs.
- If it is felt that a child's needs cannot be met at Acorns without the support of a 1:1 adult, funding will be sought to employ one.
- Acorns endeavours to cater for all children including those with special needs.
- No admission selection procedure relating to special needs is operational.

Children with SEND may be identified by

- Outside agencies before the child attends Acorns or while attending.
- Parents.
- Staff.

If a child is thought to have special needs then discussion with parents takes place. No action can be taken without parental consent.

# Acorns Nursery School

The child with SEND will be supported appropriately, and this may include implementing an Individual Support Plan (ISP) and, if appropriate, an Early Health & Care Plan (EHCP). This helps to ensure there is support in place for the child at school entry.

Acorns values and encourages the involvement of parents at all stages. Communication at Acorns is on a daily basis and parents are encouraged to be open about all their concerns.

## **Useful resources and websites**

- <http://www.sendadvice.surrey.org.uk>
- DFES publications centre: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)
- Special Educational Needs in Practice. Practical Preschool
- Centre of Accessible Environments [www.cae.org.uk](http://www.cae.org.uk)
- Information and publications about the Disability and the Equality Act 2012 [www.direct.gov.uk](http://www.direct.gov.uk)
- Mencap [www.mencap.org.uk](http://www.mencap.org.uk)

*Policy updated in September 2016*

# Acorns Nursery School

## 21. MISSING CHILD

### Statement of Intent

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

### Procedures

#### Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the setting leader.
- The setting leader will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
- The setting leader talks to the staff to find out when and where the child was last seen and records this.
- The setting leader contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation and may come to the setting immediately.

#### Child going missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the setting Leader has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The setting leader or manager is contacted immediately and the incident is reported.
- The setting leader contacts the police and reports the child as missing.
- The setting leader contacts the parent, who makes their way to the setting or outing venue as agreed with the setting leader. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.

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- The setting leader contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation and may come to the setting immediately.
- The setting leader, or designated staff member may be advised by the police to stay at the venue until they arrive.

## The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The setting leader together with the chairperson or representative from the management committee or owner, speaks with the parent(s).
- The chairperson and management committee or owner, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
  - The date and time of the report.
  - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
  - When the child was last seen in the group/outing.
  - What has taken place in the group or outing since the child went missing.
  - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

## Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the management committee or representative, or the proprietor. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs

# Acorns Nursery School

and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.

- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson or proprietor will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

**Policy updated September 2016**

# Acorns Nursery School

## 22. USE OF MOBILE PHONES

### Statement of Intent

The safety and protection of the children in the care of Acorns Nursery School is always paramount. Two mobile phones are used during nursery hours to allow parents etc to contact the nursery.

The two mobile phone numbers are:

**07900 543 759**

This is available for parents to contact the nursery out of hours.

Parents are welcome to text at anytime, and are asked to phone between the hours of 9am – 5pm Monday – Friday.

Staff are able to keep their personal mobile phones with them during working hours at the Nursery. These are for emergency use; for being able to accept calls from their own children's schools etc without delay. Casual, or inappropriate use of mobile phones by staff may pose a risk, if staff are distracted from caring for children. The following guidelines must be followed should calls or texts come through direct to staff personal mobiles and are based on sensible, safe and considerate use.

- Staff to indicate that they have to take a call
- Move away from children and other staff whilst talking
- After call ends indicate to nearby staff and resume work.
- Personal phone use is not permitted in the toilet/nappy changing area.
- Never take photographs using a personal mobile phone camera during working hours.
- Never use personal phones for recording/sharing video images
- Never access internet/social networking sites during working hours
- It is strongly recommended that staff do not contact parents/children out of working hours using social networking sites. Photographs/messages posted on social networking sites may potentially damage the nursery's reputation, and extreme care and professional conduct is required from staff at all times.
- Never allow children to touch/use a personal mobile
- Staff are responsible for their own behaviour regarding the use of personal phones and need to avoid putting themselves into compromising positions which could be misinterpreted and lead to potential allegations.
- Personal phones belonging to staff should be insured, password protected, and no liability for loss or damage will be accepted by Acorns.
- All personal phone use is open to scrutiny and the management may withdraw or restrict authorisation at anytime.

All staff read and sign above policy annually, and more frequently when updated

**Policy updated in January 2016**

# Acorns Nursery School

## 23. Nappy Changing & Intimate Care

### Statement of Intent

To include all children on entry to Acorns, whether they are toilet trained or not, and to undertake nappy changing with care and consideration, and with some privacy.

#### Routine

- On entry to Acorns, parents are asked to inform staff of their child's toileting routine. This is to ensure a consistent approach can be planned. Children are checked during the time spent at Acorns, and are changed as necessary.

#### Supplies

- Parents are asked to supply all nappies/pull ups, wipes and bags for disposal. Also to supply cream if necessary. Acorns will hold a small stock of nappies/wipes/disposal bags in case parents do not supply enough for their child.
- Used nappies, and wet/soiled clothes are bagged and left on child's peg for parents to collect.

#### Arrival

- Parents are asked to check children before drop off to ensure they have a clean nappy and washed skin.
- Parents are welcome to change their own children upon arrival should it be necessary.

#### Key Person

- Wherever possible the child's key person will change the nappy. Nappies are changed with regard to privacy, and the child will be helped in a kind, gentle manner at all times.
- Nappies are bagged and given to parents for disposal.
- Any clothes that are soiled or wet will also be bagged for the parent to take home, and the child will be dressed in clean clothes. Wherever possible children's own clothes are used, however, if there are not enough, Acorns will use clothes that are held at the nursery for such occasions.
- Key person and parent will talk about strategies to start toilet training as the child develops and it becomes appropriate.
- Toilets at Acorns are child-sized and are ideal for children to progress to when stopping using nappies. It is not recommended that children bring their own potty in to Acorns, although this can be arranged if necessary (for a few sessions only).

#### Medical/Developmental conditions

- It is fully understood that some children may not be able to manage without nappies because of medical/developmental conditions. Such conditions can be managed by the nursery, although in some instances specialist support or training may be required (eg stoma care).

# Acorns Nursery School

## **Staff**

- Ensure they follow nappy changing procedure, paying close attention to hygiene, equipment and supplies used, privacy, and the wellbeing of the child at all times.
- Protection against back and knee injuries should be taken into consideration by using kneeling pad and minimise any lifting.
- Children should not need lifting, and can assist by moving when asked.

**Policy updated in February 2017**

# Acorns Nursery School

## 24. NON-COLLECTION OF CHILDREN

### Statement of Intent

If a child is not collected by an authorised adult at the end of a nursery session/day, Acorns Nursery School puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

### Aim

If a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents / carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### Procedures

Parents of children starting at the nursery are asked to provide specific information which is recorded on our registration form, including:

- Home address and telephone number – if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour's;
- Place of work, address and telephone number (if applicable);
- Mobile telephone number (if applicable);
- Names, address, telephone numbers of adults who are authorised by the parents to collect their child from nursery, for example a childminder or grandparent; and
- Information about any person who does not have legal access to the child.

On occasions when parents know they will not be at home or in their usual place of work, they record how they can be contacted in our register.

On occasions when parents or the persons normally authorised to collect the child are not able to, they record the name address and telephone number of the person who will be collecting their child in our register. We agree with parents how the identification of the person who is to collect their child will be verified, and use the password procedure if necessary.

Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up action. We provide parents with our contact telephone number so they may do so. We also inform parents that if their children are not collected from nursery by an authorised adult and the staff can no longer supervise the child in the nursery premises we will apply our child protection procedures as set out in our child protection policy.

If a child is not collected at the end of the session / day, we adopt the following procedures:

- the register is checked for any information about changes to the normal collection routines;
- the nursery mobile phone is checked for any text/voicemail messages;
- if no information is available, parents / carers are contacted at home or at work;

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- if this is unsuccessful, the adults who are authorised by the parents to collect their child from nursery and whose telephone numbers are recorded on the registration form are contacted;
- all reasonable attempts are made to contact the parents / carers, for example a neighbour is contacted or another member of staff visits the child's home;
- the child stays at nursery in the care of two fully vetted workers until the child is safely collected;
- the child does not leave the premises with anyone other than those named on the registration form and in the register book;
- if no-one collects the child and the premises are closing, or staff are no longer available to care for the child, we apply the procedures set out in our child protection policy. We contact our local authority childrens services department ;
- a full written report of the incident is recorded; and
- depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

**Policy updated in September 2016**

# Acorns Nursery School

## 25. OUTINGS PROCEDURE

### **Aim**

To ensure that safety is our highest priority when outings are both planned and taking place.

### **Points to consider**

- It is now a statutory requirement to obtain written parental permission for a child to take part in outings. Permission is obtained for outings that may take place as a matter of general routine (e.g. walking visits to St. Mary's School, walking visits to the churchyard, walking visits to woods and fields nearby) on the initial documents that parents are required to complete.
- If permission is not granted at this stage a discussion is arranged to find out why. Children are not included in such outings if parental permission is still not granted.
- It is a statutory requirement to assess the risks and hazards which may arise for children and steps to be taken to remove, minimize and manage those risks. Risk assessments have been produced for outings as referred to above. These include taking a working mobile phone, records of children included in outing, and any medical/first aid equipment needed. Also outlining a procedure to follow in case of a missing child.
- Acorns Nursery do not arrange outings that require transportation in cars/coaches.
- Events are arranged outside of the nursery are for families to attend and they then take responsibility for their own children and own travel arrangements.

**Procedure updated in January 2016**

# Acorns Nursery School

## 26. PARENTAL INVOLVEMENT

### Statement of Intent

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

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents. 'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

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

### Procedures

- We aim to include all parents - that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out how they can be included.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and encourage parents to contribute to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.

**Policy updated February 2017**

# Acorns Nursery School

## 27.PAYMENT OF FEES POLICY

### Statement of Intent

Acorns Nursery School has charitable status and the fees cover the running costs of the nursery, and therefore the fees are kept as low as possible to keep the nursery sustainable. Extra resources are afforded through fundraising activities, held throughout the year, to which all families are invited to contribute.

### Deposit

- A deposit (currently £50) is requested a term before your child's start date. This is to confirm your acceptance of the offered place. Acorns hold this deposit and repays it when your child leaves Acorns for first school. Should you leave before your child reaches school age your deposit may be kept, although all circumstances are treated individually (eg house move/relocation).
- When a place is offered to a child, it is offered with the expectation that the child will stay until school age. This usually means that children will stay for two years.
- Please make clear at time of initial registration if you intend your child to only stay for one year, and leave a year before your child reaches school age.

### Fees

- Fee invoices are emailed to parents the start of each term. Parents can choose to pay in two halves, the second payment being at half term. Parents are asked to pay promptly.
- All cheques should be made payable to: "**Acorns Nursery School**". Internet banking details appear on all fee invoices. Please reference your payment so it can easily be identified.
- Fees continue to be payable if a child is absent due to taking holiday during term time.
- Each child's place at Acorns Nursery School is conditional on continued payment of fees.
- Any problems regarding payment of fees should be notified to the Nursery Leader and will be dealt with in strict confidence.
- A half-terms' notice in writing is required before the removal of a child from the Nursery School, or payment of fees in lieu.
- Any increase in fees will be notified to parents a half term in advance. Fees are reviewed each May and apply from September.

# Acorns Nursery School

- Parents are encouraged to find out and use the scheme appropriate to their own circumstances (eg employers nursery voucher schemes, FEET, 30 hours).  
<https://www.gov.uk/childcare-calculator>   <https://www.childcarechoices.gov.uk/>

## **FEE – Free Early Entitlement**

- Children are eligible to receive FEE (Free Early Entitlement) beginning the term after their 3<sup>rd</sup> birthday. There are some exceptions to this depending on specific dates (eg a child born on 2 January has a birthday before the start of the spring term, but for the purposes of applying for FEE will have to wait until the start of the summer term). The cut off dates (for dates of birth) for calculating the start of FEE are 31 December, 31 March and 31 August.
- Rates of FEE are decided by Surrey County Council each year and are notified to Acorns each summer. The rate has been static, or has risen by slightly, over the years. The rate does not reflect the operational costs of our nursery. The amount is deducted from your fee bill each half term.
- FEE is applied for by Acorns, on your behalf, and your child's birth certificate, or official document showing your child's date of birth, is required to be seen.
- FEE is applied for each term and makes a significant contribution towards the total nursery fees payable.  
FEE can be split between two providers (eg another nursery, childminder) and you will be asked to complete appropriate documentation.
- Please ask Cary Dale for further details.

## **FEET – Free Early Entitlement for Two year olds**

You may be entitled to FEET funding. Check on [surrey.gov.uk/feet](http://surrey.gov.uk/feet)

Policy updated in June 2017

# Acorns Nursery School

## 28. PROVIDER RECORDS

### Statement of Intent

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

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

### Procedures

- All records are the responsibility of the officers of the management committee who ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

### Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Policy updated in September 2016

# Acorns Nursery School

## 29. RECORDING & REPORTING OF ACCIDENTS AND DANGEROUS OCCURENCES (RIDDOR)

### Statement of Intent

We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this.

### Procedures

#### Our accident book:

- is kept safely and accessibly;
- is accessible to all staff and volunteers, who know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

### Dealing with incidents

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

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

### Incident Records

Serious incidents also need recording and are reportable to the Health and Safety Executive.

These incidents include:

- break in, burglary, theft of personal or the setting's property;
- an intruder gaining unauthorised access to the premises;
- fire, flood, gas leak or electrical failure;
- attack on member of staff or parent on the premises or nearby;
- any racist incident involving staff or family on the centre's premises;
- death of a child, and
- a terrorist attack, or threat of one.

# Acorns Nursery School

In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.

In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.

In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called, and the advice of these services are followed.

The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

## **Legal framework**

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)

## **Further guidance**

Ofsted [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

0300 123 1231

Piccadilly Gate, Store Street, Manchester, M1 2WD

RIDDOR [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor)

0845 300 99 23

Incident Contact Centre, Caerphilly Business Park, Caerphilly CF83 3GG

**Policy updated January 2015**

# Acorns Nursery School

## 30. RISK ASSESSMENT

### Statement of Intent

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment. Assessments of risk can be discussed before an activity or outing, risk assessments do not have to be written. The risk assessment process follows five steps as follows:

- Identification of risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, visitors etc?
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

### Procedures

- Our risk assessment process covers adults and children and includes:
  - checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
  - assessing the level of risk and who might be affected;
  - deciding which areas need attention; and
  - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- A range of risk assessments are written, and reviewed regularly. Risk assessments can also be verbal and can be assessed as needed, and are decided upon using professional judgement.
- We maintain lists of health and safety issues, which are checked daily before the session begins, and during session times, as well as those that are checked on a weekly and termly basis.

### Points to consider

#### Risk-Benefit Analysis

- Risk-benefit analysis is the comparison of the risk of a situation to its related benefits.
- If a situation involves more than minimal risk of harm to children, staff must be sure that the amount of benefit clearly outweighs the amount of risk. Acorns Nursery offers play opportunities that offer risk and challenge but we use our professional judgement to know when to intervene in children's play without disrupting the play cycle.
- When carrying out the risk-benefit analysis, there must be no potential damage to adults, others or property and staff must communicate so both the acceptable and

# Acorns Nursery School

unacceptable risks are identified, and that all staff are consistent in their approach.

- The factors to determine whether or not the level of risk is acceptable are:
  - the likelihood of coming to harm
  - the severity of harm
  - the benefits, rewards or outcomes of the activity.

## Further guidance

Management of Health and Safety at Work Regulations 1992

Management of Health and Safety at Work Regulations 1999 – requires employers to carry out risk assessments, make arrangements to implement necessary measures, appoint competent people and arrange for appropriate information and training.

Health and Safety Executive (HSE) [www.hse.gov.uk](http://www.hse.gov.uk)

Royal Society for the Prevention of Accidents (ROSPA) [www.rosipa.co.uk](http://www.rosipa.co.uk)

Five Steps to Risk Assessment (HSE 2006) [www.hse.gov.uk/pubns/indq163.pdf](http://www.hse.gov.uk/pubns/indq163.pdf)

Manual Handling Operations Regulations 1992 – covers the moving of objects by hand or bodily force.

Health, safety and welfare issues such as ventilation, workstations, seating and welfare facilities.

Personal Protective Equipment at Work Regulations 1992 – requires employers to provide appropriate protective clothing and equipment for their employees.

Health and Safety (Display Screen Equipment) Regulations 1992 – sets out requirements for work and visual display units (VDU's).

Provision and Use of Work Equipment Regulations (PUWER) 1992 – requires that equipment provided for use at work, including machinery, is safe.

Health and Safety (First Aid) Regulations 1981 – covers requirements for first aid.

Employers' Liability (Compulsory Insurance) Regulations 1969 – requires employers to take out insurance against accidents and ill-health to their employees.

Noise at Work Regulation 1989 – requires employers to take action to protect employees from hearing damage.

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Control of Substances Hazardous to Health Regulations 2002 – requires employers to assess the risks of hazardous substances and take appropriate precautions.

Control of Asbestos at Work Regulations 2002.

Control of Lead at Work Regulations 2002.

**Policy updated in January 2017**

# Acorns Nursery School

## 31. SAFEGUARDING CHILDREN POLICY (Child Protection)

### Statement of Intent

Our nursery wants to work with children, parents and the community to ensure the safety of children and to give them the very best start in life. All staff follow the Safeguarding Children Policy

### Aims

Our aims are to:

- create an environment in our nursery which encourages children to develop a positive self image, regardless of race, language, religion, culture or home background;
- help children to establish and sustain satisfying relationships within their families, with peers and with other adults;
- encourage children to develop a sense of autonomy and independence;
- enable children to have the self confidence and the vocabulary to resist inappropriate approaches; and
- work with parents to build their understanding of, and commitment to, the welfare of all our children.

In the Dept of Education document Working Together to Safeguard Children (March 2015), safeguarding and promoting the welfare of children is defined as:

- **protecting children from maltreatment**
- **preventing impairment of children's health or development**
- **ensuring that children are growing up in circumstances consistent with the provision of safe and effective care ; and**
- **taking action to enable all children to have the best outcomes**

**In the HM Government Prevent Duty Guidance for England and Wales (July 2015) It states that all Early Years Providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life.**

**Acorns Nursery School works to provide an environment in which children are safe from abuse and in which there is a prompt and appropriate response to any suspicion of abuse. In order to achieve this we will :**

#### 1. Recruit Suitable Staff

All staff working at Acorns in a paid or voluntary capacity will have been recruited using the following procedure:

Applicants for posts within Acorns are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.

All applicants for work within Acorns, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide at least one reference. All such references will be followed up. In the case of applicants with unexplained gaps in their

# Acorns Nursery School

employment history, or who have moved rapidly from one job to another, explanations will be sought.

Ofsted requirements in respect of references and DBS checks for staff and volunteers are followed to ensure that no disqualified person or unsuitable person works at Acorns or has access to the children.

All appointments, both paid and voluntary, will be subject to a probationary period and will not be confirmed unless Acorns is confident that the applicant can be safely entrusted with children. It is a requirement in EYFS (3:11) that members of staff are required to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting).

Volunteers do not work unsupervised.

Staffing levels are appropriate to ensure the safety of the children:

2 - 3 years 1 adult for every 4 children    3 – 4 years 1 adult for every 8 children

Safeguarding training provided by Surrey Safeguarding Childrens Board and Surrey Early Years and Childcare Service (EYCS) is accessed regularly for all adults to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect. Staff will refresh this training every three years with the 'Working Together to Safeguard Children' update training.

We ensure that, as part of their induction training, all members of staff are aware of the procedures for reporting and recording their concerns about safeguarding.

The DSL (Designated Safeguarding Lead) for Acorns is Ali Goldup, with Cary Dale acting as deputy. Both have attended Surrey Safeguarding Children Board's 2 day, multi-agency training course. This training is updated every two years.

The Chairs of Acorns Nursery School are elected each October and contact details are displayed in the nursery entrance.

A copy of 'What to do if you are worried a child is being abused - Summary 2015' is kept on the premises to be referred to in the event of suspected abuse.

Acorns has access to Surrey Safeguarding Children Board's procedure online at [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding). The site is checked by the DSL for updates and amendments at the beginning of each term.

## **2. Follow good practice guidelines**

The layout of the playrooms and the positioning of staff at Acorns allows for constant supervision.

No child is left alone with staff or volunteers in a one to one situation without being visible to others.

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Security measures are in place to ensure control over who comes into Acorns so that no unauthorised person has unsupervised access to the children.

Details of visitors to Acorns are recorded.

Children are encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings, and acceptable ways to express them. This will enable children develop understanding of why and how to keep safe and to have the self-confidence and vocabulary to resist inappropriate approaches.

Acorns staff work to create a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background. This is carried out in a way that is developmentally appropriate for the children.

Information taken from families before admission (name, date of birth, address, contact details) is updated on entry, and then updated annually, or more frequently as required. The Nursery Leader is responsible for updating and storing this information.

### **3. Respond appropriately to suspicions of abuse**

Acorns will respond promptly and appropriately to all incidents or concerns of abuse that may occur and will work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused - Summary 2015'. The abuse of children can take different forms - physical, emotional, and sexual abuse and exploitation as well as neglect. When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may become apparent through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.

Possible signs of abuse may include:

- significant changes in children's behaviour;
- deterioration in general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; or that a girl may have been subjected to ( or is at risk of ) female genital mutilation and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Where such evidence is observed in a child's behaviour, a specific and confidential record will be set up, quite separate from the usual on-going records of children's progress and development. (Such record keeping may also be prompted by a pattern being detected in entries to the incident book, such as a child regularly arriving at Acorns with specific injuries.)

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The record will include:

- The address and age of the child:
- the date and time of the observation or the disclosure
- an objective record of the observation or disclosure;
- where possible the exact words spoken by the child;
- the names of any other person present at the time;
- the name and signature of the recorder
- should any marks be found on the child, a body map will be used in the presence of a witness

These records will be kept in a separate file, which is stored in a secure place, and will not be accessible to anyone other than the DSL, deputy DSL and relevant key person or others as deemed appropriate by the DSL.

## Disclosures

Should a child make a disclosure to a member of staff, that member of staff should reassure the child and let them know they are not to blame, but it is also important not to promise the child confidentiality as this will not be possible in the event of further investigations.

The role of staff is to listen to and support the child, but not to put words in their mouth.

Staff should take care not to influence the outcome either through the way they speak to the child or by asking questions of the child.

Disclosure information should be recorded as above.

## Children arriving with injuries

Parents of children arriving at nursery with noticeable injuries are asked the reasons for the injury. Staff are made aware of injuries and a record of where marks appear, and details about size etc are made using a named body map.

## Informing parent / carers

If a suspicion of abuse is recorded, parent/carer/s are informed. However if sharing information is likely to put the child at risk of significant harm, we will seek advice from the Duty Assessment Team via the Surrey Children's Services MASH team.

**If it is felt that the child will be at risk of significant harm if allowed to go home with a parent / carer, we will seek advice from the Duty Assessment Team via the MASH**

# Acorns Nursery School

**team. If necessary, the police will be contacted to stop the child from leaving Acorns.**

## **Making Referrals**

Referrals are made to the Surrey Children's Services MASH team on 0300 470 9100.

Confirm referrals in writing within 48 hours, using the Multi-Agency Referral Form including a body map where appropriate. Download latest version of the form from [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding) and click on 'guidance for professionals'.

Complete an Initial Assessment within 10 working days. The initial assessment will decide if the child is in need or at risk. If the child is at risk there is actual or likely significant harm. The referrer will receive feedback once the assessment is complete.

## **Allegations against Staff, Students, or Volunteers**

In the event that an allegation of child abuse is made against a member of the Acorns staff, the individual against whom the allegation is made will be formally informed of the allegation by the Nursery Leader/Committee Chair, as appropriate, and immediately suspended on full pay while an investigation is carried out.

The incident must be reported to the LADO (Local Authority Designated Officer) on 0300 123 1650 within 24 hours, even if the member of staff resigns. The LADO will advise of the next steps to take, how to manage talking about the concerns with the adult who may have harmed the child, how to inform the child's parents/carers, how the employer safeguards children throughout any investigation and what they expect of you and other agencies involved.

A risk assessment must be carried out into how the incident occurred.

Ofsted must be informed of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Ofsted must also be notified of any action taken in respect of the allegation. It is good practice to ring Ofsted within 24 hours of the allegation being made (0300 1234 666) and to follow this up in writing no later than 14 days. It is an offence to fail to comply with this requirement.

Contact EYCS Named Person (for allegations made against adults working with children)  
South West 01372 833826

It is the responsibility of the Nursery Leader/Committee Chair to gather information where an allegation has been made against a member of staff, not the DSL.

All staff members may then be required to sign a confidentiality form, requesting that the matter is not to be discussed outside of Acorns or amongst themselves at work, as they may be asked to give a statement which could later be used as evidence in Court. This is in order to protect all parties from rumour and false allegations, unintentional or otherwise.

Any written records relating to such an incident should be kept in a secure location.

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If Acorns dismisses or removes a member of staff or volunteer from working with children because they have harmed or may have harmed a child, the Leader/Committee Chair has a legal duty to inform the DBS. If the member of staff resigns during an investigation or before they are dismissed, the DBS must still be informed. Telling the DBS does not mean the person will be automatically barred from working with children. Disclosure and Barring Service Tel: 0870 90 80 81 [www.gov.uk/dbs](http://www.gov.uk/dbs) [customerservices@dbs.gsi.gov.uk](mailto:customerservices@dbs.gsi.gov.uk)

## **Allegations against Nursery Leader**

In the event that an allegation of child abuse is made against the leader, the individual against whom the allegation is made will be formally informed of the allegation by the Committee Chair and at least one other Committee member and immediately suspended on full pay while an investigation is carried out.

A risk assessment must be carried out into how the incident occurred.

Notify LADO within 24 hours, even if the member of staff resigns. Notify Ofsted, within 24 hours, 0300 123 1650, and in writing within 14 days. Notify EYCS Named Person (for allegations made against adults working with children) South West 01372 833826.

All staff members may then be required to sign a confidentiality form, requesting that the matter is not to be discussed outside of Acorns or amongst themselves at work, as they may be asked to give a statement which could later be used as evidence in Court. This is in order to protect all parties from rumour and false allegations, unintentional or otherwise.

Any written records relating to such an incident should be kept in a secure location.

If Acorns dismisses or removes a member of staff or volunteer from working with children because they have harmed or may have harmed a child, the Leader/Committee Chair has a legal duty to inform the DBS. If the member of staff resigns during an investigation or before they are dismissed, the DBS must still be informed. Telling the DBS does not mean the person will be automatically barred from working with children. Disclosure and Barring Service Tel: 0870 90 80 81 [www.gov.uk/dbs](http://www.gov.uk/dbs) [customerservices@dbs.gsi.gov.uk](mailto:customerservices@dbs.gsi.gov.uk)

## **4. Support families**

Acorns will take every step to build up trusting and supportive relationships between families and staff and volunteers in the nursery, with the proviso that the care and safety of the child must always be paramount.

Where abuse at home is suspected, Acorns will continue to support the child and family while investigations proceed.

## **5. Liaise with other bodies**

Acorns maintains contact with the Surrey MASH team who will be the official first point of contact when needed.

Useful contact details are listed below:

# Acorns Nursery School

<p><b>Surrey Children's Services MASH team</b> Confirm referral in writing within 48 hours</p>	<p><b>Local Area Contact Team</b> 0300 470 9100 (Mon-Fri 9-5) 01483 517898 ( Out of Hours)</p>
<p><b>Allegations Against Staff</b> <b>LADO (phone within 24 hours)</b> <b>EYCS Named Person (Sue Monk)</b></p>	<p><b>South West Surrey 0300 123 1650</b> <b>South West Surrey 01372 833826</b></p>
<p><b>OFSTED (good practice to phone within 24 hours and compulsory to submit written report within 14 days)</b></p>	<p><b>0300 1234 666</b></p>
<p><b>Surrey Early Years &amp; Childcare Service Improvement Advisor</b> Helen Irving</p>	<p><b>07896 168 804</b></p>
<p><b>Acorns Committee Chair/Joint Person/s</b> Details can be found displayed in the nursery entrance.</p>	
<p><b>OFSTED Whistleblowing Hotline</b> <b>OFSTED (General) Helpline</b></p>	<p><b>0300 123 3155</b> <b>0300 123 1231</b></p>
<p>Whistleblowing disclosures can also be submitted to <b>OFSTED</b> by email on <b>whistleblowing@ofsted.gov.uk</b> or by post to WBHL OFSTED Piccadilly Gate Store Street Manchester M1 2WD</p>	
<p><b>Local Police (Guildford - ask for Child Protection Team)</b> Police (non urgent) Police (emergency)</p>	<p><b>01483 571 212</b> <b>101</b> <b>999</b></p>
<p><b>NSPCC Helpline</b> <b>www.nspcc.org.uk</b></p>	<p><b>0808 800 5000</b></p>
<p><b>Stop It Now (child sexual abuse awareness, prevention and advice organisation)</b> <b>www.stopitnow.org.uk</b></p>	<p><b>0808 1000 900</b></p>

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## Whistleblowing

- Whistleblowing is an important aspect of safeguarding where staff, volunteers and students are encouraged to share genuine concerns about a colleague's behaviour. The behaviour may not be child abuse but they may not be following the code of conduct or could be pushing the boundaries beyond normal limits.
- Whistleblowing is very different from a complaint or a grievance. The term whistleblowing generally applies when you are acting as a witness to misconduct that you have seen and that threatens other people or children.
- The Public Interest Disclosure Act 1998, known as the Whistleblowing Act, is intended to promote internal and regulatory disclosures and encourage workplace accountability and self-regulation. The Act protects the public interest by providing a remedy for individuals who suffer workplace reprisal for raising a genuine concern, whether it is a concern about child safeguarding and welfare systems, financial malpractice, danger, illegality, or other wrongdoing.
- The statutory guidance from the DfE Working Together to Safeguard Children 2015, makes it clear that all organisations that provide services for, or work with children must have appropriate whistleblowing procedures. They must also have a culture that enables concerns about safeguarding and promoting the welfare of children to be addressed by the organisation. The concern may relate to something that is happening now, has happened in the past or could happen in the future.
- All staff, volunteers and students of Acorns are aware that any concerns they may have can be shared with the Committee Chair/Nursery Leader as appropriate. The welfare and safety of the children is paramount.
- Staff, volunteers and students who are unsure whether or not to raise a concern can contact an independent body for advice such as Public Concern at Work. Public Concern at Work is a whistleblowing charity. 0207404 6609  
helpline@pcaw.co.uk

**Early Help Assessment (EHA)** may be used to help identify needs. It is a holistic approach used by practitioners to assess children's additional needs within their families and wider community and decide how these should be met.

The EHA is designed to be used when;

- a practitioner is worried about how well a child or young person is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- a child or young person, or their parent/carer, raises a concern with a practitioner

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- a child's or young person's needs are unclear, or broader than the practitioner's service can address.
- The process is entirely voluntary and informed consent is mandatory, so families do not have to engage and if they do they can choose what information they want to share. Children and families should not feel stigmatised by the EHA, indeed they can ask for an EHA to be initiated.
- The EHA process is not a 'referral' process but a 'request for services'.
- The EHA should be offered to children who have additional needs to those being met by universal services. Unless a child is presenting a need, it is unlikely the EHA will be offered. The practitioner assesses needs using the EHA.

## **The links to legislation are :**

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Children Act 1989
- Children Act 2004
- Children Act 2006
- Convention on the Rights of the Child, UNICEF 1989
- Sex Discrimination Acts 1975 and 1986
- Sex Discrimination Act (Gender Reassignment) Regulations 1999
- Human Rights Act 2000
- Equality Act 2010
- Freedom of Information Act 2000
- Data Protection Act 1998
- Every Child Matters – Change for Children 2004
- Working Together to Safeguard Children 2015
- Statutory framework for the Early Years Foundation Stage 2014
- Safeguarding Vulnerable Groups Act 2006
- HM Government Prevent Duty Guidance for England and Wales 2015

**The use of mobile phones, cameras, videos, internet, and social networking sites are covered in detail in Mobile Phone and Images of Children policies.**

**Policy updated in May 2017**

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## 32. SELECTING EQUIPMENT & TOYS

### Statement of Intent

The toys and equipment in our nursery provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration. The equipment we provide:

- is appropriate for the ages and stages of the children
- offers challenges to developing physical, social, personal and intellectual skills
- features positive images of people, both male and female, from a range of ethnic and cultural groups with and without disabilities
- includes a range of raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem-solving
- will enable children, with adult support, to develop individual potential and move towards required learning goals
- conforms to all relevant safety regulations and is sound and well made.

**Policy adopted in September 2016**

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## 33. SETTLING IN

### Statement of Intent

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of help, friendship and authority and to be able to share with their parents afterwards the new learning experiences enjoyed in Acorns.

In order to accomplish this, we will:

- carefully select a key person to help the parent and child develop a close relationship with a member of staff at the nursery. The key person will take time to get to know the family and child and will be able to share information, and will be a point of contact for the parent for the future.
- encourage parents to visit Acorns with their children during the weeks before an admission is planned.
- make clear to families from the outset that they will be supported in the nursery for as long as it takes to settle their child there.
- recognise that all children are different and each child's settling in process will be individual to that child.
- reassure parents whose children seem to be taking a long time settling into the nursery.
- introduce new families into the group on a staggered basis.
- encourage parents, where appropriate, to separate from their children for part sessions at first, gradually building up to whole sessions.
- timings of the initial sessions are flexible to help support the child, often arrival times are arranged at less busy times, and pick up times can be earlier. Both these options usually help a child begin to settle.
- encourage parents to meet other families at the nursery and arrange social events to encourage them to do so.
- Sessions that are taken with the parent accompanying the child are not charged. This helps promote an unhurried, less stressful time where the child's wellbeing is the focus.

Children cannot play or learn successfully if they are anxious or unhappy. Our settling procedures aim to help parents to help their children to feel comfortable at Acorns, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session/day.

**Policy updated March 2016**

# Acorns Nursery School

## 34. SMOKING, DRUGS AND ALCOHOL POLICY

### Statement of Intent

We want children to be in a safe, and healthy environment. Alcohol and drugs have an adverse effect on the body and effect judgement and increase the risk of accidents and injury to both adults and children. The nursery buildings and surrounding site, including the garden is a No Smoking area.

### In order to accomplish this, we will:

- Ensure that no member of staff will consume alcohol or misuse drugs before or during the day while working at Acorns.
- Should a member of staff be suspected of drinking alcohol or misusing drugs during the day the management will caution the staff member. The management will not allow any member of staff who is, or is suspected of being, under the influence of alcohol or drugs to have contact with the children.
- The management will assist in seeking professional help for any member of staff with an alcohol or drugs misuse problem, however, as the safety of the children is paramount, abuse of alcohol or drugs could lead to dismissal.
- Any member of staff who is using prescribed medicine must check that it will not affect their performance at work. If there is an increased risk of safety the member of staff should inform a member of the management team and suitable arrangements can be made to protect all concerned.
- Should the nursery suspect a parent/carer to be under the influence of drugs or alcohol and unable to care for the safety of their child then the management team would contact the police if appropriate, or make arrangements with known relatives of the child. The safety of the child is always paramount.
- Smoking is not allowed in any part of the building, garden stores, and the surrounding areas including the garden and the fenced entrance area.

**Policy updated in February 2017**

# Acorns Nursery School

## 35. STAFFING & EMPLOYMENT

### Statement of Intent

A high adult:child ratio is essential in providing good quality pre-school care.

At Acorns:

- We have at least one member of staff for every 4 children under 3 yrs, and at least one member of staff for every 8 children over 3 yrs. In practice we usually have a 1:5 ratio at our busiest, and 1:4 ratio in the autumn term.
- Our key person system ensures each child and family has one particular staff member who takes a special interest in them.
- Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
- We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups.
- At least half of our staff hold recognised and appropriate Level 3 qualifications.
- Regular in-service training is available to all staff, both paid and volunteer members, mainly through the EYCS.
- Our nursery's budget includes an allocation towards training costs.
- We support our staff by means of regular monitoring/appraisals. Staff undertake annual peer appraisals and regular peer monitoring.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation. Enhanced DBS disclosures are obtained for all staff.

**Policy updated in January 2013**

# Acorns Nursery School

## 36. STUDENT PLACEMENT

### Statement of Intent

We recognise that the quality and variety of work which goes on in our nursery makes it an ideal place for students on placement from school and college childcare courses, work experience, as well as those on Tutor Fieldwork, and Foundation Degree courses.

Students are welcomed into our nursery with the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the nursery;
- Students must be confirmed by their tutor as being engaged in a bona fide childcare course which provides the necessary background understanding of children's development and activities;
- Students who are required to conduct child studies will obtain written permission from the parents of the child to be studied;
- Any information gained by the student about the children, families or other adults in the nursery must remain confidential;
- The Nursery will train the student with an induction, information relating to safeguarding, health and safety, fire evacuation and risk assessments.
- All necessary written documentation needed by the college is completed as required.
- Students will always work under the supervision of other staff, and will not have unrestricted access to the children.

**Policy adopted in September 2016**

# Acorns Nursery School

## 37. WORKING IN PARTNERSHIP WITH OTHER AGENCIES

### Statement of Intent

We work in partnership with local and national agencies to promote the well-being of all children.

### Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

### Useful resources and websites

- Data Protection Act and Freedom of Information Act. Available to download from [www.opsi.gov.uk](http://www.opsi.gov.uk)
- Information Sharing: Guidance for practitioners and managers ref DCSF-00807-2008 is available to download from Department for Education [www.education.gov.uk](http://www.education.gov.uk)

**Policy updated in March 2016**