

# Policies and Procedures

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## **Warminster Bright Beginnings**

### **Children's rights and entitlements**

#### **Policy statement**

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

##### **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 our setting and in community life.
- confident in their own abilities and proud of their achievements.
- progressing optimally in all aspects of their development and learning.
- part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world.

- able to represent themselves and participate 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 themselves and others.
- develop a sense of responsibility towards themselves and others.
- be able to represent themselves and others in key decision-making processes.

**To be listened to and heard 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.
- adults respect children’s rights and facilitate children’s participation and representation in imaginative and child centred ways in all aspects of core services.

	Warminster Bright	
This policy was adopted by	Beginnings	(name of provider)
On	1st October 2024	(date)
Date to be reviewed	1st October 2025	(date)
Signed on behalf of the provider		
Name of signatory	Jason Broad	
Role of signatory (e.g. chairperson & secretary)	Secretary	

## Warminster Bright Beginnings

### **Safeguarding children and child protection**

#### **Policy statement**

As a setting we are committed to the safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following documents:

Working Together to Safeguard Children (2018)

Keeping Children Safe in Education (2024)

Multi-agency Threshold Guidance (2024)

Information Sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our Safeguarding Policy is kept up to date with the Safeguarding Vulnerable People Partnership guidance.

#### **The Aim of this policy is to ensure:**

- All children are safe and protected from harm.
- Safeguarding procedures are in place to help children feel safe and learn to feel safe.
- Adults in the setting are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

#### **Safeguarding children is defined as:**

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

## Key Safeguarding Personnel

Role	Name	Tel	Email
Designated Safeguarding Lead (DSL)	Mrs Jo Webster	01985 210308	warminsterbrightbeginnings@gmail.com
Deputy Designated Safeguarding Lead (DSL)	Mrs Jo Spink	01985 210308	warminsterbrightbeginnings@gmail.com
Additional Designated Safeguarding Lead	Mrs Amy Comer	01985 210308	warminsterbrightbeginnings@gmail.com
Mental Health Lead	Mrs Jo Webster	01985 210300	warminsterbrightbeginnings@gmail.com

### This policy applies to all staff in our nursery.

- **Staff** refers to all those working for or on behalf of the school, full-time or part-time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school.

- Online safety policy
- Behaviour policy
- Staff Behaviour Policy
- SEND policy
- Camera/mobile phone
- Policy
- Whistleblowing policy
- Complaints policy
- Curriculum policy
- Health and safety policy
- ICT/Online safety
- Equality and Diversity policy
- Administration of medicines
- Nappy/toileting policy

This is not an exhaustive list.

**Any safeguarding concerns or disclosures of abuse relating to a child at nursery, outside of nursery and online are within the scope of this policy.**

## **Audit**

The D/DSL complete an annual safeguarding audit return to the local authority.

## **Training**

- We ensure all staff/volunteers are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff have read and understood Part 1 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2024). School leaders and staff who work directly with children have also read Annex B and Part 5.
- All staff have an up-to-date knowledge of safeguarding signs/concerns, this is through in-house training, face to face training, online training and virtual training.
- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse, neglect and risk outside the home and that they are aware of the local authority guidelines for making referrals.
- Designated Safeguarding Lead / Deputy receives training in accordance with that recommended by the Safeguarding Vulnerable People Partnership guidance.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- Management/ Committee who appoint new staff undertake up to date Safer Recruitment training.

## **Planning**

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

## **Curriculum**

- We are committed to empowering young children, through our early childhood curriculum, promoting their right to be strong, resilient and listened to.
  - We adhere to the EYFS Safeguarding and Welfare requirements
- 
- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development and mental health of all children, so that they may grow to be

strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.

- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background or disability.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.
- We ensure the fundamental core values are introduced through experiences in the setting. Practitioners in the setting can build children's resilience to radicalisation by promoting the 'British Values' and 'Cultural Capital' and assisting their personal, social and emotional development and understanding of the world.

### **Confidentiality**

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Safeguarding Vulnerable People Partnership Guidance.

### **Safer recruitment**

- All staff are subject to safer recruitment processes and checks, and we follow the guidance set out in Part 3 of KCSiE (2024).

At Warminster Bright Beginnings, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff and teacher trainees on salaried routes) who work at the school.
- all governors/members of the proprietor body (for independent schools, academies and free schools).

Assurances are sought for contractors who are required on site, including identification checks on arrival. Appropriate vetting checks are carried out by the school for self-employed individuals.

### **Procedures we follow:**

- We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS).
- We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained.
- All new staff before they start are also asked to join the DBS update service.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.



- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- A Declaration of Disqualification form must be filled in by all staff who are applying for the post. Also, staff are asked regularly of their duty to declare any changes in their circumstances that could mean they are disqualified from working with children.
- Volunteers do not work unsupervised.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
  - the criminal records disclosure reference number.
  - the date the disclosure was obtained.
  - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).

We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.

### **Staff Code of Conduct policy**

- All members of staff are expected to conduct themselves at all times in a professional, courteous, helpful, warm and consistent manner towards other members of staff, parent/carers, children and outside agencies.
- Always act with honesty and integrity.
- Recognise the importance of punctuality and reliability to the smooth running of the nursery, and that excessive lateness can result in disciplinary action.
- Always carry out their duties and responsibilities to the best of their ability.
- Always put the needs of any children in their care first.
- Members of staff are expected to display knowledge and understanding of safeguarding, multi-cultural issues and a commitment to treating all children as individuals and with equal concern and respect.
- All staff have adequate information on issues affecting vulnerability in families such as social exclusion, domestic violence, mental illness, substance misuse and parental learning disability, together with training that takes account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.

- Mobile phones are allowed on the settings premises but must not be used in the classroom. During working hours staff keep their phones in their lockers. During breaks they can use them in the staff room and outdoor area or keep them in the main office if they are expecting a call e.g. doctor, dentist etc.
- Under no circumstances should any arguments or disagreements between members of staff occur in the presence of children or parents/carers.
- No smoking, alcohol or drug use is allowed on the setting premises.
- Discrimination, bullying, harassment or intimidation, including physical, sexual and verbal abuse, will not be tolerated.
- Staff members will not misuse or misrepresent their position, qualifications or experience, or bring the school into disrepute.
- If there is an incident where staff feel there may be a concern, they should discuss the circumstances that informed their action, or their proposed action with a senior colleague, to help ensure that the safest practices are employed and the risk of actions being misinterpreted reduced.
- Records should be made of any incidents and decisions made.
- Raise concerns/issues with involved staff members only.
- Staff members will inform the Nursery Manager if they are subject to a criminal conviction, caution, ban, police enquiry, investigation or pending prosecution. Staff must sign an additional declaration of disqualification.

### **Appearance and dress**

- Members of staff will have regard for wearing appropriate clothes and shoes when working with children and with awareness of health and safety issues.

### **Visitors**

- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- All visitors complete a signing in/out form, wear an ID badge and are provided with information of where to leave their belongings and mobile phone are to be left before entering the setting.
- Scheduled visitors in a professional role (e.g. fire officer, building contractor etc) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at a/the setting.
- If the visit is unscheduled and the visitor is unknown to the setting, we will contact the relevant organisation to verify the individual's identity, if necessary.

## **Early help**

At Warminster Bright beginnings all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of a child's needs.
- The Multi-Agency Thresholds for Safeguarding Children 2024 is on the SVPP website about suitable action to take when a child has been identified as making inadequate progress or having an unmet need.

## **Identifying the signs**

We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2015).

All staff know how to recognise and are alert to the signs of neglect and abuse. Definitions of abuse set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of the KCSiE 2024 which they are required to read, and which also includes supporting guidance about several specific safeguarding issues.

## **Responding to suspicions of abuse**

- We acknowledge that abuse of children can take different forms - physical, emotional, sexual, neglect and risk outside the home.
- When children are suffering from physical, sexual, emotional abuse, experience neglect or risk outside the home this may be demonstrated through:
  - significant changes in their behaviour.
  - deterioration in their general well-being.
  - their comments which may give cause for concern, or the things they say (direct or indirect disclosure).
  - changes in their appearance, their behaviour, or their play.
  - unexplained bruising, marks or signs of possible abuse or neglect.
  - any reason to suspect neglect or abuse outside the setting.
- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental health, physical illness or parent's learning disability.

- We are aware of other factors that affect children’s vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation; that may affect, or may have affected, children and young people using our provision.
- We are aware that non-mobile babies and children very rarely cause injuries to themselves and therefore must be considered at significant risk of harm. A definition of a non-mobile: is a baby or child who is not crawling, bottom shuffling, pulling to stand, cruising or walking independently. This includes any child with a disability who is not able to move independently is also considered non-Mobile. We follow the Wiltshire Safeguarding Children Board Protocol on “Bruising and Injuries to non-mobile children”. Babies or children must be reported by phoning MASH Tel **0300 456 0108** (A leaflet will also be shared with parents explaining what will happen next when a referral is made).
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors, we follow the procedures below for reporting child protection concerns.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the 'designated person'. The information is stored on the child's personal file.
- We can contact the Wiltshire Early Support Hub first for early support and advice before contacting the MASH team.
- We refer concerns to the local authority Multi- Agency Safeguarding Hub (MASH team) department and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Wiltshire Safeguarding Vulnerable People Partnership.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person’s refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to

prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

In the nursery we display the Wiltshire Safeguarding Vulnerable People Partnership flowchart **'What to do if you are Worried a Child is Being Abused or Neglected'** in the nursery entrance, staff room and areas visible to staff and volunteers in the setting. Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse.

Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the child to talk.
- take notes while the child is speaking or ask the child to write an account.
- try to investigate the allegation.
- promise confidentiality e.g. say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a child of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in nursery to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, we have an additional DSL who can speak directly to the IFD. In some circumstances, the D/DSL or member of staff seeks advice by ringing the IFD for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

The D/DSL consistently monitors all children with concerns, whether a request for service to the Wiltshire IFD or appropriate Local Authority Children's Services has been made or not.

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns. The D/DSL provides feedback to any staff who share concern/s.

Making a referral to the local authority children's social care team:

- We follow the MASH procedures and use the appropriate referral form.

**Multi – Agency Safeguarding Hub:** Tel 0300 456 0108

**Out of hours:** 0300 456 0100

If we feel a child is at **immediate risk** of significant harm or injury, you **must call the police on 999**.

### **Informing parents**

- Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child in greater danger.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Wiltshire Safeguarding Vulnerable People Partnership guidelines does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser. In these cases, the social workers will inform parents.

### **Liaison with other agencies**

- We work within the Wiltshire Safeguarding Vulnerable People Partnership guidelines.
- The current version of 'What to do if you're worried a child is being abused' available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
- We work with Wiltshire Police through ENCOMPASS to receive confidential information about children who have been affected by domestic abuse incidents (and adult victims who are parents). This information can be used to promote silent support for the child (and the adult victim if necessary) and to focus attention on monitoring the child.

## **Allegations against adults**

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person working on the premises, which includes:
  - inappropriate sexual comments.
  - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Wiltshire Safeguarding Vulnerable People Partnership when responding to any complaint/concern that a member of staff or volunteer within the setting, has abused a child.
- We display the Safeguarding Vulnerable People Partnership flowchart '**Allegations and concerns against Adults in education settings**', this includes '**low level**' concerns. Early Years Guidance in the nursery entrance, staff room and areas visible to all staff and volunteers in the setting.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any allegation that may meet the harm threshold to the Designated Officer for Allegations to investigate:  
**Designated Officer** (LADO)  
**Multi-Agency Safeguarding Hub** (MASH): **0300 456 0108**  
**Out of hours contact:** **0300 456 0100**  
or email [LADOservice@wiltshire.gov.uk](mailto:LADOservice@wiltshire.gov.uk)

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- We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.

## **Disciplinary action**

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring

Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

### **Absent children from sessions**

Although it is not a mandatory requirement for children to attend a child care setting, a pattern of unexplained absence will be monitored/recorded and shared with the DSL and DDSL.

Outside agencies will be informed if a child has an allocated a social worker when this is a LAC/vulnerable child.

### **Support to families**

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Safeguarding Vulnerable People Partnership.

### **Special Education Needs and Disabilities (SEND)**

- Children with additional needs may face an increased risk of abuse and neglect.
- Staff take extra care to interpret correctly apparent signs of abuse or neglect.
- We never assume that behaviour, mood or injury relates to the child's additional needs without further exploration.
- Staff understand that additional challenges can exist when recognising abuse and neglect in children with SEND, including communication barriers.
- The D/DSL works with the Special Educational Needs Co-ordinator (SENCO) to identify children with additional communication needs and whenever possible, these children are given the chance to express themselves to a member of staff with appropriate communication skills.

### **Private Fostering**

Under certain conditions a child might be cared for, as part of a private arrangement, by someone who is not their parent or close relative.



This constitutes private fostering when the following conditions are met:

- A child is under 16 years of age- 18 if they have a disability
- The arrangement is for 28 days or longer
- The child's new carer does not have parental responsibility for the child and is not a close relative.

By law parents/carers must notify the local authority of private fostering arrangements to safeguarding and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

### **Preventing Radicalisation**

This relates to the Counter Terrorism and Security Act 2015 (Prevent duty guidance published March 2015 and updated March 2024).

All staff in the setting undertakes online Prevent Duty and Channel training. Prevent training is part of the Government's response to counter terrorism and violent extremism.

The requirements on childcare providers are summarised by four themes:

- Risk assessment - childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- Working in partnership - staff should understand when it is appropriate to make a referral to the Channel programme. This is a programme which provides support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- Staff training - The statutory guidance refers to the importance of preventing awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- IT policies - The statutory guidance makes clear the need for all providers to ensure that children are safe from terrorist and extremist material when accessing the internet in their settings.

Whilst very young children will be very unlikely to become involved in gang activity they may potentially be put at risk by the involvement of others in their household in gangs, such as an adult sibling or a parent/carers. Designated safeguarding leads should be familiar with their LSP guidance and procedures in relation to safeguarding children affected by gang activity and ensure this is followed where relevant.

If there is a concern that a person is already involved in terrorist activity this must be reported to the Anti-Terrorist Hot Line 0800 789 321-Text/phone 0800 0324 539. Police can be contacted on 101.

### **Sexual Consent**

We believe in teaching children from a young age that they have a right to say no and if they need to speak out about something, someone will listen. Staff to help children understand that their body

belongs to them, and they should tell a safe adult they trust if anything makes them feel upset or worried. Staff will inform the D/DSL immediately if they suspect a child is at risk of non-consensual sexual activity, rape or sexual assault.

### **Female Genital Mutilation (FGM)**

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM as required by law.

### **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff will inform the D/DSL immediately if they suspect a child is at risk of forced marriage.

### **Escalation of concerns**

Occasionally situations arise when workers within one agency feel that a decision made by a worker from another agency on a child protection or child in need case is not a safe decision. If this situation arises, we follow the Safeguarding Vulnerable People in Partnership Guidance.

### **Whistleblowing**

This Whistle Blowing policy is intended to cover genuine concerns that fall outside the scope of other procedures. All staff can raise concerns about poor or unsafe practice and potential failures in the nursery safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the Nursery Manager. If a staff member feels unable to raise an issue with the Nursery Manager or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them (see Whistleblowing policy).

## **Legal framework**

### **Primary legislation**

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act 2018) GDPR

- Education Act (2002)
- Sexual Offence Act (2003)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

### **Secondary legislation**

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non-Statutory Guidance
- Data Protection Act (2018) GDPR
- Information sharing 2018

### **Further guidance**

- Working Together to Safeguard Children (2013)
- Multi–Agency Thresholds for Safeguarding children (May 2024)
- Working together to safeguard children (March 2014)
- What to do if you're Worried a Child is Being Abused (HMG 2006) (HMG 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008) (HMG 2006) (HMG 2015)
- Disclosure and Barring Service: [www.gov.uk/disclosure-barring-service-check](http://www.gov.uk/disclosure-barring-service-check)
- Wiltshire Safeguarding Vulnerable People Partnership Social Networking Procedure 2015
- Wiltshire Safeguarding People Partnership, Private Fostering
- Wiltshire Safeguarding People Partnership, formally known as WSCB PROTOCOL Bruising and Injuries to non-mobile children 2015
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2024)
- The procedures of the Safeguarding Vulnerable People Partnership
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2024)

## Other useful guidelines

Wiltshire Safeguarding Vulnerable People Partnership

Up to date information from SVPP [www.wiltshirescb.org.uk](http://www.wiltshirescb.org.uk)

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	<hr/> 2 <sup>nd</sup> September 2024	(date)
Date to be reviewed	<hr/> 2 <sup>nd</sup> September 2025	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	Jason Broad	
Role of signatory (e.g. chair, director/owner)	Secretary	

## WARMINSTER BRIGHT BEGINNING

### British Values

#### Policy statement

The Department for Education have recently reinforced the need to create and enforce a clear and rigorous expectation on all schools and Early Years settings to promote the fundamental British Values.

Teaching British Values in our setting means providing a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

#### Democracy:

We listen to children's and parent's voice.

Examples of how this is done in our setting:

- Staff Involve the children in decision making in the setting, choosing their group story for the day or choosing the toys they would to play for the day.
- Staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and value and talk about their feelings.

- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration during outdoor games or during carpet play with small world toys.
- Parent questionnaires are given out to parents from time to time to ask for their views on the running of the setting too.

### **The Rule of Law:**

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects.

Examples of how this is done in our setting:

- Staff support children in managing their feelings and behaviour, by providing books that show characters that help and support each other.
- Staff talk about the 'Golden rules' and why they are important and talk about consequences of their actions.
- Staff take the children out on outings for example, to the fire station or have visitors like the police come to the setting to teach the children about 'People who help us'.

### **Individual Liberty:**

Within the setting, children are actively encouraged to make choices and risks, knowing that they are in a safe and supportive environment.

Examples of how this is done in our setting:

- Staff will provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, having their own ideas to build a construction model.
- Staff support and give reward and praise to help children recognise their successes, for example when they have participated in an activity.

### **Mutual Respect and Tolerance:**

In our setting our Achieving positive behaviour and anti-bullying policy is extremely important. Our policy states the importance of all staff, volunteers and students to provide a positive model of

behaviour by treating children, parents and one another with friendliness, care and courtesy (treating others as you want to be treated).

### Examples of how this is done in our setting:

- Staff support children's understanding of diversity and challenge negative attitudes and stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences.
- Staff role model an inclusive attitude towards different faiths, cultures and beliefs.
- Staff support children to recognise and respect both similarities and differences.
- Staff work in partnership with parents to share knowledge and experience, for example involving parents in the setting to teach the children about a cultural celebration.

### Legal framework

The Equality Act (2010)

Children Act (1989) & (2004)

Special Educational Needs and Disability Act (2001)

<https://www.doingsmsc.org.uk/britishvalues>

<https://www.gov.uk/government/publications/prevent-duty-guidance>

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	<u>1st October 2024</u>	(date)
Date to be reviewed	<u>1st October 2025</u>	(date)
Signed on behalf of the provider		
Name of signatory	<u>Jason Broad</u>	
Role of signatory (e.g. chair, director/owner)	<u>Secretary</u>	

### Looked After Children

#### Policy statement

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

Children 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 looked after children 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 an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

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 two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of 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.

By law parents and carers must notify the local authority of private fostering arrangements, however this rarely happens. If you do become aware that a child or young person is being privately fostered, you should inform the carer/parent of the requirement to notify Wiltshire Children's Social Care. If you are not confident that they will do so, then you should notify Wiltshire Social Care yourself.

## **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 offer two-year funded places of free entitlement to early education. 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 the placement in the setting will last a minimum of three months.
- For a Looked After Child the setting may be entitled to receive The Early Years Pupil Premium, this can be used for a child's socially, emotionally and educationally by providing specific support to raise their attainment and address their wider needs such as purchasing resources or provide training for staff.
- We offer places for funded three and four-year-olds that are in care to ensure they receive their entitlement to early education. We may expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to 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 designated child protection co-ordinator.
- 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 or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's 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 parents 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 professional's meeting to determine the objectives of the placement and draw up a care plan this includes the child's learning needs this is incorporated



with a Personal Educational Plan (PEP). This plan may be reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.

- The care plan needs to consider issues for the child such as:
  - their emotional needs and how they are to be met;
  - how any emotional issues and problems that affect behaviour are to be managed;
  - their sense of self, culture, language(s) and identity – and how this is to be supported;
  - their need for sociability and friendship.
  - their interests and abilities and possible learning journey pathway.
  - 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 at the setting, when, where and what form the contact will take will be discussed and agreed.
  - what written reporting is required.
  - wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning.
  - 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 and 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 sufficient relationship with his or her key person for them 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 form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- 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.
- The transition to school will be handled sensitively. 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.

**To notify Wiltshire Council of a private fostering arrangement or to discuss a potential private fostering arrangement, please contact Wiltshire Multi-Agency Safeguarding Hub (MASH) on 0300 4560108.**

**More information and procedures to follow can be found at [www.wiltshire.gov.uk/privatefostering](http://www.wiltshire.gov.uk/privatefostering)**

**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)
- [www.wiltshire.gov.uk/privatefostering](http://www.wiltshire.gov.uk/privatefostering) (Private fostering procedures updated April 2015)
- [www.adoptionuk.org.uk](http://www.adoptionuk.org.uk)

This policy was adopted by	Warminster Bright	(name of provider)
	Beginnings	
On	<hr/> 1st October 2024	(date)
Date to be reviewed	<hr/> 1st October 2025	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	Jason Broad	
Role of signatory (e.g. chairperson & secretary)	Secretary	

# Warminster Bright Beginnings

## Social Media

### Policy statement

The Warminster Bright Beginnings has a Facebook closed group, which can only be accessed or viewed if the administrators accept a friend request. This will be used as a communication tool for the setting.

### We will use it for the following:

- To promote certain events like trips, social events, visitors to the setting, display newsletters and dates for your diary.
- To update parents on staff training and development.
- To inform parents/carers of unforeseen closure to the setting e.g. closure to severe weather or flooding.
- We also invite your thoughts, comments and ideas.

Committee members Jason Broad (Secretary) and Jo Spink (Deputy) will be the page administrators they will be kept updated by the Nursery Manager and Deputy of up to date events/ information.

The page administrators reserve the right to remove postings at any time.

They will remove any postings that

- Name specific individuals in a negative way.
- Are abusive or contain inappropriate language or statements.
- Do not show proper consideration for others privacy.
- If photos of children are posted.

As childcare professionals we cannot use social media sites to communicate about individual children and parents. On induction staff and volunteers are advised that it is inappropriate to discuss any aspect of their involvement or place any images relating to their position at Warminster Bright Beginnings on Social Networking sites. This includes children, staff, activities and naming Warminster Bright Beginnings on any sites. It is extremely important for relationships between staff and parents to remain professional at all times, therefore the Nursery recommends that staff make access to their Social Networking pages private and avoid accepting 'friend requests' from Parents/Carers'. Staff

must not post anything on to social media that could be construed to have an impact on the Nursery's reputation or their own professional position, or offend and must adhere to the Confidentiality Policy at all times.

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	<hr/> 1st October 2024	(date)
Date to be reviewed	<hr/> 1st October 2025	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	<hr/> Jason Broad	
Role of signatory (e.g. chairperson and secretary)	<hr/> Secretary	
	<hr/>	

## WARMINSTER BRIGHT BEGINNINGS

### Learning Journey

#### Policy statement

We follow the Development Matters Early Years Foundation Stage (EYFS) curriculum, providing a fun learning environment where all children can thrive. We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. We feel it's very important to adapt our activities to suit children individually and we frequently observe the children to monitor how well they're doing.

Throughout your child's time in nursery a 'Learning Journey' portfolio will be created. A 'Learning Journey' is a great way to celebrate children's achievements.

It is a collection of significant steps they take in all areas of learning, it may contain:

- observations
- photographs
- comments from parent carers
- contributions from other settings the child attends

Alongside the 'Learning Journey' additional supporting evidence of a child's learning may also contain:

- Summative reports and next steps
- Two Year Progress reports
- Assessment tools to monitor children's language development

We encourage you to look at these records from time to time and we value your input as parents/carers, because you know your child best and you are the primary role model in their learning.

## EYFS

The children at Warminster Bright Beginnings follow the Development Matters Early Years Foundation Stage (EYFS) Framework set out by DFE.

There are seven key features of effective practice:

1. The best for every child
2. High-quality care
3. The curriculum: what we want the children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

## **The Characteristics of effective teaching and learning:**

- Playing and exploring
- Active learning
- Creating and thinking critically

## **EYFS seven areas of learning:**

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## Procedures when a child leaves the setting

- When a child leaves the nursery the Learning journey will be given to the parents.

Further guidance

Early Years Foundation Stage Framework September 2021/23

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	1st October 2024	(date)
Date to be reviewed	1st October 2025	(date)
Signed on behalf of the provider		
Name of signatory	Jason Broad	
Role of signatory (e.g. chair, director or owner)	Secretary	

## WARMINSTER BRIGHT BEGINNINGS

### Uncollected children

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive 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 are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
  - Place of work, address and telephone number (if applicable).
  - Mobile telephone number.
  - Names, addresses, telephone numbers and signature of the parents giving authorisation of other adults to collect their child from the setting, for example a childminder or grandparent.
  - Who has parental responsibility for the child?

- Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child e.g. may be asked to provide ID and a password.
- 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 measures. Our contact telephone number is 01985 210308.
- If a child is not collected at their expected collection time, we follow the procedures below:
  - The child's file is checked for any information about changes to the normal collection routines.
  - If no information is available, parents/carers are contacted at home or at work.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form - are contacted.
  - All reasonable attempts are made to contact the parents or nominated carers.
  - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
  - If no-one collects the child within one hour of their expected collection time and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
  - We contact the local authority children's social care team:
 

<b>Multi – agency Safeguarding Hub (MASH team)</b>	<b>0300 4560108</b>	(name and phone number)
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  - Or the out of hours duty officer (where applicable):
 

<b>Emergency Duty Service</b>	<b>0300 4560100</b>	(name and phone number)
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- The child stays at the setting [for group provision: the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager] until the child is safely collected either by the parents or by a social care worker.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
- We ensure that the child is not anxious and we do not discuss our concerns in front of them.

- A full written report of the incident is recorded in the child’s file. A record of conversation with parents will be made, with parents being asked to sign and date the recording. This is logged on the child’s personal file along with the actions taken. Confidential safeguarding incident report form should also be completed if there are safeguarding and welfare concerns about the child, or if Social Care have been involved due to the late collection.

- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.

- Ofsted may be informed:

0300 123 1231

(telephone  
number)

This policy was adopted by	<u>Warminster Bright Beginnings</u>	(name of provider)
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Name of signatory	<u>Jason Broad</u>	
Role of signatory (e.g. chairperson/ secretary)	<u>Secretary</u>	

**Other useful Early Years Learning Alliance publications**

- Safeguarding Children (2013)



## WARMINSTER BRIGHT BEGINNINGS

### Missing child

#### Policy statement

Children's safety is our highest priority, both on and off the premises. Every attempt is made, through the implementation of our outing's procedure and our 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 child's key person/the relevant member of staff] alerts our setting manager.
- The register is checked to make sure no other child has also gone astray.
- Our manager/ deputy will carry out a thorough search of the building and garden.
- 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, our manager/ deputy calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.
- A recent photo and a note of what the child is wearing is given to the police.
- Our manager/deputy talks to our staff to find out when and where the child was last seen and records this.
- Our manager/deputy contacts our chairperson/ committee member and reports the incident. Our chair person comes to the provision immediately to carry out an investigation, with our management team where appropriate.

This describes what to do when our staff have taken a small group on an outing, leaving our manager and/or other staff back in our setting premises. If our manager has accompanied children on the outing, or for a sole childminder, the procedures are adjusted accordingly. What to do when a child goes missing from a whole group 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, the staff members on the outing ask children to stand with their designated carer 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.
- Our senior staff member on the outing contacts the police and reports that child as missing.
- Our manager is contacted immediately (if not on the outing) and the incident is recorded.
- Our manager contacts the parent(s).
- Our staff take the remaining children back to the setting as soon as possible.
- According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and a description of what the child is wearing is given to the police.
- Our manager contacts our chairperson and reports the incident. Our chairperson comes to our premises immediately to carry out an investigation, with our management team (where appropriate).
- Our staff keep calm and do not let the other children become anxious or worried.

### **The investigation**

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.
- Our chair person, carries out a full investigation, taking written statements from all our staff and volunteers who were present.
- Our manager, together with management committee speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present writes an incident report detailing:
  - The date and time of the incident.
  - Where the child went missing from e.g. the setting or an outing venue.
  - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
  - When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
  - What has taken place in the premises or on the outing since the child went missing.
  - The report is counter-signed by the senior member of staff and the date and time added.
  - Staff do not discuss any missing child incident with the press.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- 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.
- Our 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.
- They may be the understandable target of parental anger and they may be afraid. Our manager ensures that any 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 our staff and may single out one staff member over others; they may direct their anger at our manager. When dealing with a distraught and angry parent, there should always be two members of staff one of whom is our manager and the other where possible, (a representative of the management committee). No matter how understandable the parent's anger may be, aggression or threats against our 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. Our remaining staff caring for them need to be focused on their needs 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, our staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. Our chairperson will use their discretion to decide what action to take.
- Our staff must not discuss any missing child incident with the press without taking advice.

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	1st October 2024	(date)
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Name of signatory	Jason Broad	
Role of signatory (e.g. chairperson/ secretary)	Secretary	
	<hr/>	

## Supervision of children on outings and visits

### Policy statement

Children benefit from being taken outside of the premises on visits or trips locally, or other suitable venues, for activities which enhance their learning experiences. We ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

### Procedures

- We ask parents to sign a general consent on registration for their children to be taken out on local short outings and to the nature trail adjacent to nursery as a part of the daily activities of the setting. This general consent details the venues used for daily activities.
- We assess the risks for each local venue used for daily activities, which is reviewed regularly.
- We always ask parents to sign specific consent forms before major outings; and the risks are assessed before the outing takes place.
- Any written outing risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue, as well as how it is to be reached.
- A minimum of two staff accompanies children on outings. Unless the whole setting is on an outing, a minimum of two staff also remains behind with the rest of the children.
- Named children are assigned to individual staff member to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
- Parents who accompany us on outings are responsible for no more than two children (will be supervised at all times by a member of staff).
- Outings are recorded in an outing record book kept in the setting, stating:
  - The date and time of the outing.
  - The venue and mode of transport used.
  - The names of the staff members assigned to each of the children.
  - The time of return.
  - The designated lead educator is the last to leave the venue, or transport being used.
  - The designated lead conducts a 'safety sweep' before during and after the outing.
- We take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The

amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for. We apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.

- We take a list of children with us with contact numbers of parents/carers, as well as accident forms and a copy of our Missing Child Policy.
- We provide children with ID bracelets to wear that contain the name and setting telephone number – but not the name of the child.
- We use reputable companies, with named drivers and appropriate insurance cover to transport children.
- We ensure that seat belts are worn whilst travelling in vehicles and that booster seats and child safety seats are used as appropriate to the age of the child.
- As a precaution, we ensure that children do not eat when travelling in vehicles.
- We ensure that contracted drivers are from reputable companies, do not have unsupervised access to the children.

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	_____	(date)
Date to be reviewed	1st October 2024	(date)
Signed on behalf of the provider	1st October 2025	
Name of signatory	Jason Broad	
Role of signatory (e.g. chairperson/ secretary)	Secretary	
	_____	

**Other useful Early Years Learning Alliance publications**

- Daily Register and Outings Record (2012)
- Managing Risk (2009)

## Maintaining children's safety and security on premises

### Policy statement

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

- For employers: We ensure all employed staff have been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service and are asked to join the DBS up-date service
- We have two members of staff to supervise children at all times.
- All children are supervised by adults at all times.
- For groups: Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

### Security

Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

- All visitors complete a signing in/out form, wear an ID badge and are provided with information of where to leave their belongings and mobile phone are to be left before entering the setting.
- Scheduled visitors in a professional role (e.g. fire officer, building contractor etc) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at a/the setting.
- If the visit is unscheduled and the visitor is unknown to the setting, we will contact the relevant organisation to verify the individual's identity, if necessary.
- 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 (see also Lockdown policy).
- Our systems prevent children from leaving our premises unnoticed.
- We may only allow access to visitors with prior appointments.
- Our staff check the identity of any person who is not known before they enter the premises.
- We keep the front door locked shut at all times.

- During free-flow play the door may be left open for children to access indoor and outdoor play, but this is always supervised by staff.
- The gates in the outdoor area are always kept shut and secured.
- We accompany/supervision all visitors on the premises.
- The personal possessions of staff and volunteers are securely stored during sessions.
- Minimal petty cash is kept on the premises.

	Warminster Bright Beginnings	(name of provider)
On	<hr/>	<hr/>
	1st October 2024	(date)
Date to be reviewed	<hr/>	<hr/>
	1st October 2025	(date)
Signed on behalf of the provider	<hr/>	<hr/>
Name of signatory	Jason Broad	
Role of signatory (e.g. chair, director or owner)	Secretary	
	<hr/>	<hr/>

### Other useful Pre-school Learning Alliance publications

- Managing Risk (2009)

## WARMINSTER BRIGHT BEGINNINGS

### Lockdown

#### Policy statement

We believe 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. A lockdown may take place where there is a perceived risk of threat to the nursery, its staff, children, visitors or property.

Where possible, the nursery will act to ensure the safety of all personnel in the setting in the following situations:

- In the event that unauthorised person (s) considered dangerous are on the nursery grounds.

- In instances including domestic breakdowns where estranged parties are attempting to attempt to abduct children.
- In instances where personnel, students, volunteers or staff from within the setting become a threat to the well-being of others.
- In emergency situations within the environment of the setting where there is the potential risk from spills or poisonous fumes.

A Lockdown will be initiated by a recognisable signal of two short whistles and 1 long whistle.

### Lockdown

procedures will be practiced from time to time to ensure that staff and children are familiar with them.

The following steps provide guidelines for staff, students and visitors in an emergency:

### Procedures

- On hearing the Lockdown signal the Nursery Manager or Deputy will call for assistance using 999 and will collect the phone.
- If children are outside staff will guide children indoors quickly and calmly.
- Room Leaders will be designated to closed doors, collect registers, addresses and first aid trolley (all windows in the setting are high up and only partially open).
- All staff will guide children into the toilet areas and Sensory room where they will be kept out of site and will be helped to stay calm.
- A member of staff will secure the toilet doors (in Woodlands and Meadows) and the main entrance door into Treetops inside so unauthorised person (s) are unable to enter.
- Once doors are secure a member of staff will do a head count and call the register.
- All children will be supervised and staff will ensure that everyone is kept out of sight and are sitting quietly.
- All children and staff will remain in Lockdown until the all clear has been given by the police.

Following lockdown:

- Staff will cooperate with emergency services to assist in an orderly evacuation.
- Staff will ensure that they have the register and children's details.
- Staff or children who have witnessed an incident will need to tell the police what they saw. The police may require other individuals to remain available for questioning.
- In the event of an incident it is inevitable that parents will want to come to the setting and collect their children immediately. They will be discouraged from doing so, until the emergency services give the 'all clear'. Staff will be always acting on the advice of the emergency services.



- Recording and reporting
- The setting manager reports the lockdown to the owners/directors/trustees as soon as possible. In some situations, this may not be until after the event.
- A record is completed as soon as possible.

Health and Safety at Work Act (1974)

Management of Health and Safety at Work Regulations (1999)

Electricity at Work Regulations (1989)

Control of Substances Hazardous to Health Regulations (COSHH) (2002)

Manual Handling Operations Regulations (1992 (As Amended 2004))

Health and Safety (Display Screen Equipment) Regulations (1992)

### Further guidance

Health and Safety Law: What You Need to Know (HSE Revised 2009)

Health and Safety Regulation...A Short Guide (HSE 2003)

Electrical Safety and You: A Brief Guide (HSE 2012)

Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)

Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011)

This policy was adopted by	Bright Beginnings	(name of provider)
On	<hr/> 1st October 2024	(date)
Date to be reviewed	<hr/> 1st October 2025	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	<hr/> Jason Broad	
Role of signatory (e.g. chair, director or owner)	<hr/> Secretary	
	<hr/>	

## WARMINSTER BRIGHT BEGINNINGS

### Use of mobile phones, cameras and electronic devices with imaging and sharing capabilities

#### Policy statement

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting.

#### Procedures

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

- Personal mobile phones belonging to all staff and volunteers are not used on the premises during working hours.
- At the beginning of each individual's shift, mobile phones/smartwatches/Fitbits should always be stored safely in staff lockers or manager's office.
- Mobile phones/smartwatches/Fitbits can only be used on a designated break and then this must be away from the children.
- In the event of an emergency, personal mobile phones may be used in privacy, where there are no children present, with permission from the manager e.g. staff room or manager's office.
- Our staff and volunteers ensure that the work telephone number is known to immediate family and other people who need to contact them in an emergency.
- Designated members of staff will be asked to carry a mobile phone on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.
- Our staff and volunteers will not use their personal mobile phones for taking photographs of children on outings.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. We may make an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day but will ask that while they are in the classrooms to store their phone/smart watch in the managers office or in an allocated visitors locker. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present e.g. staff room or managers office.

##### Cameras and videos

- Our staff and volunteers must not bring their own cameras or video recorders into the setting
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting whilst children are present.

- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Camera and video use is monitored by our manager in the setting.
- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents/carers for their children to be included.
- Photographs and recordings of children are only taken of children if parents provide written permission to do so (found on the individual child's Registration pack).
- If photographs are used for publicity, parental consent is gained and safeguarding risks minimised, e.g. children may be identified if photographed in a sweatshirt with the name of their setting on it.

### **I Pad, laptop and tablets**

- We use an I Pad at present to record sounds of children during play to promote language development e.g. I Can, Letters and Sounds activities. These sounds are played back to the children to distinguish what the sounds.
- We use a laptop without written data to record the children during play. This is then played back to them in the classrooms. This may also be played to parents at special events within the nursery.
- We have 6 tablets that are used to take photos and videos of the children as evidence for their Learning Journeys.

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	<hr/> 1st October 2024	(date)
Date to be reviewed	<hr/> 1st October 2025	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	<hr/> Jason Broad	
Role of signatory (e.g. chairperson & secretary)	<hr/> Secretary	
	<hr/>	

### Making a Complaint

#### Policy statement

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach [with the appropriate member of staff]. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

#### Procedures

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Early Years Alliance publication Complaint Investigation Record (2012) which acts as the 'summary log' for this purpose.

#### Making a complaint

##### Stage 1

- Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our manager or possibly their child's key person first of all.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the child's file.

##### Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed our manager and signed by the parent.
- Our setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager may wish to store all information relating to the investigation in a separate file designated for this complaint.

- When the investigation into the complaint is completed, our manager meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.
- When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

### Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our manager and the chair. The parent may have a friend or partner present if they prefer and our manager should have the support of the management team.
- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

### Stage 4

- If at the stage three meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers can be invited to act as a mediator.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with our staff and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

### Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent and our manager and chair is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local

### Safeguarding Children Board

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.

- Parents can complain to Ofsted by telephone, in writing or email:

Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD

Tel: 0300 123 4666

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

- These details are displayed on our setting's notice board.
- If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board.
- In these cases, both the parent and our setting work with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

### Records

- A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

### Agencies

- If an individual from another agency wishes to make a formal complaint about a member of staff or any practice of the setting, it should be made in writing to the setting manager.
- The complaint is acknowledged in writing within 10 days of receiving it.

- The setting manager investigates the matter and meets with the individual to discuss the matter further within 28 days of the complaint being received.
- An agreement needs to be reached to resolve the matter.
- If agreement is not reached, the complainant may write to the setting manager’s line manager, who acknowledges the complaint within 5 days and reports back within 14 days.  
If the complainant is not satisfied with the outcome of the investigation, they are entitled to appeal and are referred to the owners/directors/trustees.

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	<hr/>	(date)
Date to be reviewed	1 <sup>st</sup> October 2024	(date)
Signed on behalf of the provider	<hr/>	(date)
Name of signatory	Jason Broad	
Role of signatory (e.g. chair, director or owner)	Secretary	
	<hr/>	

**Other useful Pre-school Learning Alliance publications**

- Complaint Investigation Record (2012)

**WARMINSTER BRIGHT BEGINNINGS**

**Valuing diversity and promoting equality**

**Policy statement**

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their individual, social, economic, ethnic, cultural or religious backgrounds and situations.

Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers. Some children have needs that arise from a disability, or may have parents that are affected by disability. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

### **We aim to:**

- provide a secure and accessible environment in which all children can flourish and in which all contributions are considered and valued.
- include and value the contribution of all families to our understanding of equality and diversity.
- provide positive non-stereotyping information about gender roles, diverse family structures, diverse socio-economic, ethnic and cultural groups and disabled people.
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- challenge and eliminate discriminatory actions.
- make inclusion a thread that runs through all of the activities of the setting.
- foster good relations between all communities.

### **Procedures**

#### **Admissions**

Our setting is open and accessible to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in other languages (wherever possible).
- We base our Admissions Policy on a fair system.



- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:
  - disability;
  - race;
  - gender reassignment;
  - religion or belief;
  - sex;
  - sexual orientation;
  - age;
  - pregnancy and maternity; and
  - marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to their disability.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We make adjustments to ensure that disabled children can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by our staff, volunteers or parents whether by:
  - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
  - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

## **Employment**

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
- All our job descriptions include a commitment to promoting equality, and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

## **Training**

- We seek out training opportunities for our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

## **Curriculum**

We incorporate 'Cultural Capital' and the 'British Values' when we are planning activities and refer to these on a daily basis. The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.

We do this by:

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all disabled children and adults;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;

- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating locally observed festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and disabled children;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

### **Valuing diversity in families**

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

### **Food**

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

## Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

## Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

## Legal framework

The Equality Act (2010)

Children Act (1989) & (2004)

Special Educational Needs and Disability Act (2001)

This policy was adopted by

Warminster Bright Beginnings

(name of provider)

On

1st October 2024

(date)

Date to be reviewed

1st October 2025

(date)

Signed on behalf of the provider

Name of signatory

Jason Broad

Role of signatory (e.g. chair, director or owner)

Secretary

## Other useful Early Years Learning Alliance publications

- Guide to the Equality Act and Good Practice (2011)
- All Together Now (2011)
- Where's Dad? (2009)

## WARMINSTER BRIGHT BEGINNINGS

### Supporting children with special educational needs

#### Policy statement

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs at the earliest opportunity and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

#### Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is:

Jo Webster

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- The SENCO works closely with all staff and has responsibility for the day-to-day operation of supporting children with Special Educational Needs and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated approach system for identifying, assessing and responding to children's special educational needs.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support

- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- We use a My Support Program to work on targets to support individual children.
- We have systems in place for working with other agencies, such as Early help formally known as (CAF) or local alternatives, for example, DART the digital assessment and referral team. This is used to access support for schools, early years settings and children's settings.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We sign post parents, practitioners and volunteers to training that becomes available to them.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.
- We hold regular meetings with parents and carers and share information that is then documented into a Support Plan, which is also reviewed regularly while the child attends the setting (also with parents and carers consent this will transfer onto school with them when they leave the setting).
- We share information with Wiltshire Council e.g. Support Plans, Targets, Medicals reports (with parent/carer consent) to use towards evidence for an Education Health Care Plan assessment.

## Further guidance

- SEND Code of Practice for the Early Years (Pre-school Learning Alliance 2014)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2014)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	<u>1st October 2024</u>	(date)
Date to be reviewed	<u>1st October 2025</u>	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	<u>Jason Broad</u>	
Role of signatory (e.g. chair, director or owner)	<u>Secretary</u>	

## Other useful Pre-school Learning Alliance publications

- The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) 2<sup>nd</sup> Ed (2013)

## WARMINSTER BRIGHT BEGINNINGS

### Achieving positive behaviour/ anti- bullying

#### Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how

we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

## **Procedures**

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. The named person is Jo Spink who is given support from the settings SENCO.

- We require the named person to:
  - keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
  - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development; and
  - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's Achieving Positive Behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour:

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- If a cause for the behaviour is not known or only occurs whilst in the setting, then the setting manager/SENCo must suggest using a focused intervention approach to identifying a trigger for



the behaviour such as the ABC approach, i.e. Antecedents – what happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event.

- If a trigger is identified, then the SENCo and key person must meet with the parents to plan support for the child through a graduated approach via SEN support.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We occasionally use “Thinking time” when a child is being very disruptive. This would only be used if using distraction does not work. When a child is calm then we talk through their actions and how it is important to use their ‘listening ears’ and use ‘kind words’.
- We never use physical or corporal 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 will only use physical restraint, such as holding, only 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 setting leader and are recorded in the child’s personal file. The child’s parent(s) is informed on the same day.
- 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 inconsiderate behaviour.

### **Children under three years**

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

- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff 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 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, e.g. blowing up and shooting, 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.

- 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.
- 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 SEN Code of Practice to support the child and family, and liaison with the Inclusion support Officer for advice and signposting where necessary.

**What is bullying**

- Bullying is not always easy to define, but according to Dan Olweus, an expert in the field of the prevention of bullying, says it should include:
- Physical - pushing, kicking, hitting, pinching and other forms of violence or threats.
- Verbal – name calling, sarcasm, spreading rumours, persistent teasing.
- Emotional- excluding, tormenting, ridicule or humiliation.
- Racist- racial taunts, graffiti or gestures.
- Social- unwanted physical contact or abusive comments.
- Homophobic- any hostile or offensive action against lesbian, gay males or bisexuals or those to be perceived to be these above.

**Bullying**

We take bullying very seriously. Bullying 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.

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 to another. 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.

If a child bullies another child or children we take the following steps:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them.
- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is not acceptable.
- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognise the impact of their actions.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

This policy was adopted at a meeting of	Warminster Bright Beginnings	(name of provider)
Held on	<hr/> 1st October 2024	(date)
Date to be reviewed	<hr/> 1st October 2025	(date)
Signed on behalf of the management committee	Secretary	
Name of signatory	<hr/> Jason Broad	
Role of signatory (e.g. chair/owner)	<hr/>	

### Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014)

## Other useful Early Years Learning Alliance publications

- Reflecting on Behaviour (2010)
- The Social Child (2007)

## WARMINSTER BRIGHT BEGINNINGS

### Biting

#### Policy statement

Biting is a part of a normal developmental stage for young children who are teething and are still developing their language skills. It is usually temporary which is most common between 13 and 24 months of age.

The key to putting a stop to any challenging behaviour is a partnership approach. When a biting incident happens it can be upsetting, scary, frustrating for children, parents and staff. We encourage parents to work with the nursery team and support any behaviour management techniques, and to use them at home as well as at nursery. Staff recognise If a child's reoccurring behaviour is having a negative impact on your children's experience at nursery, we will work closely with all involved to reduce and eliminate these issues.

#### Aim

Nursery staff will maintain close and constant supervision of the children at all times, but due to the speed and randomness with which biting incidents often occur, it is not always possible to prevent these from happening.

#### Why do children bite?

**Teething**-swelling gums can be painful and cause discomfort, this can be relieved by biting or chewing on something.

**Exploration**- babies and young children explore the world around them using their senses, young children do not always know the difference between gnawing on a toy and biting someone.

**Attention**- when children are in situations where they feel they are not receiving enough attention biting is a quick way of becoming the centre of attention.

**Frustration**- children can be frustrated by a number of things, such as, wanting to be independent and do things for themselves and not having the vocabulary to express themselves clearly. This can lead to biting as a way of dealing with this frustration.

### Procedures when a child bites:

- Depending on the age of the child they may be removed from the situation with a firm 'No' we don't bite our friends or spoken to in a manner which he or she can understand and will be redirected to other play.
- If a child bites more than once, a member of staff will shadow them for as long as it is felt appropriate to protect potential victims and to try and understand why the biting is happening.
- We may make changes to reduce or remove the cause e.g. we may have duplicates of favourite toys to stop disputes.
- We may increase the supervision of a child that is biting so that we can support them to find different ways to express themselves.
- We may encourage your child to take part in activities which helps release frustration such as play dough or other physical activities.
- Confidentiality of all children involved will be maintained.

### Procedures for handling a child who has been bitten:

- Your child will be comforted and reassured.
- The wound will be cleaned immediately by putting it under running warm tap water.
- If the wound is bleeding lightly, it will be allowed to bleed and not be covered to reduce the risk of further infection.
- If the wound is bleeding heavily, once cleaned a sterile dressing may be put on and pressure applied.
- You will be contacted by telephone whether there is a slight red mark, bruised or broken skin, you will then be contacted by telephone so that you are aware that your child has been bitten.
- If the bite has caused the skin to be broken the setting will advise you to seek medical advice e.g. GP, Accident and Emergency.
- When you collect your child, there will be an incident /accident form and body map recording information about the biting incident and any treatment given.

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Signed on behalf of the management committee	<u>Secretary</u>	
Name of signatory	<u>Jason Broad</u>	
Role of signatory (e.g. chair/owner)	<u></u>	

### Further guidance

- [www.NHS.UK.conditions/bites/-human-animal](http://www.NHS.UK.conditions/bites/-human-animal)
- Special Educational Needs and Disability Code of Practice (DfE 2014)

## Other useful Pre-school Learning Alliance publications

- Reflecting on Behaviour (2010)
- The Social Child (2007)

# WARMINSTER BRIGHT BEGINNINGS

## Administering Medicines

### Policy statement

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 prescribed medication as part of maintaining their health and well-being or when they are recovering from an illness. However teething gel can be administered to our under 2's with consent from parents. Calpol may be administered with prior consent if a child becomes unwell with a very high temperature, as young children may be at risk of febrile convulsions, this is if parents are unable to collect their child straight away. When parents give prior consent and if a child has an allergic reaction to food or is stung by a wasp/ bee and if parents are unable to collect their child straight away, antihistamine may be administered. **(administering medicines will only be given when it is detrimental to a child's health if not given)**. We ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. If a child has not had a medication before, especially a baby/child under two, parents may be advised to keep the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect (the setting may recommend that parents follow this procedure).

Our staff are responsible for the correct administration of medication to children for whom they are the key person

(only first aid trained staff will administer medicine, if a child's key person does not have a first aid qualification then a senior member of staff will administer the medication). This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, a senior member of staff will be responsible for the overseeing of administering medication.



## Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- We only usually administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date and prescribed for the current condition.
- If a child is known to suffer from febrile convulsions we ask the parents to provide a prescribed labelled bottle of paracetamol (e.g. Calpol) and may be asked for a doctor's note that can be kept in the setting, to be administered for a high temperature.
- If a child attends the setting with a medical need that causes pain or has a long-term illness a GPs/ consultants letter may be required (giving the reason for administration) and a prescribed and clearly labelled of medication to be provided.
- Children under the age of 16 years are never given medicines containing aspirin unless prescribed specifically for the child by a doctor.
- When administering inhalers for asthma we follow the NHS emergency procedures (senior staff have attended NHS training).
- In the case of nappy rash, the key person/ senior staff will obtain written permission from parents and can then apply nappy cream if required.
- Prescribed creams to be applied to children will need the parent's prior permission and in some circumstances a letter may be required from the child's doctor or consultant.
- Parents must give prior written permission for the administration of medication. The staff member receiving the medication will ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
  - the full name of child and date of birth.
  - the name of medication and strength.
  - who prescribed it.
  - the dosage and times to be given in the setting.
  - the method of administration.
  - how the medication should be stored and its expiry date.
  - any possible side effects that may be expected.
  - the signature of the parent, their printed name and the date.
- The administration of medicine is recorded accurately in our medication record book each time it is given and is signed by the person administering the medication [and a witness]. Parents are shown the record at the end of the day and asked to sign the record book to acknowledge the administration of the medicine. The medication record book records the:
  - name of the child.
  - name and strength of the medication.
  - name of the doctor that prescribed it.
  - date and time of the dose.
  - dose given and method.
  - signature of the person administering the medication [and a witness].

- parent's signature.
- We have a Medication Administration Record book for recording the administration of medicine.
- If the administration of prescribed medication requires medical knowledge, we obtain individual training for the relevant member of staff by a health professional.
- 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.
- We monitor the medication record book is monitored to look at the frequency of medication given in the setting. For example, a high incidence of antibiotics being prescribed for a number of children at similar times may indicate a need for better infection control.

The manager will receive this information from parents. It then needs to be shared with the child's key person. How to administer medication will be recorded and kept in the first aid trolley. The key person will administer medication. If they are absent a senior member of staff.

### **Storage of medicines**

- All medication is stored safely on the first aid trolley/medicine cupboard (not accessible to children) or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when- required basis. Key persons check that any medication held in the setting, is in date and return any out-of-date medication back to the parent.

Prescribed bottles of medicine/storage of calpol are kept in a medicine cupboard. Inhalers are kept in the first aid trolley in the kitchen.

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

- We carry out a risk assessment for each child with a long term medical condition that requires on-going medication. [This is the responsibility of our manager 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 form part of the risk assessment.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.

- The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.
- An individual health plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other adults who care for the child.
- The individual health plan should include the measures to be taken in an emergency.
- We review the individual health plan every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the individual health plan and each contributor, including the parent, signs it.

**Managing medicines on trips and outings**

- If children are going on outings, the key person for the child will accompany the children with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above.
- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- This procedure should be read alongside the outings procedure.

**Children unwell**

**If a child has a high temperature, we will call you to collect your child as it would suggest your child is unwell or has an underlying illness. If we feel a child is not their usual self and generally unwell e.g. not participating in activities and wanting to sleep, then we will call you to collect your child. Children must be well enough to attend the setting.**

**Legal framework**

- The Human Medicines Regulations (2012)

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On	<u>1st October 2024</u>	(date)
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Signed on behalf of the provider	<hr/>	
Name of signatory	Jason Broad	
Role of signatory (e.g. chair, director or owner)	Secretary	

## **Other useful Early Years Learning Alliance publications**

- Medication Record (2013)
- Daily Register and Outings Record (2012)

## **WARMINSTER BRIGHT BEGINNINGS**

### **Animals in the setting**

#### **Policy statement**

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

#### **Procedures**

##### **Animals in the setting as pets**

- We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting, as well as any allergies or issues that individual children may have any animals or creatures.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- Our staff are knowledgeable of the pet's welfare and dietary needs and ensure that the correct food is offered, at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- We teach children the correct handling and care of the animal or creature and supervise them at all times.
- We ensure that children wash their hands after handling the animal or creature (the settings African snail). When the children help to clean out the settings African snail out they wear non-latex gloves to help, so not to have direct 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 their owner.

- The manager 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.
- No dogs on the Government’s Banned Dogs list are to be brought on site at any time. All other dogs brought on site by parents during arrivals and departure times must be on a lead and under control. The manager reserves the right to request that a dog is not brought on site, if the animal appears to be out of control, or likely to pose a risk.

**Visits to farms**

- Before a visit to a farm, we carry out a risk assessment - this may take account of safety factors listed in the farm’s own risk assessment, which should be viewed.
- We contact the venue in advance of the visit to ensure that there has been no recent outbreak of E. coli or other infections. If there has been an outbreak, we will review the visit and may decide to postpone it.
- We follow our outings procedure.
- Children wash and dry their hands thoroughly after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris as soon as possible on departure and should not be worn indoors.
- We advise staff and volunteers who are, or may be, pregnant to avoid contact with ewes and to consult their GP before the visit.

**Legal framework**

- The Management of Health and Safety at Work Regulations (1999)

**Further guidance**

- Health and Safety Regulation...A Short Guide (HSE 2003)

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# WARMINSTER BRIGHT BEGINNINGS

## Managing children and adults who are sick, infectious, or with allergies

### Policy statement

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

### Covid-19

Although we do not ask Parents/Carers to test their children, if the child is displaying symptoms of Covid-19 and/or tests positive, we ask children to stay at home while they continue to have a temperature or are feeling unwell, this could be up to 5 days

It is recommended that children stay at home for at least 48 hours or until the temperature has gone down.

We do not expect mandatory testing however if staff do have symptoms of Covid-19 and they have tested positive, they may be asked to stay off work while they are feeling unwell. Staff in the setting with Covid-19 are recommended to stay off for 5 days (this can include from when symptoms started), this is to help stop the spread throughout the setting.

### Procedures for children who are sick or infectious

If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – our manager/senior staff call the parents and ask them to collect the child, or to send a known carer to collect the child on their behalf.

- If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water but kept away from draughts.
- The child's temperature is taken using an in ear thermometer or as back up a forehead thermometer strip, kept in the first aid box.  
(see also medicine policy).
- In extreme cases of emergency, an ambulance is called and the parent informed.
- Parents may be asked to take their child to the doctor before returning them to the setting; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Contagious illness such as conjunctivitis, your child may be asked to stay at home until it has been treated for 24 hours or if it is weepy to stop it spreading throughout the nursery.
- Where children have been prescribed antibiotics for an infectious illness or complaint, we may ask parents to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, we ask parents keep children home for 48 hours following the last episode.

- Some activities, such as sand and water play, and self-serve snacks where there is a risk of cross-contamination may be suspended for the duration of any outbreak.
- We have a list of excludable diseases and current exclusion times. The full list is obtainable from [www.hpa.org.uk/webc/HPAwebFile/HPAweb\\_C/1194947358374](http://www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374) and includes common childhood illnesses such as measles.

### **Reporting of 'notifiable diseases'**

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to Public Health England.
- When we become aware, or are formally informed of the notifiable disease, our manager informs Ofsted and contacts Public Health England, and act on any advice given.

### **HIV/AIDS/Hepatitis procedure**

HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.

We:

- Wear single-use vinyl gloves and aprons when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Use protective rubber gloves for cleaning/slucing clothing after changing.
- Rinse soiled clothing and either bag it for parents to collect or launder it in the setting.
- Clear spills of blood, urine, faeces or vomit using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.
- Ensure that children do not share toothbrushes, which are also soaked weekly in sterilising solution.
- Baby mouthing toys are kept clean and plastic toys cleaned in sterilising solution regularly.

### **Nits and head lice**

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

### **Procedures for children with allergies**

- When children start at the setting we ask their parents if their child suffers from any known allergies. This is recorded on the Registration Form.
- If a child who attends with an allergy the parents may be asked not to supply their child with certain foods.
- If a child has an allergy, we complete a risk assessment form to detail the following:

- The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
- The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc).
- What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
- Control measures - such as how the child can be prevented from contact with the allergen.
- Review measures.
- This risk assessment form is kept in the child's personal file and a copy is displayed where our staff can see it.
- Generally, no nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

### **Insurance requirements for children with allergies and disabilities**

- If necessary, our insurance will include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from our insurance provider must be obtained to extend the insurance.
- At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.
- Oral medication:
  - Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
  - We must be provided with clear written instructions on how to administer such medication.
  - We adhere to all risk assessment procedures for the correct storage and administration of the medication.
  - We must have the parents/carers prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to our insurance provider.
- Life-saving medication and invasive treatments:
 

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

  - We must have:
    - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
    - written consent from the parent or guardian allowing our staff to administer medication; and
    - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
  - Copies of all three documents relating to these children must first be sent to the Early Years Alliance Insurance Department for appraisal (if you have another provider, please check their procedures with



them). Written confirmation that the insurance has been extended will be issued by return.

- Manager/Key person/ senior staff for special needs children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.
  - Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
  - The key person/senior staff must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.

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On	<u>1st October 2024</u>	(date)
Date to be reviewed	<u>1st October 2025</u>	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	<u>Jason Broad</u>	
Role of signatory (e.g. chairperson & Secretary)	<u>Secretary</u>	

## WARMINSTER BRIGHT BEGINNINGS

### Nappy changing/toileting

#### Policy statement

We work together with parent/carer regarding nappy changing routines and toilet training. We work at a time that is appropriate for individual children, taking account of any medical, developmental or other factors relating to the individual child and family.

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults. We have small children's toilets, trainer seats and potties available for children to use.

## Procedures

- Our key persons record the time and follow any written instruction given from parents (application of creams) for the children in their care who are in nappies or 'pull-ups'; and change nappies according to this schedule, or more frequently where necessary.
- We encourage young children from two years to normally wear pull ups, or other types of trainer pants, as soon as they are comfortable with this and if their parents agree.
- Our key persons undertake changing children in their key groups; back up key persons change them if the key person is absent.
- Our changing area is warm, with a safe area to lay children and no bright lights shining down in their eyes. There are mobiles and other objects of interest to take the child's attention.
- Each child has their own tray to hand with their nappies or pull ups and changing wipes or bag brought in from home.
- We ask parents/carers to provide nappies and wipes for their child. We do have back up nappies and sensitive skin wipes in the setting.
- Our staff put on gloves and aprons before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child.
- All our staff are familiar with our hygiene procedures and carry these out when changing nappies.
- Our staff never turn their back on a child or leave them unattended whilst they are on the changing mat.
- We are gentle when changing; we avoid pulling faces and making negative comments about 'nappy contents'.
- We do not make inappropriate comments about children's genitals when changing their nappies.
- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- We encourage children to wash their hands and have liquid soap and paper towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- We dispose of nappies and pull ups hygienically. Any soil (faeces) in nappies or pull ups are disposed of appropriately e.g. put in nappy sacks and put in the collection clinical waste bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for parents to take home (where possible).
- In the case of nappy rash, the key person/ senior staff will obtain written permission from parents and can then apply nappy cream if required.
- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect [and this will be a disciplinary matter].

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Role of signatory (e.g. chairperson & secretary)	Secretary	

## WARMINSTER BRIGHT BEGINNINGS

### No-smoking

#### Policy statement

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

#### Procedures

- All staff, parents and volunteers are made aware of our No-smoking Policy.
- No-smoking signs are displayed.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke do not do so during working hours, unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.
- Staff on induction are informed where the designated smoking area is (away from the nursery in an outside area by the community centre).
- Staff after smoking must wash their hands and wear an extra layer of clothing which must be taken off before having contact with the children.
- These procedures must also be followed when using an electronic cigarette too.

#### Legal framework

- The Smoke-free (Premises and Enforcement) Regulations (2006)
- The Smoke-free (Signs) Regulations (2012)

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## WARMINSTER BRIGHT BEGINNINGS

### Snack/meal times

#### Policy statement

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

In Woodlands class, our children range from birth to 2 years old and have individual feeding patterns and requirements. In discussion with parents there are different options in how food/drink can be provided to the children.

#### Procedures

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

- Parents can provide jars of baby food, homemade food or snacks.
- Homemade food must be clearly labelled with the contents and will be heated up and the temperature checked to make sure it reaches a minimum of 75 c.
- The nursery can provide parents with a menu of the evening meal.
- The nursery can provide breakfast/snack for children offering a range of healthy options. On induction parents must discuss with staff how to prepare this for their child.
- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies Policy.)
- We record information about each child's dietary needs in the Registration Form and parents sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies - are up-to-date. Parents sign the updated record to signify that it is correct.

- We display current information about individual children's dietary needs so that all our staff and volunteers are fully informed about them.
  - We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
  - We display the menus of meals/snacks for parents to view.
  - We display the food allergens that are present in snacks and meal times for parents to view.
  - We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
  - We recommend when parents provide snack that they bring in fruit, veg and healthy snacks.
- We try including foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones (will include these when celebrating festivals where possible).
  - We take care not to provide food containing nuts or nut products and we are especially vigilant where we have a child who has a known allergy to nuts.
  - Through discussion with parents and research reading, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
  - We show sensitivity in providing for children's diets and allergies. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
  - We organise meal and snack times so that they are social occasions in which children and adults participate.
  - We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
  - We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
  - We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
  - In accordance with parents' wishes, we can offer children arriving early in the morning, and/or staying late, an appropriate meal or snack e.g. breakfast.
  - We inform parents who provide food for their children about the storage facilities available in our setting.
  - We give parents who provide food for their children information about suitable containers for food.
  - In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
  - For babies on request we can prepare formula milk.
  - For young children who drink milk, we provide whole pasteurised milk. We introduce semi-skimmed milk from the age of two years for snack and a drink.

## Packed lunches

We:

- ensure perishable contents of packed lunches contain an ice pack (provided from home) to keep food cool;
- inform parents of whether we have facilities to microwave cooked food brought from home;
- encourage parents to provide sandwiches with a healthy filling, fruit, and milk-based deserts, such as yoghurt or crème fraiche.
- discourage juice/fizzy drinks and can provide children with water or milk.
- discourage packets of sweets/ chocolate bars (a snack bar such as a Penguin or Kit Kat is encouraged) being brought in for packed lunches.
- discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- provide children bringing packed lunches with plates, cups and cutlery
- ensure that adults sit with children to eat their lunch so that the mealtime is a social occasion.

## Fussy/faddy eating

- Children who are showing signs of ‘fussy or faddy eating’ are not forced to eat anything they do not want to.
- Staff recognise the signs that a child has had enough and remove uneaten food without comment.
- Children are not made to stay at the table after others have left if they refuse to eat certain items of food.
- Staff work in partnership with parents to support them with children who are showing signs of ‘faddy or fussy eating’ and sign post them to further advice, for example, How to Manage Simple Faddy Eating in Toddlers (Infant & Toddler Forum) <https://infantandtoddlerforum.org/health-and-childcare-professionals/factsheets/>

## Legal framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs.

## Further guidance

- Safer Food, Better Business (Food Standards Agency 2011)

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Role of signatory (e.g. chairperson and secretary)	<u>Secretary</u>	

## **Other useful Early Years Learning Alliance publications**

- Nutritional Guidance for the Under Fives (Ed. 2010)
- The Early Years Essential Cookbook (2009)
- Healthy and Active Lifestyles for the Early Years (2012)

## **WARMINSTER BRIGHT BEGINNINGS**

### **Use of dummies, bottles and cups**

#### **Dummies**

At Warminster Bright Beginnings we recognise that a dummy can be a source of comfort for a child who is settling and/or upset and can often form part of a child's sleep routine.

Babies and young children spend lots of time making soundings exploring their own mouths and voices before they begin to use words. In doing so they are not only practicing and developing the skills needed for speech, but they are also encouraging other people in the world to notice them and communicate with them. Children who suck dummies through the day make fewer sounds, gain less experience of using their voice, and hear less language from adults around them.

If toddlers are allowed to continue to suck a dummy and talk with it in their mouths, there is also a risk that the child will learn distorted patterns of speech because the teat prevents normal movements at the front of the mouth. These patterns may be difficult to change later on.

#### **Aims**

- Discuss the use of dummies with parents as part of a baby's individual routine.
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting, going through transition and/or as part of their sleep routine).
- Store dummies in individual hygienic dummy boxes labelled with the child's name on to prevent cross contamination with other children.
- If a dummy is dropped on the floor or is picked up by another child, this is cleaned immediately and sterilised where necessary.
- Check dummies for wear and tear before each use to ensure there is no risk of choking or ingesting worn parts.
- Never tie a dummy to a child's clothing as this poses a risk of strangulation.

### **When discouraging a dummy staff will;**

- Work with a child's parents to ensure there is a consistent approach between home and nursery.
- Have a designated place for dummies to be stored, where toddlers will be aware of.
- Ask children to take their dummy out of their mouth when talking.
- Comfort the child and if age/stage appropriate explain in a sensitive and appropriate manner why they do not need their dummy.
- Put children's emotions into words and reassure them if they are insecure or worried.
- Distract children's attention with other activities and ensure they are settled before leaving them to play.
- Offer other methods of comfort such as a toy, teddy or blanket.
- Support children to find other ways of soothing and relaxing themselves.
- Explain to the child they can have their dummy when they go home or go to sleep.
- Remember changes in habit can take time to become established.
- Praise children when they go without their dummy.
- When it is the right time, each child will be given an appropriate personalised strategy agreed between nursery and parents to encourage the phasing out of the dummy and/ or bottle.

### **Bottles and cups**

Regardless of whether a baby has been breast fed or bottle fed, it is likely that if they are starting a day care setting before the age of 12 months they may need to be bottle fed at some point during the day. This is an opportunity for close, intimate contact with a familiar person which supports the development of attachment with the baby's Key Person and settling into nursery.

At Warminster Bright Beginnings staff follow guidelines for preparing formula milk for infants in accordance with policy published by the The Food Standards Agency and the Department of Health.

### **We ask that parents help with the following:**

- Bring in your child's bottle sterilised and fully assembled with the teat and lid in place. This prevents the inside and outside of the teat from being contaminated. (alternatively, the nursery can provide a fully sterilised bottle for feeding your child, if required).
- Provide a sealed tin/packet of formula powder inside its original container; this is the best way for practitioners to ensure they are preparing feeds correctly in accordance with the guidelines detailed on the packet or tin.
- Label the formula container with child's full name.
- You can also bring in expressed milk which we will store in the fridge, this which must be labelled clearly with your child's name on.

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



## **Procedures**

Warminster Bright Beginnings will follow the routine below to ensure best practice when carrying out the task: on which to prepare the food

- Clean the surfaces thoroughly on which to prepare the feed.
- Wash hands with soap and water then dry.
- A Tommee Tippee prep machine will be used to mix every child's bottle correctly to the right temperature (water in the machine will be boiled to a temperature no less than 70C (this is to ensure that any harmful bacteria are killed).
- Re-assemble the bottle following manufacturer's instructions.
- Before a bottle is given to a child it must be checked that it is at a safe temperature (this is done by the staff member testing it on the back of their hand).

## **Sterilising bottles, cups and dummies**

- All bottles, feeder cups and dummies in the setting that have been used will be rinsed with soapy water and then rinsed with cold running water before they are sterilised.
- The setting will sterilise equipment using a microwave steamer steriliser (they will follow the manufacturers instruction of use.
- All items must be face down e.g. opening of cups, teats, bottles etc to ensure that they have been adequately cleaned.
- Once cooled down items can be used immediately or if the lid has been kept on the steriliser items remain sterilised up to 24hrs.

## **Cold water sterilisation of equipment**

Toys in the setting are regularly cleaned in diluted steriliser to discourage the spread of germs and infection.

## **Breast feeding**

We recognise the important benefits of breastfeeding for both mothers and their babies. All mothers have the right to make informed choices and staff will ensure that clear and impartial information is available to all mothers. Staff will fully support parent's choices.

We promote the Department of Health's recommendations on feeding infants, as follows.

- Breastmilk is the best form of nutrition for infants.
- Exclusive breastfeeding is recommended for the first six months (26 weeks) of an infant's life.

- Six months is the recommended age for the introduction of solid foods for infants.
- Breastfeeding (and/or breast milk substitutes, if used) should continue beyond the first six months, along with appropriate types and amounts of solid foods.

### General

- Support is offered to promote and maximise the benefits of breastfeeding to new and expectant mothers attending the setting. Information is provided in the form of leaflets and 'signposting' to support groups and other sources of information.
- Publicity materials for bottle feeding and formula milk are not displayed within the setting.
- Mothers are enabled and supported to feed their babies within the setting. Every effort will be made for mothers who wish to feed their babies in private to do so.
- Toilet and baby changing areas are not offered as areas for breastfeeding as these cannot offer a hygienic environment.
- If a visitor to the setting objects to a mother breastfeeding, the 'complainant' will be moved to an area where s/he can no longer view the mother. The mother will not be disturbed.
- Staff co-operate with healthcare professionals and voluntary support groups to ensure a consistent approach to the promotion of breastfeeding benefits throughout the setting. This will be achieved by sharing of information and resources
- Staff do not discriminate against any mother in her chosen method of feeding and will not dictate choices to mothers

Further Information and resources

Breastfeeding and bottle-feeding advice (NHS) [www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/](http://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/)

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# WARMINSTER BRIGHT BEGINNINGS

## First aid

### Policy statement

We are able to take action to administer first aid treatment in the event of an accident involving a child or adult. The majority of our staff hold a current first aid certificate on the premises, or on an outing, at any one time. The first aid qualification includes first aid training for infants and young children. A number of our staff have also attended Epipen training too. Staff who are new to the setting are asked to attend first aid training when courses become available if they do not hold a relevant qualification. We aim to ensure that first aid training is approved and is relevant to adults caring for young children.

### Procedures

The first aid kit

Our first aid kit is accessible at all times and contains the following items

- All members of staff know the location of First Aid boxes, the contents of which are in line with St John's Ambulance recommendations as follows:
  - 20 individually wrapped sterile plasters (assorted sizes)
  - 2 sterile eye pads
  - 4 individually wrapped triangular bandages (preferably sterile)
  - 6 safety pins
  - 2 large, individually wrapped, sterile, un-medicated wound dressings
  - 6 medium, individually wrapped, sterile, un-medicated wound dressings
  - a pair of disposable gloves
  - adhesive tape
  - a plastic face shield (optional)
- No other item is stored in a First Aid box.
- Vinyl single use gloves are also kept near to (not in) the box, as well as a thermometer.
- There is a named person in the setting who is responsible for checking and replenishing the First Aid Box contents.
- A supply of ice is kept in the milk kitchen and main kitchen fridges.
- The nursery also has access to an onsite AED (Automated External Defibrillator) which is located in the community centre.
- Information about who has completed first aid training and the location of the first aid box is provided to all our staff and volunteers.
- The first aid box is easily accessible to adults and is kept out of the reach of children.

Samara Ferguson is our named person in the setting who is responsible for checking and replenishing the first aid box contents (monthly or replaced when used). During this check all equipment is checked to ensure that it is in date.

- Medication is only administered in line with our Administering Medicines policy.
- In the case of minor injury or accidents, first aid treatment is given by a qualified first aider.
- In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is unduly upset or we/have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.
- Parents sign a consent form at registration allowing a member of staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that they have been informed and are on their way to the hospital.
- Accidents and injuries are recorded in our accident record book and, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.
- The setting will notify Ofsted if any serious accident, illness, injury, or death of, to any child in their care. Notification must be made as soon as is reasonably practicable after, but with any event within 14 days of the accident occurring. The setting must also notify local child Protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.

### Legal framework

- Health and Safety (First Aid) Regulations (1981)

### Further guidance

- First Aid at Work: Your questions answered (HSE Revised 2009)
- Basic Advice on First Aid at Work (HSE Revised 2008)
- Guidance on First Aid for Schools (DfEE)

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Role of signatory (e.g. chairperson & secretary)	<u>Secretary</u>	

### Other useful Early Years Learning Alliance publications

- Medication Record (2013)

# WARMINSTER BRIGHT BEGINNINGS

## Needle Stick Injuries

### Policy statement

This policy applies to all staff employed by Warminster Bright Beginnings.

### Aim of Policy

This policy is intended to ensure that where ever possible prevention of sharps injuries are paramount and reduced to a minimum. Uses of all sharps/needles are risk assessed.

All employees have a responsibility to follow policies and procedures and ensure they are trained in the use of all safer sharps devices/needle-free device, and use them safely to reduce the risk of injury to themselves, children, colleagues or members of the public.

### Needle stick injuries

Injuries from needles used in medical procedures are sometimes called needle stick or sharps injuries. Sharps can include other medical supplies, such as syringes, scalpels and lancets and glass from broken equipment.

The main risks from needle stick or sharps injuries are from Hepatitis B and C viruses and, to a lesser extent, HIV (Human Immunodeficiency Virus). The hepatitis virus causes serious inflammatory conditions of the liver. HIV may lead to developing AIDS (Acquired Immune Deficiency Syndrome), attacking the body's natural defences against illness.

### Awareness of the Hazard and Risks enables the production of appropriate effective controls, such as:

- Identifying which employees are "at risk" of receiving such injuries, to enable the prioritising of training
- Training all at risk employees in the appropriate procedures for handling sharp objects, including appropriate methods of disposing of the sharp objects.
- Provision of appropriate protective equipment to enable trained staff to handle sharp objects safely.
- All employees at risk of receiving cuts whilst at work should be kept up to date with their Tetanus injections.
- Appropriate disposal methods.
- Employees who are at risk of being injured by sharp objects (such as needles) contaminated with blood infected with HIV or Hepatitis B/C, should be provided with appropriate vaccinations/inoculations.
- Employees who are injured by sharp objects (such as needles) contaminated by blood which may be infected with HIV or Hepatitis B/C, should receive appropriate medical attention. It is recommended that we have a contingency plan for such events firstly for the affected employees so that they received prompt medical attention and are provided appropriate counselling proportionate to the potential risks. Secondly for identifying as far as practically possible the source of blood on the sharp object, so that the risk of HIV or Hepatitis B/C infection can be quantified/qualified.
- There should be a procedure for all employees to follow if they come in to contact with another person's body fluids, to limit potential infection from HIV or Hepatitis B/C.

### What to do if Discarded needles and/or syringes are found on Nursery premises.

- Use a disposal kit.
- Stay calm and assess the situation.
- You must not take avoidable risks – If it looks difficult to remove the needles, don't do it; call the Councils Environmental Health Services. Until they arrive close the area to all other persons, especially children. If this is not possible, isolate the object(s) and supervise the area.
- However **if you decide that you can do it safely or there is an urgent need to move the equipment**, here are some simple steps to take:

- Where possible, close the area to all other persons, especially children. If this is not possible, isolate the object(s) and supervise the area. (Children should be supervised by someone other than the individual dealing with the needle(s) to ensure they do not enter the area);
- Wear disposable gloves (e.g. vinyl or latex first aid type) to protect you from contact infection, but please note that these gloves will not protect you against infection from “needle stick” injury. (see laminate in nappy changing area for First Aid action to take if anyone is injured by a needle);
- If the situation seems straightforward, follow the procedure outlined in the daily time plan (e.g. container with a well secured lid, such as a large screw top or a Sharpie box, during the session. These containers to be kept out of reach from children)) it should be noted that there are dangers in issuing such storage vessels for these hazards. This should include consideration of puncture of the vessel walls by needles and the hazards presented by unlabelled or incorrectly labelled containers.
- Never attempt to pick up a needle that is not attached to a syringe. In such circumstances refer to procedures on isolating the area until Environmental Health arrives;
- Don't touch the sharp point with your fingers or hands;
- Carefully pick up needle and syringe by the blunt end, away from the point. If possible use a tool to pick up the needles.
- Don't try to put the plastic sheath back on the needle if it had fallen off;
- Put the needle (and syringe, if there is one) point first, into the container.
- When needles/syringes are discovered, surrounding area to be checked but not by combing the area by hand;
- Hands to be washed thoroughly with hot water and soap before and after removing the gloves, which should then be bagged and thrown away. Bags should be colour coded yellow in line with the disposal of other hazardous waste materials. (DO NOT PUT THE BAG IN NORMAL DOMESTIC WASTE)

**First aid and post exposure treatment**

It is normally recommended that if a needle stick injury arises the bleeding should be encouraged and the wound washed in warm running water with soap.

Where employees are working/learning away from the school site and where a risk assessment indicates a possible risk of a needle stick injury e.g. parks or other open areas, they need access to warm water. This can be done through providing canisters. This however is only an immediate treatment. More long term treatment and support may be needed and once a needle stick injury has taken place the employee should be offered immediate medical treatment.

Whenever a needle stick injury takes place, the employees must be offered counselling and periodic monitoring, as HIV, Hepatitis B and C can all have long incubation periods. The first aid and post exposure procedures should be included in the training provided.

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	1st October 2024	(date)
Date to be reviewed	1st October 2025	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	Jason Broad	
Role of signatory (e.g. chair, director or owner)	Secretary	

# WARMINSTER BRIGHT BEGINNINGS

## Sleep procedures

### Policy statement

Warminster Bright Beginnings adopts a policy of practice recommended by The Cot Death Society to minimise the risk of Sudden Infant Death. Babies and children all develop at different rates, and we must meet their needs throughout the day at nursery. As they grow they will usually develop a routine which involves reducing the length or the frequency of their daytime sleeps. Babies and children at nursery have the opportunity to rest or sleep if they need or want throughout the day.

### Aim

To ensure all babies and children have enough sleep for them to develop and to promote best practice for all children in a safe environment.

### Woodlands Class- under 2's

The safety of babies/young children sleeping is paramount in the nursery and we promote good practice and ensure we work in partnership with parents/carers.

### Procedures

- Cots, light blankets will be provided by the nursery and each child will have their own during a day. These sheets and blankets will be washed at the end of every week, if they have been soiled they will be washed straight away.
- The sleep room and classroom will be well ventilated and the temperature of the room monitored closely. The temperature of the room will be kept between 16-20C and a thermometer will be displayed on the wall.
- Light weight sleeping bags may be used for sleeping on request by a parent/carer.
- Only safety- approved cots and firm mattresses are used at the setting.
- Mattresses will be cleaned with anti-bacterial spray between every child sleeping if required.
- Older children may sleep on a safety- approved sleep mat within the sleep den.
- Safety approved buggies are used for the babies on outings.

- A sleep area will be provided in an area outside the classroom which will be a quiet area for babies/children to sleep.
- Sleep only one baby per cot.
- Babies/children's head will not be covered with blankets or bedding.
- No loose bedding, pillows bumper pads, etc. will be used in the cots **(any large soft toys that have the potential to smother a baby will be removed).**
- When a baby/child is put to sleep their feet should be at the bottom of the cot and they will be placed on their back to sleep.
- To reduce the risk of cot deaths we recommend all babies sleep on their backs **(this may only be changed if parents have requested a different preference and have given consent on their child's induction form).**
- Staff will always be present within the classroom when children are sleeping. When babies/children are sleeping they will be checked every 5 minutes and this will be recorded in a sleep log **(see procedures for sleep monitoring below).**

### **Meadows and Treetops sleep procedures**

The staff create an environment also for older children to rest or sleep e.g. a quiet area to cuddle up with a book or a portable bed made available to sleep. Parental wishes are taken into consideration, although staff cannot force a child to sleep.

#### **Procedures**

- Portable beds/sleep mats will be cleaned with bacterial spray between each child sleeping.
- Light blankets will be provided and washed after use for each child using a bed.
- A sleeping bag may be used if requested by a parent, but without a blanket.

#### **Sleep monitoring**

All sleeping children will be checked at 5-minute intervals. All staff who are working in the classrooms are responsible for checking the children. There will always be a member of staff in the room.



### Checking a child while sleeping with involve:

- Placing a hand on their chest their breathing, or putting the back of their hand near to the child's mouth to feel for breath.
- Ensuring that each child is well.
- Ensuring that child is not hot or cold.
- Ensuring, that sheets or blankets are not wrapped around the child.

The sleep log is used to record the checks and is signed by the member of staff carrying out the check. A record of each child's daily sleep pattern is also recorded.

### Phasing out

The nursery staff, in agreement with the parent/carer may suggest to them to phase out an older child's sleep in time for the start of the Summer Term to support their transition into Reception class.

Further guidance

[Safer Sleep for Babies](http://www.lullabytrust.org.uk/safer-sleep-advice) (Lullaby Trust) [www.lullabytrust.org.uk/safer-sleep-advice](http://www.lullabytrust.org.uk/safer-sleep-advice)

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## WARMINSTER BRIGHT BEGINNINGS

### Employment

#### Policy statement

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

### Procedures

## Vetting and staff selection

- The Manager and Management Committee (Jason Broad) undertake Safer Recruitment training.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All our staff have job descriptions, which set out their roles and responsibilities.  
We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- For group provision: Where an individual is subscribed to the DBS Update Service, we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- For group provision: We keep all records relating to the employment of our staff and volunteers; in particular, those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS checks and unique reference number from the DBS certificate, along with details of our suitability decision.
- We require that all our staff and volunteers keep their DBS check up-to-date and will be re-checked when necessary by the DBS Service throughout the duration of their employment with us.
- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- We will obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.
- A declaration of disqualification form is to be filled in by new applicants applying for the post.
- Staff are asked regularly of their duty to declare any changes in their circumstances that could mean they are disqualified from working with children, including by association.
- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

## Notifying Ofsted of changes

- For group provision: We inform Ofsted of any changes to our Registered Person (trustees, committee members, our provision or our manager).

## Training and staff development

- For group provision: Our manager holds a relevant level 4 qualification. Our deputy holds a relevant level 3 qualification, the majority of the team hold a relevant level 3, three members of staff holds a relevant level 2 and one member of staff is in training.
- We provide regular in-service training to all our staff - whether paid staff or volunteers through external agencies.
- Our budget allocates resources to training.
- We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
- 

### **Staff taking medication/other substances**

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

### **Managing staff absences and contingency plans for emergencies**

- Our staff take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with our manager with sufficient notice where possible.
- Where our staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary, in accordance with the individual's contract of employment.
- We have contingency plans to cover staff absences, as follows:

Bank staff to cover  
 Part- time staff to cover  
 Manager/Deputy to cover

This policy was adopted by	<u>Warminster Bright Beginnings</u>	(name of provider)
On	<u>1st October 2024</u>	(date)
Date to be reviewed	<u>1st October 2025</u>	(date)

Signed on behalf of the provider

Name of signatory

Jason Broad

Role of signatory (e.g. chairperson & secretary)

Secretary

### **Other useful Early Years Alliance publications**

- Employee Handbook (2016)
- Recruiting Early Years Staff (2016)
- People Management in Early Years (2016)

## **WARMINSTER BRIGHT BEGINNINGS**

### **Induction of employees and volunteers**

#### **Policy statement**

We provide an induction for all employees and volunteers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

#### **Procedures**

On induction for all new staff includes the following:

- Being given an induction staff Information pack.
  - Are required to undertake on line training before employment commences such as, Food hygiene level 2, Awareness of child abuse and neglect, Female genital mutilation, Protecting children from sexual exploitation, Prevent duty and Channel awareness.
  - Introductions to all employees and volunteers, including management committee members.
  - Familiarisation with the building, health and safety, and fire and evacuation procedures.
  - Safeguarding procedures are explained and relevant flowcharts and forms shown.
  - Ensuring our policies and procedures are read and adhered to.
  - Introduction to the parents, especially parents of allocated key children where appropriate.
  - Familiarisation with confidential information in relation to any key children where applicable.
  - Details of the tasks and daily routines to be completed.
- The induction period lasts at least two weeks. For group provision: The manager/ senior member of staff inducts new employees and volunteers.
  - During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
  - Successful completion of the induction forms part of the probationary period.

- Following induction, we continue to support our staff to deliver high quality performance through regular supervision and appraisal of their work.
- The settings Disciplinary procedures and Grievances procedures are displayed on the wall of the staff room. Staff are made aware of this and they are also given out in a staff pack on induction.
- The settings Privacy Notice is shared with staff/ volunteers, this explains what personal data we collect, why we collect it and how we use it. It also states the Legal Basis under which we operate. Warminster Bright Beginnings has always taken your privacy seriously. We are committed to ensuring that staff personal data is protected in accordance with the law and used in line with what would reasonably be expected by employees and other staff.

### Personal belongings

Warminster Bright Beginnings recognise that employees may want to bring certain personal items to work. Employees are expected to exercise reasonable care to safeguard personal items brought to work. Warminster Bright Beginnings management are not responsible for the loss, damage, or theft of personal belongings, and employees are advised not to carry unnecessary amounts of cash or other valuables with them when they come to work. Lockers are provided for all staff and volunteers in the setting.

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On	1st October 2024	(date)
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Signed on behalf of the provider		
Name of signatory	Jason Broad	
Role of signatory (e.g. chairperson & secretary)	Secretary	

### Other useful Pre-school Learning Alliance publications

- Employee Handbook (2016)
- Recruiting Early Years Staff (2016)
- People Management in the Early Years (2016)
- Data Protection 2018

## WARMINSTER BRIGHT BEGINNINGS

### Staffing/Code of conduct

#### Policy statement

Our setting is committed to promoting family friendly employment practises to help staff balance work and family commitments. The setting will make every effort to be flexible with staff to promote harmonious working relationships.

The setting will work with staff to ensure that all employment legislation and regulation – including Statutory Maternity Pay, Statutory Paternity Pay, Parental Leave, Statutory Sick Pay and Working Time Regulations – are adhered to. In return the setting expects honesty, loyalty and diligence from its staff.

The written detail of employment contracts, including rates and levels of pay and other term and conditions, are the responsibility of the Registered Person.

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements. All staff are also asked to join the Up Date Service. Management/ Committee who appoint new staff undertake up to date Safer Recruitment training. Staff are asked regularly of their duty to declare any changes in their circumstances that could mean they are disqualified from working with children. We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them to.

#### Procedures

For childcare on non-domestic premises in a nursery

To meet this aim we use the following ratios of adult to children:

- Children under two years of age: 1 adult: 3 children:
- Children in our two to three year old class: 1 adult: 5 children (we will normally work on a 1:4 ratio, however in certain circumstances such as staff sickness we will adapt and use a 1:5 ratio)
- Children in our 3's to rising 5's class: 1 adult: 8 children

- Where there is an under two-year-olds' room, the member of staff in charge of that room has suitable experience of working with under twos.
- We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.
- A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy.
- Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight or hearing of staff at all times.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.
- The Key Person is responsible for observing, assessing and ensuring that their key Child's next steps are being met. This information is recorded in their child's Learning Journey.
- Time in the setting is allocated to staff working on their child's online Learning Journey.

### **Code of conduct**

- All members of staff are expected to conduct themselves at all times in a professional, courteous, helpful, warm and consistent manner towards other members of staff, parent/carers and outside agencies.
- Always act with honesty and integrity.
- Recognise the importance of punctuality and reliability to the smooth running of the nursery, and that excessive lateness can result in disciplinary action.
- Always carry out their duties and responsibilities to the best of their ability.
- Always put the needs of any children in their care first.

- Members of staff are expected to display knowledge and understanding of safeguarding, multi-cultural issues and a commitment to treating all children as individuals and with equal concern and respect.
- Mobile phones are allowed on the settings premises but must not be used outside of the staff room area or in the main office.
- The manager will ensure that space is made during the working day for staff to take regular breaks, ensuring that no staff exceeds the legal limit of six hours consecutive work without a break.
- Under no circumstances should any arguments or disagreements between members of staff occur in the presence of children or parents/carers.
- No smoking, alcohol or drug use is allowed on the setting premises.
- No bullying, swearing, harassment or victimisation will be tolerated on the settings.
- If there is an incident where staff feel there may be a concern, they should discuss the circumstances that informed their action, or their proposed action with a senior colleague, to help ensure that the safest practices are employed and the risk of actions being misinterpreted reduced.
- Records should be made of any incidents and decisions made.
- Raise concerns/issues with involved staff members only.
- Discrimination, bullying, harassment or intimidation, including physical, sexual and verbal abuse, will not be tolerated.
- Staff members will not misuse or misrepresent their position, qualifications or experience, or bring the nursery into disrepute.
- Staff members will inform the Nursery Manager if they are subject to a criminal conviction, caution, ban, police enquiry, investigation or pending prosecution. Staff must sign an additional declaration of disqualification.
- Staff members will not accept friend requests from parents/carers on social media platforms and staff will not post anything onto social media that could be construed to have an impact on the Nursery's reputation.

### **Appearance and dress**

- Members of staff will have regard for wearing appropriate clothes and shoes when working with children and with awareness of health and safety issues.

### **Valuing staff**

- The Manager will arrange regular staff meetings where all staff are able to discuss and contribute in a positive manner.



- The Manager will encourage staff to contribute to the development and quality of the program of activities provided.
- All staff will have an annual appraisal and regular supervision meetings and will be encouraged to attend training courses to enhance their skills.
- The Committee and Manager will make themselves available to all staff to discuss any concerns relating to the setting

**Attendance/absences**

- All staff members will attend work in accordance with their contract of employment and associated terms and conditions in relation to hours, days of work and holidays.
- If staff are unable to attend work due to illness or other medical condition, they must contact the Manager prior to the start of the working day, in the case of the Manager not being available on that day they must contact the Deputy Manager prior to the start of the working day.
- Staff should indicate why they are unable to attend work and when they expect to return.
- The Manager will keep records of all sick leave, other absences and lateness.

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On	1st October 2024	(date)
Date to be reviewed	1st October 2025	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	Jason Broad	
Role of signatory (e.g. chairperson & secretary)	Secretary	

**Other useful Early Years Learning Alliance publications**

- Employee Handbook (2016)
- Recruiting Early Years Staff (2016)
- People Management in the Early Years (2016)

# WARMINSTER BRIGHT BEGINNINGS

## Whistle blowing

### Policy statement

We are committed to the highest possible standards of openness probity and accountability. We encourage employees and others with genuine concerns about any person linked with the setting and/or others (e.g. Parents/Carers) to come forward and voice their concerns.

We aim to:

- Provide avenues for you to raise genuine concerns and receive feedback on any action taken.
- Allow you to take the matter further if you are dissatisfied with the outcome or response.
- Reassure you that steps will be taken to protect you from reprisals or victimisation for whistle blowing in good faith.

There are existing procedures in place to enable you to lodge a grievance relating to staff's own employment, Parent/Carers concerns or complaints, and issues raised by outside agencies.

This Whistle Blowing policy is intended to cover genuine concerns that fall outside the scope of other procedures.

That concern may be about something that:

- Is against the policy and procedures of the Warminster Bright Beginnings
- Falls below established standards of practice
- Amounts to improper conduct
- Is a Health and Safety risk, includes risk to the public as well as children, other colleagues, Parents/Carers and others
- Contradicts Warminster Bright Beginnings Code of Conduct (in Employee's handbook)
- Contributes to a safeguarding risk involving children in the care of Warminster Bright Beginnings

### Harassment or victimisation

Warminster Bright Beginnings recognises that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisal. The nursery will not tolerate harassment or victimisation and will take action to protect you when you raise a concern in good faith. However, if

you feel you have suffered harassment, either directly or indirectly as a result of raising a concern, you should refer to the Employers Handbook, or Complaints policy.

### **Confidentiality**

Warminster Bright Beginnings will do its best to protect your identity when you raise a concern, however, it must be appreciated, that in the interests of natural justice, any investigation process may reveal the source of the information and a statement by you may be required as part of evidence.

### **Anonymous Allegations**

You are strongly encouraged to put your name to any allegation. Concerns expressed anonymously are much less powerful. Anonymous allegations will be considered and any action taken at the discretion of the Warminster Bright Beginnings Management Committee.

In exercising this discretion, the following factors will be taken into account when considering how to deal with any allegations:

- The seriousness of the issues raised
- The creditability of the allegation
- The likelihood of confirming the allegation from attributable sources

### **Malicious or Vexatious allegations – Staff**

If you make an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against you. However, you make a malicious or vexatious allegation, disciplinary action may be taken against you in accordance with the nursery procedures.

### **How to raise a concern (for employees)**

As a first step, you should usually raise concerns to your Line Manager or Senior Member of staff. This depends however, on the seriousness and sensitivity of the issues involved and who you think may be involved in the malpractice. For example, if you think your Line Manager is involved, you should approach Senior Management. If you feel that your concerns have not been addressed, then all concerns can be taken to the Management Committee. Any Safeguarding concerns (Procedures in the Safeguarding policy must be followed in line with Wiltshire Safeguarding Vulnerable People Partnership). Concerns are better to be raised in writing. You are advised to set out background and history of your concerns, giving names, dates and places, where possible, and the reason why you are particularly concerned about the situation.

Although you are not expected to prove the truth of an allegation, you will need to demonstrate to the person contacted that there are sufficient grounds for initial enquiries to be made.

The action taken by the Warminster Bright Beginnings will depend on the nature of the concern. The matter raised may:

- May be investigated internally
- Be referred to the police
- Be referred to Ofsted
- Be referred to Social Services

Some concerns may be resolved by agreed actions without the need for investigation.

### **HOW THE MATTER CAN BE TAKEN FURTHER**

Any Safeguarding concerns follow Wiltshire Safeguarding Vulnerable People Partnership guidelines. (see our Safeguarding and Child Protection policy).

If the complaint has not been dealt with in a manner which is satisfactory to the employee, Parent/Carer or others involved, then they can contact OFSTED directly (details displayed in nursery entrance)

By registering a formal complaint with OFSTED an Inspector may be sent to the nursery to carry out a further investigation.

Ultimately, if an issue cannot be resolved and the member of staff believes a child remains at risk because the setting or the local authority have not responded appropriately, the NSPCC have introduced a whistle-blowing helpline 0800 028 0285 for professionals who believe that:

- their own or another employer will cover up the concern
- they will be treated unfairly by their own employer for complaining
- if they have already told their own employer and they have not responded

**Warminster Bright Beginnings undertakes to ensure that all aspects of the nursery policies and procedures are kept under review and that they operate in a non-discriminatory manner.**

**The Management will ensure that all Staff, Parents/ Carers, Voluntary workers and others are aware of the policy and any channels through which they lodge complaints and appeals on the matter.**

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	<hr/> 1st October 2024	(date)
Date to be reviewed	<hr/> 1st October 2025	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	<hr/> Jason Broad	
Role of signatory (e.g. chairperson & secretary)	<hr/> Secretary	
	<hr/>	

## **WARMINSTER BRIGHT BEGINNINGS**

### **Student placements**

#### **Policy statement**

We recognise that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

#### **Procedures**

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage

- To have a satisfactory enhanced DBS check with barred list check, join the up-date service and suitable references.
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short-term basis are not counted in our staffing ratios.
- Trainee staff and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

This policy was adopted by	Warminster Bright	(name of provider)
	Beginnings	
On	1st October 2024	(date)
Date to be reviewed	1st October 2025	(date)
Signed on behalf of the provider		
Name of signatory	Jason Broad	
Role of signatory (e.g. chairperson & secretary)	Secretary	

# WARMINSTER BRIGHT BEGINNINGS

## Alcohol and drugs

### Policy statement

It is our intention to provide a safe and secure environment for the children this includes protecting them from staff, helpers, or parent/carers whose actions appear to be inappropriate resulting from the influence of drink and drugs.

### How we aim to safeguard children, staff, parents and carers

- To ensure all staff understand if they were to enter the premises under the influence of drugs or alcohol realise this is not acceptable and will be asked to leave the premises.
- To ensure parents/carers understand that we have a duty of care to safeguard their child and if they enter the building under the influence of drugs or alcohol staff may not be happy to hand over a child so alternative arrangements will need to be made to collect the child (see Non collection of children policy).
- Any adults making a nuisance of themselves under the influence of drugs or alcohol will be asked to leave the premises

### Prescribed Medication used by staff

On a staff induction, staff will be asked to inform the nursery manager whether they are taking any medication that may affect their ability to care for children (e.g. medication such as antihistamine which clearly states caution about driving/operating machinery because the drug can make them drowsy).

### Procedures

#### How we aim to safeguard children, staff, parents and carers

- To ensure all staff understand if they were to enter the premises under the influence of drugs or alcohol realise this is not acceptable and will be asked to leave the premises.
- To ensure parents/carers understand that we have a duty of care to safeguard their child and if they enter the building under the influence of drugs or alcohol staff may not be happy to hand over a child so alternative arrangements will need to be made to collect the child (see Non collection of children policy).
- Any adults making a nuisance of themselves under the influence of drugs or alcohol will be asked to leave the premises.

This policy was adopted at a meeting of	Warminster Bright Beginnings	name of setting
Held on	1st October 2024	(date)
Date to be reviewed	1st October 2025	(date)
Signed on behalf of the management committee		
Name of signatory	Jason Broad	
Role of signatory (e.g. chair/owner)	Secretary	

## WARMINSTER BRIGHT BEGINNINGS

### Menopause

#### Policy Statement

We recognise that women can experience the menopause at any stage, whether that be before, during or after hormonal changes and associated symptoms, and therefore may need additional support, consideration and some reasonable adjustments within the workplace. We are committed to developing a workplace culture that supports staff experiencing the menopause allowing them to feel confident to raise issues about their symptoms and ask for reasonable adjustments at work.

#### How we aim to support staff effected by the menopause

- Managers are aware of how the menopause can affect members of staff and understand how they can support those experiencing the menopause at work.
- Ensure that staff feel they can openly instigate conversation or engage within conversations about the menopause in a respectful and supportive manner.
- Raise awareness and understanding among all staff about the employees.

#### Definitions and symptoms

- Menopause is defined as a biological stage in a woman's life that occurs when she stops menstruating and reaches the end of her natural reproductive life. Usually, it is defined as having occurred when a woman has not had a period for twelve consecutive months (for women reaching menopause naturally). For most women, the menopause starts between the ages of 45 and 55.
- Premature menopause happens when a woman's periods stop before the age of 45. This is known as premature menopause or premature ovarian insufficiency (POI). For some women, it can be experienced at a much younger age, in their 30s or even younger. It can happen naturally, or as a side effect of some treatments. The NHS estimates that around 1 in 100 women experience the menopause before 40 years of age.
- Perimenopause is the time leading up to menopause when a woman may experience changes, such as irregular periods or other menopausal symptoms. This can be years before menopause.
- Postmenopause is the time after menopause has occurred, starting when a woman has not had a period for twelve consecutive months.

**Symptoms can vary greatly, and will commonly include (but not limited to):**



- Hot flushes
- Night sweats
- Anxiety
- Dizziness
- Fatigue
- Memory loss
- Depression
- Headaches
- Recurrent urinary tract infections
- Joint stiffness, aches and pains
- Reduced concentration
- Heavy periods
- 

### **Roles and responsibilities**

- All members of staff should take responsibility for their own health.
- Staff should be willing to support and help their colleagues.
- Staff should be understanding of necessary adjustments their colleagues may receive as a result of menopausal symptoms.
- Staff should seek further support from the Mental Health First Aider or committee if they feel unable to talk to their line manager.

### **All managers should**

- Familiarise themselves with the Menopause policy and have open discussions about menopause whilst treating the discussion with sensitivity and remaining confidential.
- Ensure ongoing communication and regular check-ins.
- Support staff to seek further assistance.
- Ensure the setting achieves a comfortable working temperature for employees and allow flexibility within its dress code where reasonable.

This policy was adopted at a meeting of	Warminster Bright Beginnings	name of setting
Held on	1st October 2024	(date)
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Signed on behalf of the management committee		
Name of signatory	Jason Broad	
Role of signatory (e.g. chair/owner)	Secretary	

## WARMINSTER BRIGHT BEGINNINGS

### Risk assessment

#### Policy statement

We believe 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. Individuals are also responsible for ensuring their own and others safety.

Risk assessment means:

Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to.

The law does not require that all risk is eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Health and safety risk assessments inform procedures. Risk assessments are displayed in the foyer area for staff and parents to view procedures and add comments to the risk assessment – they are the ones with first-hand knowledge as to whether the control measures are effective – and they can give an informed view to help update procedures accordingly.

This policy is based on the five steps below:

- Identification of a risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, volunteers etc?
- Assessment as to whether the level of a risk is high, medium, low. This takes into account both 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 manager undertakes training and ensure our staff and volunteers have adequate training in health and safety matters.
- All staff are made aware of the risk assessment process to ensure understanding and compliance of how they manage risks.
- Our risk assessment process covers adults and children and includes:
  - determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
  - checking for and noting hazards and risks indoors and outside, in relation to our premises and 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 timescales for action, the person responsible for the action and any funding required.
- Where more than five staff and volunteers are employed, the risk assessment is written and is reviewed regularly.
- We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.
- Our manager ensures that checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out annually and records are kept.
- Our manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.
- Our manager ensures that staff members carry out risk assessments for work practice including:
  - changing children;
  - preparation and serving of food/drink for children;
  - children with allergies and special dietary needs or preferences;
  - cooking activities with children;
  - preparation of milk and other food/drink for babies
  - supervising outdoor play and indoor/outdoor climbing equipment;
  - putting young children to sleep;
  - assessment, use and storage of equipment for disabled children;
  - the use and storage of substances which may be hazardous to health, such as cleaning chemicals;

- visitors to the setting who are bring equipment or animals as part of children’s learning experiences; and
- following any incidents involving threats against staff or volunteers.
- Our manager ensures that staff members carry out risk assessments for off-site activities if required, including:
  - children’s outings;
  - other off-site duties such as attending meetings, banking etc.

**Legal framework**

- Management of Health and Safety at Work Regulations (1999)

**Further guidance**

- Five Steps to Risk Assessment (HSE 2011)

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	<hr style="border: none; border-top: 1px solid black;"/>	
	1st October 2024	(date)
Date to be reviewed	<hr style="border: none; border-top: 1px solid black;"/>	
	1st October 2025	(date)
Signed on behalf of the provider	<hr style="border: none; border-top: 1px solid black;"/>	
Name of signatory	Jason Broad	
Role of signatory (e.g. chair, director or owner)	Secretary	
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**Other useful Early Years Learning Alliance publications**

- Managing Risk (2009)

## WARMINSTER BRIGHT BEGINNINGS

### Health and safety general standards

#### Policy statement

We believe 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.

- We aim to make children, parents, staff and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staffs responsible for health and safety is:

#### Jo Webster (Nursery Manager) and Building Manager Heidi Murray

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- They competent to carry out these responsibilities.
- They have undertaken health and safety training and regularly knowledge and understanding.
- For employers: we display the necessary health and safety poster in

#### The Foyer area

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#### Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in:

**On the notice board outside the manager's office.**

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#### Procedures

##### Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- We keep records of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- We explain health and safety issues to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.

- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at our staff meetings.
- We operate a no-smoking policy.
- We make children aware of health and safety issues through discussions, planned activities and routines.

## **Windows**

- Low level windows are made from materials that prevent accidental breakage or we ensure that they are made safe.
- We ensure that windows are protected from accidental breakage or vandalism from people outside the building.
- Our windows above the ground floor are secured so that children cannot climb through them.
- We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.
- Windows are opened regularly to ensure flow of air.

## **Doors**

- We take precautions to prevent children's fingers from being trapped in doors.

## **Floors and walkways**

- All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
- Walkways and stairs are left clear and uncluttered.
- Stair gates are in place at the foot and top of the stairs.

## **Electrical/gas equipment**

- We ensure that all electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Electric sockets, wires and leads are properly guarded and we teach the children not to touch them.
- There are sufficient sockets in our setting to prevent overloading.
- We switch electrical devices off from the plug after use.
- We ensure that the temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas of our setting, including storage areas.

## **Storage**

- All our resources and materials, which are used by the children, are stored safely.
- All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

## **Outdoor area**

- Our outdoor area is securely fenced. All gates and fences are childproof and safe.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides (plants to be removed and pesticides to be used holiday time only).
- We leave receptacles upturned to prevent collection of rainwater. Where water can form a pool on equipment, it is emptied and cleaned daily before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- We check that children are suitably attired for the weather conditions and type of outdoor activities. Sun cream (if parents have given permission) is applied and hats are worn during the summer months.
- Children who have no adequate means of sun protection, such as hat, long sleeves and trousers or sun cream, will not be able to play outdoors in un-shaded areas.
- Outdoor play is avoided in extreme heat between noon and 3pm.
- We supervise outdoor activities at all times, and particular children on climbing equipment. disabled children or those less ambulant.

## **Drones**

If there are concerns about a 'drone' being flown over the outdoor area, that may compromise children's safety or privacy, the setting manager will contact the police on 101.

- Children will be brought inside immediately.
- Parents will be informed that a Drone has been spotted flying over the outdoor area and will be advised fully of the actions taken by the setting.
- The police will have their own procedures to follow and will act accordingly.
- If at any point following the incident, photographs taken by a drone emerge on social media that could identify the nursery or individual children, these are reported to the police.
- A record is completed on an Incident Record unless there is reason to believe that the incident might have safeguarding implications, for example:
  - the drone has hovered specifically over the outdoor area for any length of time
  - there is a likelihood that images of the children have been recorded

- is spotted on more than one occasion
- if the Police believe there is cause for concern

Where this is the case, Safeguarding children procedures are followed.

## **Hygiene**

- We seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting, which includes the play rooms, kitchen, rest area, toilets and nappy changing areas. Children do not have unsupervised access to the kitchen.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.
- We implement good hygiene practices by:
  - cleaning tables between activities;
  - Any cleaning cloths used for surfaces are disposed of daily.
  - cleaning and checking toilets regularly;
  - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
  - providing sets of clean clothes;
  - providing tissues and wipes; and
  - ensuring individual use paper towels and toothbrushes.

## **Activities, resources and repairs**

- Before purchase or loan we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
- We keep a full inventory of all items in the setting for audit and insurance purposes.
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- We make safe and separate from general use any areas that are unsafe because of repair is needed.
- All our materials, including paint and glue, are non-toxic.
- We ensure that sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- We teach children to handle and store tools safely.



- We check children who are sleeping regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded. Large pieces of equipment are discarded only with [the consent of the manager and the Committee].

### **Jewellery and accessories**

- Our staff are informed of dress code for setting on induction and in staff pack e.g. jewellery, fashion accessories, shoes and clothing that may pose a danger to themselves or children.
- Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.
- We ensure that hair accessories are removed before children sleep or rest.

### **Safety of adults**

- We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- We provide safe equipment for adults to use when they need to reach up to store equipment or to change light bulbs.
- We ensure that all warning signs are clear and in appropriate languages.
- For group provision: We ensure that adults do not remain in the building on their own.
- We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

### **Control of substances hazardous to health**

- Our staff implement the current guidelines of the Control of Substances Hazardous to Health Regulations (COSHH).
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals.
- Hazardous substances are stored safely away from the children.
- We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
- We keep all cleaning chemicals in their original containers.
- We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use:

- bleach;
- anti-bacterial cleaning agents, except in the toilets, nappy changing area and food preparation areas. Anti-bacterial spays are not used when children are nearby.
- Environmental factors are taken into account when purchasing, using and disposing of chemicals.
- All members of staff are vigilant and use chemicals safely.
- Members of staff wear protective gloves when using cleaning chemicals.

Anti-bacterial sanitiser unless specifically advised during an infection outbreak such as Pandemic flu and going out on outings when there is not easy access to running water.

### Legal framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations (1999)
- Electricity at Work Regulations (1989)
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations (1992 (As Amended 2004))
- Health and Safety (Display Screen Equipment) Regulations (1992)

### Further guidance

- Health and Safety Law: What You Need to Know (HSE Revised 2009)
- Health and Safety Regulation...A Short Guide (HSE 2003)
- Electrical Safety and You: A Brief Guide (HSE 2012)
- Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)
- Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011)

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	<hr style="border: none; border-top: 1px solid black;"/>	
Date to be reviewed	2 <sup>nd</sup> October 2024	(date)
Signed on behalf of the provider	<hr style="border: none; border-top: 1px solid black;"/>	
Name of signatory	1st October 2025	(date)
Role of signatory (e.g. chair, director or owner)	Jason Broad	
	Secretary	
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### Fire safety and emergency evacuation

#### Policy statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and our staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer or Fire Safety Consultant (Aspire). A Health and Safety Log Book is used to record the findings of risk assessment, any actions taken or incidents that have occurred and our fire drills.

**Designated Fire Marshalls are: Management and Senior Staff**

#### Procedures

##### Fire safety risk assessment

- The basis of fire safety is risk assessment, carried out by a 'competent person'.
- The manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
  - Our/My fire safety risk assessment focuses on the following for each area of the setting:
  - Electrical plugs, wires and sockets.
  - Electrical items.
  - Gas boilers.
  - Cookers.
  - Matches.
  - Flammable materials – including furniture, furnishings, paper etc.
  - Flammable chemicals.
  - Means of escape.
  - Anything else identified.

We will ensure that we have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.

##### Fire safety precautions taken

- We ensure that fire doors are clearly marked, never obstructed and easily opened from the inside.
- We ensure that smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.

- We have all electrical equipment checked by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
- . 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 MOD carry out regular inspections on equipment e.g. fire extinguishers and also check no obstacles are blocking fire exits routes.
- Records are kept of fire drills and of the servicing of fire safety equipment

### **Emergency evacuation procedure**

Every setting is different and the evacuation procedure will be suitable for each setting. It must cover procedures for practice drills including:

- How children are familiar with the sound of the fire alarm.
- How the children, staff and parents know where the fire exits are.
- How children are led from the building to the assembly point.
- How children will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services, and when, in the event of a real fire.
- How parents are contacted.

### **Fire drills**

These are carried out by the Building Manager or Nursery Manager.

We hold fire drills termly and record the following information about each fire drill in the Fire Safety Log Book:

- The date and time of the drill.
- Number of adults and children involved.
- How long it took to evacuate.
- 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

## Further guidance

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

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	<hr/> 1st October 2024	(date)
Date to be reviewed	<hr/> 1st October 2025	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	<hr/> Jason Broad	
Role of signatory (e.g. chair, director or owner)	<hr/> Secretary	
	<hr/>	

## WARMINSTER BRIGHT BEGINNINGS

### Recording and reporting of accidents and incidents

#### Policy statement

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (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 folder:

- is kept in a safe and secure place;
- is accessible to our staff and volunteers, who all know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

#### Reporting accidents and incidents

- Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:
  - Food poisoning affecting two or more children looked after on our premises

- A serious accident, injury or serious illness.
- The death of a child in our care.
- Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.
- Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.
- We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Health and Safety Executive (HSE):
  - Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.
  - Any work-related accident leading to a specified injury to one of our employees.. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations.
  - Any work-related accident leading to an injury to one of our employees which results in them being unable to work for seven consecutive days. All work-related injuries that lead to one of our employees being incapacitated for three or more days are recorded in our accident book.
  - When one of our employees suffers from a reportable occupational disease or illness as specified by the HSE.
  - Any death, of a child or adult, that occurs in connection with a work-related accident.
  - 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.
  - Information for reporting incidents to the Health and Safety Executive is provided in the Pre-school Learning Alliance's Accident Record publication. Any dangerous occurrence is recorded in our incident book (see below).

### **Incident folder**

- We have ready access to telephone numbers for emergency services, including the local police. Where we are responsible for the premises we have contact numbers for the gas and electricity emergency services, and a carpenter and plumber. Where we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.
- On discovery of an incident, we report it to the appropriate emergency services – fire, police, ambulance – if those services are needed.

- If an incident occurs before any children arrive, our committee/manager risk assesses this situation and decides if the premises are safe to receive children. Our manager may decide to offer a limited service or to close the setting.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.
- If a crime may have been committed, we ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an incident book for recording major incidents, including some of those that that are reportable to the Health and Safety Executive as above.
- These incidents include:
  - a break in, burglary, or theft of personal or our setting's property;
  - an intruder gaining unauthorised access to our premises;
  - a fire, flood, gas leak or electrical failure;
  - an attack on an adult or child on our premises or nearby;
  - any racist incident involving families or our staff on the setting's premises;
  - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises;
  - the death of a child or adult; and
  - a terrorist attack, or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the 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 and Emergency Evacuation Policy will be followed and our 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 our premises, e.g. through an injury 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 (As Amended)

## Further guidance

- RIDDOR Guidance and Reporting Form: [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor)

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	<hr/> 1st October 2024	(date)
Date to be reviewed	<hr/> 1st October 2025	(date)
Signed on behalf of the provider		
Name of signatory	<hr/> Jason Broad	
Role of signatory (e.g. chairperson & secretary)	<hr/> Secretary	
	<hr/>	

## Other useful Early Years Learning Alliance publications

- Accident Record (2013)
- Reportable Incident Record (2012)

## WARMINSTER BRIGHT BEGINNINGS

### Food hygiene

### Policy statement

We provide and/or serve food for children on the following basis

- Breakfast is available on request.
- Snacks.
- Ready meals provided from home in moderation.  
(see our food and drink policy for more information.)
- Packed lunches.



We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food. Food menus are on display which display the allergens in food we provide for snacks and meals in the foyer area for parents to view.

We are registered as a food provider with the local authority Environmental Health Department.

## **Procedures**

- Our staff with responsibility for food preparation understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to our setting set out in Safer Food, Better Business (Food Standards Agency 2011). The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
  - All our staff follow the guidelines of Safer Food, Better Business.
  - All our staff who are involved in the preparation and handling of food undertake online food hygiene Level 2 training before employment commences.
  - Staff who are responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See Safer Food, Better Business)
  - We use reliable suppliers for the food we purchase.
  - Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
  - Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home (parents are also asked to provide ice- packs in their child's lunch box).
  - Food preparation areas are cleaned before and after use.
  - There are separate facilities for hand-washing and for washing-up.
  - All surfaces are clean and non-porous.
  - All utensils, crockery etc. are clean and stored appropriately.
  - Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
  - are supervised at all times;
  - understand the importance of hand-washing and simple hygiene rules;
  - are kept away from hot surfaces and hot water; and
  - do not have unsupervised access to electrical equipment, such as blenders etc.

## Reporting of food poisoning

Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within our setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
- We notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.

## Legal framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs

## Further guidance

- Safer Food Better Business (Food Standards Agency 2011)

This policy was adopted by	Warminster Bright Beginnings	name of setting
On	1st October 2024	(date)
Date to be reviewed	1st October 2025	(date)
Signed on behalf of the provider		
Name of signatory	Jason Broad	
Role of signatory (e.g.chair / secretary)	Secretary	

## WARMINSTER BRIGHT BEGINNINGS

### Admissions

#### Policy statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

#### Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community e.g. local paper, Facebook and our website.
- We ensure that information about our setting is accessible, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- We arrange our waiting list in birth order. In addition, our policy may take into account:
  - Vulnerable children;
  - the length of time on the waiting list;
  - the capacity of the setting to meet the individual needs of the child.
- We offer funded places in accordance with the Code of Practice for and any local conditions in place at the time.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- Our setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.
- Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We support children and/or parents with disabilities to take full part in all activities within our setting.
- We monitor the needs and background of children joining our setting on the registration form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Equality Policy.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

#### Children with SEND

- The manager must seek to determine an accurate assessment of a child's needs at registration. If the child's needs cannot be met from within the setting's core budget, then an application for SEN inclusion funding must be made immediately.
- Children with identified SEND must be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility in the setting. If a child's needs determine that adjustments need to be made, the manager must outline a realistic timeframe for completion, detailing the nature of adjustments e.g. risk assessment, staff training, health care plan and all other adjustments required. The child's safety at all times is paramount.
- At the time of registration, the manager must check to see if a child's family is in receipt of Disability Living Allowance, if so, the manager must ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the setting manager will support the family in their application. More information can be found at [www.gov.uk/disability-living-allowance-children/how-to-claim](http://www.gov.uk/disability-living-allowance-children/how-to-claim).
- Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is scrutinised by the setting manager to avoid discrimination and negative impact on the child and family. During a preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

### **Safeguarding/child protection**

If information is provided by the parents that a child who is starting at the setting is currently, or has had involvement with social care, the designated person will contact the agency to seek further clarification.

Parents are advised on how to access the setting's policies and procedures.

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	<u>1st October 2024</u>	(date)
Date to be reviewed	<u>1st October 2025</u>	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	<u>Jason Broad</u>	
Role of signatory (e.g. chair, director or owner)	<u>Secretary</u>	
	<hr/>	

### **Other useful Early Years Learning Alliance publications**

- Seasonal Hello Posters (2006)

# WARMINSTER BRIGHT BEGINNINGS

## Charging Policy

### Parents as Partners

### Procedures

Bright Beginnings is a charity that is run on a non-profit basis. It is important that parent/carers pay all fees promptly and in full otherwise the nursery will not be able to operate. It is our intention to make our nursery accessible to children and families from all sections of the local community.

### Aims

- Ensure our charges are fair and affordable.
- Review all charges regularly.
- All parents/carers will be given notice of increased charges in the term prior to its effective date.
- The primary objective of any monetary increase is made to sustain the nursery, not to increase its bank balance.
- We will be aware of the charges made at other local childcare provisions and always remain competitive.
- The Government grant which covers 15 hours per week for children that are entitled to the 9 month - 2-year-old funding and the Government grant which covers 15-30 hours per week for children that are entitled to the 3 to 4 year olds funding, will be maintained at all times subject to session availability. All 2, 3 & 4 year olds can get 570 hours of early years education or childcare per year, this works out as 15 hours a week over 38 weeks of the year. Children eligible for 30 hours funding works out as 1140 hours per year.
- We ensure that the 30 hours hours will be accessible over 38 weeks.
- All non-funded children will be charged a non-refundable registration fee of £100 to secure/retain a place.
- All funded children will be charged a £100 non-refundable deposit to secure/retain a place (£70 deducted from the first month's fees, and £30 admin fee).

In order for us to offer high quality, flexible childcare it is important that our funding is guaranteed. It is, therefore, imperative that parent/carers pay for childcare they use when invoiced.

### **Terms and conditions:**

- All fees are payable monthly in advance
- Parents/ carers will be invoiced monthly. They will be expected to pay the bill in full within 10 working days.
- Payments can be made in cash or online. (No cheques please) Any charges arising from payment in un-cleared funds will be passed on to the parent/carer.
- In consultation with the nursery Manager/ Treasurer, payment plans may be organised. These break down the monthly bill to weekly payments. These payments must be paid on the dates arranged. If any agreed payments are not paid within 10 working days, then the Child's place is at risk. The nursery committee reserves the right to refuse payment plans to families who have previously made late payments.
- There is no potential to swap sessions once allocated, but if a child leaves and there is a free session it may be possible to arrange. Extra sessions may be booked subject to availability with 24-hour notice as long as you are not in arrears for sessions already invoiced, these are payable on the day.
- If payment is not received in full within 10 working days of the invoice by the agreed date for those on a payment plan set up, we reserve the right to withdraw the Childs nursery place with immediate effect. If the place is withdrawn for this reason the full fee for the month remains due.
- Charges will be made for sessions even when a child is absent through illness or holiday.
- Charges will be made for the late collection of children. This will be £6 for up to 15 minutes late and another £6 for any part of any 15 minutes thereafter. Any late collection after 4.00pm, charges will increase to £20 for up to 15 minutes late and another £20 for any part of any 15 minutes thereafter.
- Charges may be made for sessions when the nursery is unable to open due to circumstances beyond our control e.g. extreme weather, flooding etc
- Additional charges may apply for special event e.g. outings, Christmas party etc.
- The notice period withdrawing a child is one month's paid notice; this will be inclusive of the hours your child is attending at the time notice is given.
- We will seek to pursue all defaulters of payment through the County Courts.

### **Sickness and holiday**

If your child is off due to being unwell their session will still need to be paid for. If you take your child out of the setting for a holiday during term- time fees will still need to be paid.

Sessions missed cannot be transferred to a different session day.

### **Additional charges**

A consumables charge will be made to funded children. This charge is £2.00 per session (£4.00 per day). In the Early Years guidance, it states “Government funding is intended to deliver 15 or 30 hours a week free, high quality, flexible childcare. It is not intended to cover the costs of meals, other consumables, additional hours or additional activities” sourced from Operation Guidance DFE. Types of things this charge will be used for e.g. consumables such as paper, paint, paper towels or open-ended resources to broaden the children’s learning and development. We also must update resources as they become broken, or to follow the children’s interests.

This policy was adopted at a meeting of	Warminster Bright Beginnings	name of provider
Held on	<hr/> 1st October 2024	(date)
Date to be reviewed	<hr/> 1st October 2025	(date)
<b>Signed on behalf of the management committee</b>	<hr/> Jason Broad	
<b>Name of signatory</b>	<hr/> Jason Broad	
<b>Role of signatory (e.g. chair/owner)</b>	<hr/> Secretary	
	<hr/>	

## **WARMINSTER BRIGHT BEGINNINGS**

### **The role of the key person and settling-in**

#### **Policy statement**

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person

approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, our staff committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage and each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

### **Procedures**

- We allocate a key person before the child starts
- The key person is responsible for:
  - Providing an induction for the family and for settling the child into our setting.
  - Offering unconditional regard for the child and being non-judgemental.
  - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
  - Acting as the key contact for the parents.
  - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
  - Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
  - Encouraging positive relationships between children in her/his key group, spending time with them as a group each day (where possible).
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

### **Settling-in**

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays



about activities available within the setting, information days and evenings and individual meetings with parents.

- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- Younger children may take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We welcome parents to stay with their child as long as they wish to settle their child in.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting. With parent's agreement children are only left for a short while to cry and if they do not settle we ask parents to collect them and to bring them back another day.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- A key person discusses and works with the child's parents to begin to create their child's record of achievement.

## The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	<hr/> 1st October 2024	(date)
Date to be reviewed	<hr/> 1st October 2025	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	Jason Broad	
Role of signatory (e.g. chairperson & secretary)	Secretary	
	<hr/>	

## Other useful Pre-school Learning Alliance publications

- Play is What I Do (2010)
- Statutory Framework for the Early Years Foundation Stage: With supporting documentation (2017).

### Parental involvement

#### Policy statement

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 our setting. We also aim to support parents in their own continuing education and personal development.

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 that all parents are included.

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.

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication Safeguarding Children.)

#### Procedures

- Parents are made to feel welcome in our setting; they are greeted appropriately, there is adult seating and provision for refreshment (in the community centre)
- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going 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 check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- We seek parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping or displays.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service (where possible).
- Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key person work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access 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 support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, 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; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- We hold meetings in the nursery at different times, so they can be 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 we check to ensure these are understood. All parents have access to our written complaint's procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

This policy was adopted by	Warminster Bright Beginnings	name of provider
On	1st October 2024	(date)
Date to be reviewed	1st October 2025	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	Jason Broad	
Role of signatory (e.g. chair, director or owner)	Secretary	
	<hr/>	

# WARMINSTER BRIGHT BEGINNINGS

## Working in partnership with other agencies

### Policy statement

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

### Procedures

- We require all third parties who have to use information provided by Warminster Bright Beginnings to comply with a duty of confidentiality and comply with the requirements of the Data Protection laws (GDPR). This requirement is documented through “Privacy Notice Contract” form.
- We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
- We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
- 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 our setting and respect their professional roles.
- We follow the protocols for working with agencies, for example on child protection.
- We ensure that 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 and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the 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.

### Schools

- We work in partnership with schools to assist children’s transition to school and share information such as transfer of records.
- •The setting manager actively seeks to forge partnership with local schools with the aim of sharing best practice and creating a consistent approach.

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	1st October 2024	(date)
Date to be reviewed	1st October 2025	(date)
Signed on behalf of the provider		
Name of signatory	Jason Broad	
Role of signatory (e.g. chair, director or owner)	Secretary	

## **WARMINSTER BRIGHT BEGINNINGS**

### **Children’s records**

#### **Policy statement**

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of European GDPR (General Data Protection Regulations), the Data Protection Act (2018) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Confidentiality and Client Access to Records Policy and our Information Sharing Policy.

#### **Procedures**

If a child attends another setting at the same time as Warminster Bright Beginnings, we establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child’s records.

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

##### **Developmental records**

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- On-line Data based on evidence of individual children’s development.

- These are kept in safe locations and can be accessed and contributed to, by our staff, the child and the child's parents.

## **Personal records**

These may include the following (as applicable):

- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Child's development, health and well-being – including a summary of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an individual My Support Programme) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, a Statement of Special Educational Need and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child's 2 Year Old Progress Check, all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which our manager keeps secure in an office or other suitably safe place.
- We read any correspondence in relation to a child, note any actions and file it immediately.
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated person for child protection, the child's key person, or other staff as authorised by our manager.
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for one year after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.



## Archiving children's files

- When a child leaves our setting, we remove all paper documents from the child's personal file and place them in a folder with the child's name and date of birth on the front and the date they left.
- We then store this in a safe place (i.e. a locked cabinet) for one year. After one year it is destroyed.
- Where there were child protection investigations, we mark the envelope with a star and archive it for 25 years.
- We store financial information according to our finance procedures.

## Other records

- We keep a daily record of the names of the children we are caring for and their hours of attendance.
- Students gaining qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

## Legal framework

- General Data Protection Regulations
- Data Protection Act (2018)
- Human Rights Act (1998)

## Further guidance

- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	<hr/> 1st October 2024	(date)
Date to be reviewed	<hr/> 1st October 2025	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	<hr/> Jason Broad	
Role of signatory (e.g. chair, director or owner)	<hr/> Secretary	
	<hr/>	

### Provider records

#### Policy statement

We keep records and documentation for the purpose of maintaining our charity. These include:

- Records pertaining to our registration.
- Contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff wages including their name, home address and telephone number.
- Records of volunteers including their name, home address and telephone number.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of GDPR (General Data Protection Regulations), the Data Protection Act (2018) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Confidentiality and Client Access to Records Policy and Information Sharing Policy.

#### Procedures

- All records are the responsibility of our management team to ensure they are kept securely.
- All our records are kept in an orderly way in files and filing is kept up-to-date.
- Our financial records are kept up-to-date for audit purposes.
- We maintain health and safety records; 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.

We notify Ofsted of any:

- change in the address of our premises;
- change to our premises which may affect the space available to us or the quality of childcare we provide;

- change to the name and address of the registered provider, or the provider’s contact information/my name, address or contact information];
- Change to the person managing our provision
- significant event which is likely to affect our suitability to look after children
- other event as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2014).

## Legal framework

- GDPR (General Data Protection Regulations)
- Data Protection Act 2018
- Human Rights Act 1998

This policy was adopted by	Bright Beginnings	(name of provider)
On	1st October 2024	(date)
Date to be reviewed	21st October 2025	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	Jason Broad	
Role of signatory (e.g. chair, director or owner)	Secretary	
	<hr/>	

## Other useful Early Years Learning Alliance publications

- Accident Record (2013)
- Accounts Record (2005)
- Safeguarding Children (Ed 2013)
- Recruiting and Managing Employees (2011)
- Financial Management (2010)
- Medication Administration Record (2013)
- Daily Register and Outings Record (2012)
- Managing Risk (2009)
- Complaints Investigation Record (2012)

### Transfer of records to school

#### Policy statement

We recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by the Safeguarding Vulnerable People Partnership.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

#### Procedures

Transfer of development records for a child moving to another early years setting or school

- Using the Early Outcomes guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
  - any additional language spoken by the child and his or her progress in both languages;
  - any additional needs that have been identified or addressed by our setting;
  - any special needs or disability, whether a CAF or Early help was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.

- When parents/carers have given consent on their child’s registration forms and Support Plan, medical reports and speech reports may also be shared.

### Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- Where a CAF or Early help has been raised in respect of any welfare concerns, this will need to be shared with the receiving setting or school.
- Where there has been a S47 investigation regarding a child protection concern, we will pass the name and contact details of the child’s social worker on to the receiving setting or school.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school’s designated person for child protection and marked as 'confidential'. We use “Signed for” postage, so that this data can be tracked.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

### Legal framework

- GDPR (General Data Protection Regulations)
- Data Protection Act (2018)
- Freedom of Information Act (2000)
- Human Rights Act (1998)
- Children Act (1989)

### Further guidance

- What to do if You're Worried a Child is Being Abused (HMG 2006)
- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

This policy was adopted by	Warminster Bright Beginnings	(name of provider)
On	1st October 2024	(date)
Date to be reviewed	1st October 2025	(date)
Signed on behalf of the provider	<hr/>	
Name of signatory	Jason Broad	
Role of signatory (e.g. chair, director or owner)	Secretary	

## WARMINSTER BRIGHT BEGINNINGS

### Confidentiality and client access to records

#### Policy statement

'Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.

'Information Sharing: Guidance for Practitioners and Managers (DFE July 2018) In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of GDPR (General Data Protection Regulations) the Data Protection Act (2018) and the Human Rights Act (1998).

#### Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- The details of why we store personal data, what specific data is stored and how it is stored are contained in our "Privacy Notice", and we ask for consent to process this personal data from all parents.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on

sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

- We keep all records securely (see our Children's Records Policy).
- Our staff discuss children's general progress and well-being together in meetings, but more sensitive information is restricted to our manager and the child's key person, and is shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Some information is kept in physical files, where this happens files are retained in locked filing cabinets (in a locked office, if the manager/deputy is not there). Files in use are returned to the secure filing cabinet in a timely fashion.
- Some reports, letters and financial data are retained on laptops which can only be accessed by using a password. In addition storage of electronic files is permitted on password protected USB memory sticks. Staff are given by management a USB memory stick to type up reports, the child's initials are only used and this is not saved to a computer.
- Where electronic records are shared on children with outside professionals, this can only be opened when the professional has been given a password.

### **Client access to records procedures**

Parents may request access to any confidential records we hold on their child and family following the procedure below:

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the manager.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our manager informs the manager committee and legal advice may be sought before sharing a file may seek legal advice before sharing a file.
- Our manager goes through the file with their management committee and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.

- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc, we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals our manager takes a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by the line manager legal advisors to verify that the file has been prepared appropriately.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- Our manager informs the parent that the file is now ready and invites him/ her to make an appointment to view it.
- Our manager and the management committee meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.



- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
- The law requires that the information we hold must be accurate. If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline 0303 123 1113.

All the undertakings above are subject to the paramount commitment of our setting, which is to the safety and well-being of the child. Please see also our policy on Safeguarding Children and Child Protection, Online journeys policy and Facebook policy.

### **Legal framework**

- GDPR (General Data Protection Regulations)
- Data Protection Act (2018)
- Human Rights Act (1998)

### **Further guidance**

- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

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## WARMINSTER BRIGHT BEGINNINGS

### Information sharing

‘Practitioners need to understand their organisation’s position and commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally.’

Information Sharing: Guidance for Practitioners and Managers (DofE 2018).

### Policy statement

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates only under specific circumstances. That is when:

- it is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult

The decision should never be made as an individual, but with the back-up of the management team.

The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.

- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

## **Procedures**

Our procedure is based on the seven golden rules for information sharing as set out in Information Sharing: Guidance for Practitioners and Managers (DofE 2018).

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately. Our policy and procedures on Information Sharing provide strict guidance to appropriate sharing of information both within the setting, as well as with external agencies. This complies with the requirements of GDPR (General Data Protection Regulations) and Data Protection act 2018.
2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement.

### **In our setting we ensure parents:**

- receive a “Privacy Notice” which clearly states the details of why we store personal data, what specific data is stored and how it is stored.
  - we ask parents for consent to process the personal data outlined in the “Privacy Notice”.
  - have information about our Safeguarding Children and Child Protection Policy
  - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
    - Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child’s file.
    - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children’s social care for advice where they have doubts or are unsure.
    - Our manager seeks advice if they need to share information without consent to disclose.

4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
  - We base decisions to share information without consent on judgements about the facts of the case in accordance with GDPR (General Data Protection Regulations)
  - Our guidelines for consent are part of this procedure.
  - Our manager is conversant with this and is able to advise staff accordingly.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.

In our setting: record concerns and discuss these with the designated person and/or designated officer from the management team for child protection matters;

- record decisions made and the reasons why information will be shared and to whom
  - follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy and GDPR.
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

## Consent

When parents choose our setting for their child, they will share information about themselves and their families. They receive a “Privacy Notice” which clearly states the details of why we store personal data, what specific data is stored and how it is stored. We ask parents for consent to process the personal data outlined in the “Privacy Notice”. This information is regarded as confidential. Parents have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- Parents receive a “Privacy Notice” which clearly states the details of why we store personal data, what specific data is stored and how it is stored.
- We ask parents for consent to process the personal data outlined in the “Privacy Notice”.
- We may cover this verbally when the child starts or include this in our prospectus.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We give parents copies of the forms they sign.
- We ensure compliance with GDPR by considering the following questions when we need to share data:
  - Is there legitimate purpose to us sharing the information?
  - Does the information enable the person to be identified?
  - Do we have consent to share?
  - Is there a statutory duty or court order requiring us to share the information?
  - If consent is refused, or there are good reasons for us not to seek consent, is there a lawful reason under GDPR for us to share information?
  - If the decision is to share, are we sharing the right information in the right way?
  - Have we properly recorded our decision?
- Consent must be informed - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information.
- Consent may be explicit, verbally but preferably in writing, or implicit, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- We explain our Information Sharing Policy to parents.

## Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection Policy.

## Legal framework

- GDPR (General Data Protection Regulations)
- Data Protection Act (2018)
- Human Rights Act (1998)

## Further guidance

- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

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	<hr/>	

### ICT/ E-Safety policy

#### Policy statement

ICT, digital and mobile technology has become a big part of our lives and is now regarded as essential to support learning, teaching and personal and social development. As a nursery our aim is to give children the opportunity to explore and to gain knowledge in using simple ICT equipment. We provide this by having safe procedures in place for staff and children.

#### Methods

- To be able to play with battery operated keyboards that play music, phonic sounds etc.
- To be able to operate CD player to play music, stories and to record.
- To be able to experiment with changes to sounds using electronic keyboard.
- To give all children the opportunity to learn how to operate simple programmes on the computer e.g. painting program and making a story.
- For children to have access to a digital camera to take photos to support topics.

#### Computer / I-Pad use

- Computers are used in the classrooms for children to have the opportunity to access simple programs. The setting will only use licensed programmes for the computer and will not be using the internet.
- An I- Pad is used in the setting where suitable children's educational apps have been downloaded.
- We use tablets in the setting to record observations and take photos of the children to go into their Learning Journeys. See Learning Journeys Policy.
- Personal Data will be recorded, processed, transferred and made available according to GDPR and the Data Protection Act 2018.
- Most information is kept in a manual file. However, the manager does store reports, letters and financial data on a laptop, which can only be accessed by using a password. Staff may type up reports, but where possible, the typed document is deleted from the computer and only a hard copy kept.
- The manager, deputy and Admin assistant use password protected laptops in the setting. These are also used by the manager/ deputy at home over night when needed, but mainly stay in the office stored securely in a locked cupboard.
- The setting has an additional laptop where written information is not stored, where photos/ videos of the children are stored, so they can be played to parents at special events e.g. plays and parents meetings.
- Staff use USB Memory sticks for writing up reports, transfer forms and progress reports are written only using the child's initials and are not saved to a computer.

## E-Safety

### Why is internet important?

The children in our setting do not access the internet.

The internet is used in the office to support the professional work of staff, to allow for effective planning and to enhance the nurseries management information and business administration.

A designated senior member of staff will be responsible for monitoring that suitable internet sites are being used in the nursery.

### Sharing personal data

The setting complies with GDPR and Data Protection Act 2018, please see in “Information sharing” policy for full details.

### Emails

- The settings email address is shared with parents and carers, so they can contact the manager at anytime.
- When working with outside agencies emails may be shared, but must be passwords protected and encrypted. The personal data should be further protected by only using the child’s initials (not full name).
- When working with outside agencies and attaching electronic records/documents to an email a password to open this will be sent separately.

### Breaches

If it is found that there has been a potential breach of security of Personal data the Committee must be informed immediately, and they must mount a timely investigation. If it found that data has been lost then the Information Commissioners Office must be informed. This can be done via the website [www.ico.org.uk](http://www.ico.org.uk).

### Further guidance

[www.wiltshire.co.uk](http://www.wiltshire.co.uk)

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