



# Teddies on a Rainbow Policies and Procedures

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# 1. Accidents and Incidents

## Statement of intent

This policy outlines the procedures that will be followed at Teddies on a Rainbow when any child, employee, parent/guardian, visitor or contractor experiences an accident, incident or injury either on the nursery premises, during the course of work or off-site visits such as outings.

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), the Health and Safety Executive (HSE) and the Statutory Framework for the Early Years Foundation Stage (EYFS) for the reporting of accidents and incidents.

## Aim

We aim to respond to all accidents, incidents and injuries to ensure that all parties are supported and cared for; and that the circumstances of the accident, incident or injury are accurately recorded, communicated to the parent/guardian or relevant bodies as required. These are then reviewed termly to minimizing any future risks.

The difference between accidents, incidents and pre-existing injuries:

- An accident is an unfortunate event or occurrence that happens unexpectedly and unintentionally; typically resulting in an injury, for example a child tripping over and hurting their knee.
- An incident is an event or occurrence that is related to another person; typically resulting in an injury, for example a child being pushed over by another child resulting in a grazed elbow.
- A pre-existing injury is an injury that occurred when the child was in the care of a parent/guardian or other care professional and arrives at the setting with an injury.

Due to the serious nature and potential repercussions of a head injury, Teddies on a Rainbow has a specific Head Injury Form

## Paediatric First Aid Qualification

All staff hold an approved Paediatric First Aid certificate which is renewed every 3 years. We will take into account the number of children, staff and layout of the nursery to ensure that a paediatric first aider is able to respond to emergencies quickly.

All new entrants to the early years workforce who have completed a Level 2 and /or Level 3 qualification on or after 30 June 2016, will have a full paediatric first aid certificate.

A list of employees holding Paediatric First Aid Certificates is displayed on the entrance noticeboard.

## Practice

We keep written records of all accidents, incidents or injuries to children, employees, parent/guardian, visitors or contractors together with any first aid treatment given. Any event, however minor, is recorded in the accident/incident/injury book. The procedure is the same for all types of events as follows:

- An accident/incident/injury record is completed by the member of staff who witnessed the event.
- If the accident/incident or injury has not been witnessed by a member of staff or other adult, then the member of staff dealing with the accident/incident or injury must gain an account and record what happened from the child, and any other children (if they are able to verbalise this or communicate in another way). The member of staff must state in the book if the accident/incident /injury was not witnessed by an adult.
- In terms of an adult accident/incident/injury, this is recorded by the adult who has had the accident or if not possible, by a First Aider.
- The accident/incident/injury books are reviewed termly to identify patterns, repetitive accidents, frequency of incident perpetrators, actual hazards, dangerous equipment or potential risks. If required, a formal investigation will be instigated. These issues will be raised immediately with the Manager to determine actions and next steps.

The following information is recorded on the accident/incident/injury form:

- Full name of child
- Child's date of birth
- Date of accident/incident/injury
- Time of accident/incident/injury
- Description of accident/incident/injury
- Location of accident/incident/injury

- Description of first aid and care given
- Date accident/incident/injury reported to Ofsted and method
- Name and signature of member of staff who dealt with the accident
- Name and signature of person completing the accident/incident/injury form
- Actions taken as a result of the accident/incident/injury
- Location of the injury on a full body map
- Parent/guardian signature and date

## **Communicating accidents /incidents with parent/guardian**

### **Pre-existing injuries**

If a child arrives at the setting with a pre-existing injury the accompanying adult is required to formally record relevant information about the injury with the child's key person. If we have not been informed of a prior accident/incident by a parent/guardian and an injury is noticed, the parent/guardian will be notified. The parent /guardian will be asked to sign a Pre-Existing Injury Form.

### **Serious accidents/incidents/injuries**

If the accident/incident/injury is serious, and/or requires immediate medical attention, the setting will contact the parent/guardian on their primary emergency number as soon as practically appropriate and only after the emergency services have been called. The emergency services will be given a copy of the accident/incident/injury record.

If the parent/guardian were uncontactable, the setting will seek to reach the next emergency contact held on the child's registration form. If the parent/guardian is unable to attend the setting, the Manager or Deputy will accompany the child in the ambulance to hospital. If emergency treatment is required the key person will continue to seek authorisation from the parent/guardian, but will follow the advice of the NHS medical professionals.

### **Minor accidents/incidents**

In all cases where an accident/incident/injury has occurred whilst the child is in the care of the setting, an accident/ incident/injury record will be completed. This record will be shared with the parent/guardian or nominated person who collects the child to ensure that appropriate care can be continued. The adult collecting the child will sign the accident/incident/injury record to confirm that they understand the first aid and care given.

### **Head injuries**

If a child sustains a head injury at nursery the parent/guardian will be given a fact sheet about head injuries to refer to when at home along with their child's head injury form. The parent/guardian will be given a copy of the specific head injury record on the day and can request a further copy if required.

### **Death of a child or adult on the premises**

In the event of a death at nursery, the Manager will ensure the following steps are taken:

- The emergency services are immediately informed;
- The parent/guardian is informed;
- The other children at nursery are appropriately looked after and kept calm;
- The parent/guardian is called to collect children as soon as possible;
- Additional staff will be called in to help look after the children if necessary;
- The Manager will contact Surrey's Children Single Point of Access (C-SPA) as soon possible and complete Form A-Notification of Child Death and Form B-Agency Report; and
- Within 24 hours of a child death the Surrey Safeguarding Children Board-Child Death Overview Panel must be notified.

### **Reporting of accidents to external agencies**

Teddies on a Rainbow has a legal duty under RIDDOR 2013 to report certain serious accidents and incidents to the HSE. The following must be reported by phone to the HSE incident contact centre:

- Accidents resulting in death or major injury must be reported immediately.
- Any incidents that results in an adult being incapable to work for over 7 consecutive days must be reported in 15 days.

Records and copies of RIDDOR reports will be provided by the HSE and will be kept with the relevant accident/incident record.

### **Ofsted requirements**

Teddies on a Rainbow has a legal duty to notify Ofsted as soon as possible, but at least within 14 days of any instances which involve:

- food poisoning which affecting 2 or more children looked after on the premises;
- a serious accident,\* injury to\*, or serious illness of a child in our care. \*These circumstances require the DSL/ DDSL to notify the LADO within one working day. The parent/guardian will be advised prior to this communication unless this places the child at further risk of harm;
- the death of a child in our care.

### **Review and investigation**

All serious or repetitive accidents/incidents and injuries will be investigated by the Manager to ascertain the exact circumstances and the root causes. Lessons learnt and recommendations arising from the investigation will be included in future safety procedures, risk assessments and standard operating procedures as appropriate.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of accidents and incidents this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## **2. Administering Medicines**

### **Statement of intent**

Teddies on a Rainbow promotes the good health of children attending nursery and takes necessary steps to prevent the spread of infection. While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness. We ensure that where medicines are necessary to maintain the health of the child, they are administered correctly and in line with prescription or medication instructions.

### **Aim**

If a child requires medicine we will obtain relevant information about the child's needs from the parent/guardian and will ensure this information is kept up to date. When dealing with medication of any kind in the nursery, strict guidelines will be followed.

### **Practice**

#### **Prescribed medicines - Oral medicines**

The child must have been taking the medication for a minimum of 48 hours, after the first dose, before being accepted back into the nursery. This includes holiday vaccinations, childhood immunizations, and nasal flu vaccination. They may only return providing they are well enough and are not contagious. The nursery will refer to the Public Health Agency's 'Guidance on Infection Control in Schools and Other Childcare Settings'. Only long term prescribed medication can be administered. The medication must be in the original container with prescription instructions including the name of the child and expiry date clearly on the packaging. To ensure the safe storage of all medication, the parent/guardian must hand medication directly to a member of staff. The staff member will place the medication, along with a signed consent form from the parent/guardian, in a cupboard, out of reach of children or in the fridge where necessary.

#### **Prescribed medicines - Applied medicines (Creams and lotions)**

The child must have had the medication taken/applied for a minimum of 48 hours after the first application before being accepted back into the nursery. They may only return providing they are well enough and are not contagious. Once the 48 hours have elapsed, staff can continue to administer the prescribed medication in line with stated instructions.

### **Administering Medical Procedures**

- A medical Consent Form must be completed by the parent/guardian and the Manager.
- A new Consent Form must be completed each time medicine is prescribed.
- Once medication is no longer needed or expired it will be handed back to the parent/guardian
- Two members of staff must be present to administer the medication.
- Staff administering the medication will follow the instructions printed on the medication container and those given on the Medical Consent Form.
- Prior to administering medication staff will check the child's identity matches the name on the medication and the expiry date.
- Unless in an emergency, medicine will be administered in a location where privacy and confidentiality of the child can be maintained.
- If a child refuses to take medication this will be recorded on the Medicine Record and the parent/guardian informed immediately. If this results in an emergency situation then our Emergency Procedure will be followed.
- The parent/guardian must sign the Medical Record Form when collecting their child and the medication returned where necessary.

### **Non-prescribed - Over the counter medicines**

We will not administer over the counter medication such as Calpol. If the manager feels a child is unwell then they will contact the parent/guardian and ask for the child to be collected from the nursery.

### **Children with long term and complex medication conditions**

The parent/guardian are required to give details of any long-term medical conditions or allergies on the setting Registration Form. The nursery will request a formal meeting with the parent/guardian and other medical professionals involved in the case. The purpose will be to understand the routines and activities associated with the condition. The output is to create a bespoke medical health care plan, identify necessary adjustments and further training that staff, along with measures to be taken in case of emergency.

The parent/guardian will receive a copy of the final medical health care plan and each contributor, including the parent/guardian signs it. The health care plan is reviewed with parents when deemed as necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.

Reference will be made to the nursery's insurance company to clarify any liability and additional measures required.

It is the parent/guardian responsibility to keep the nursery up to date with any changes in the child's ongoing medical needs.

### **Managing medicines on trips and outings**

On a trip or outing, the original pharmacy labelled 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, with the medication, is a copy of the original Medical Record Form.

On no account may medicine be decanted into other containers, packets or envelopes. The parent/guardian will sign the Medical Record Form on collection of the child.

If the child has to be taken to hospital, their labelled medication is transported in a sealed plastic box along with a signed copy of the consent form which will be given to NHS medical professionals.

### **First aid boxes**

First aid boxes are green with a white cross. Their contents comply with British Standard BS 8599 and are placed in convenient locations; but out of reach of children, throughout the nursery. These are checked and replenished every half term. The checker dates and signs the First Aid Check Form inside the first aid box replacing any used items. It is the responsibility of the practitioners to advise the Manager if first aid stock is running low. No tablets or medicines are kept in the first aid boxes.

### **Training**

Medication will be administered in line with the prescription instructions and consent from the parent/guardian.

All staff undertake 12 hour Paediatric First Aid training in line with EYFS Safeguarding and Welfare Requirements. External advice will be sought where bespoke training is required to support children's individual needs.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of administering medicine this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025



### 3. Admissions and Fees

#### Statement of intent

Teddies on a Rainbow Admissions Policy is designed to be clear, comprehensive and fair. We welcome children, families and staff from all ethnic origins, religious background, gender and those who may have special educational needs and disabilities. We do however reserve the right to refuse entry or place if we believe this will be detrimental to the care and wellbeing of the child or children in our care.

#### Aim

We aim to work with the parent/guardian to best meet their childcare needs. We are keen to discuss attendance requirements with the parent/guardian as nursery availability varies throughout the year. All information will be presented to the parent/guardian in plain English whether in spoken or written form.

#### Practice

Teddies on a Rainbow is registered with Ofsted to provide childcare to children aged 24 months and above.

The nursery is open 38 weeks of the year and follows the Surrey schools calendar. We offer 15 hours and extended 30 hours funded places.

Registering a child:

- The parent/guardian will be given a registration form to fill out.
- The registration form will be entered onto the waiting list;
- Once the place has been confirmed by the parent/guardian, the child's place will be confirmed;
- The nursery operates a waiting list for situations where demand overtakes our capacity. In these situations, the nursery operates a 'first come, first served' system, facilitating a transparent and fair approach;
- All children irrespective of age will have their place reserved until their departure for school;
- The parent/guardian who wishes to remove their child, are asked to make their intentions clear at the earliest opportunity, giving half a terms notice; and

#### Fees

The nursery is registered to receive Early Years Education Funding for each child from the term after their third birthday and two-year FEET funding for eligible 2 year olds for a total of up to 15 hours per week for 38 weeks per year. The nursery also offers funding for working parents/guardians provided the eligibility criteria is met. For further information please speak to the Helen Strange.

Nursery fees are reviewed annually. These take into consideration costs for premises, staff, insurance and training.

When children reach the term after their third birthday, are FEET funded or working parents funded, a small additional charge per term is charged to enable us to deliver exciting learning opportunities to meet their age and stage of development. It also includes two healthy snacks per day.

The parent/guardian will be invoiced when their child starts at nursery and termly thereafter. You will receive a payment reminder 2 weeks after receipt of the invoice.

Fees are payable via bank transfer to:

**Sort Code:** 09-01-28 **Account No:** 49672564 **Bank:** Santander **Reference:** Child's name

#### Outstanding Fees

If you are having difficulties paying your fees please contact the Manager on 01932 352516 or email [info@teddiesonarainbow.co.uk](mailto:info@teddiesonarainbow.co.uk)

#### Ongoing attendance

The parent/guardian will be required to pay for their child's place when:

- the child is off sick
- the child is on absence such as on holiday

Exceptions to the above include closure due to:

- Emergency closure (see Emergency Closure Policy)

If the nursery has not received formal notification of a child's absence for more than 14 consecutive days, we reserve the right to offer the place to the next child on the waiting list.

**Policy Review**

As part of Teddies on a Rainbow monitoring of admissions this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 4. Allergies

### Statement of intent

Teddies on a Rainbow believes that all allergies must be taken seriously. Whilst we cannot guarantee a totally allergen free environment, we will as far as practically possible, minimise the risk of exposure and plan for an effective response to possible emergencies.

### Aim

Our aim is to ensure allergic reactions are minimised, or where possible prevented, and that staff are fully aware of how to support a child who is having an allergic reaction. As a provider of snacks and play activities, we share information with the parent/guardian about the allergenic ingredients used.

### Practice

- We ask the parent/guardian to share all information about allergic reactions and allergies on the child's registration form.
- If a child develops an allergy or has an allergy confirmed once they have started the nursery, it is the parent/guardian responsibility to provide on-going and accurate information in writing as soon as possible.
- We adopt a triple check approach to monitor all food that children eat at nursery:
  - Cross reference ingredients to allergenic properties list and ingredients to individual child allergies; and
  - Staff check the snack is given to the correct child when served.
- Our nursery is a nut-free environment.
- The manager and the parent/guardian will work together to ensure a child with specific food allergies receives no food or engages in cooking or play activities that may harm them. This may include designing a range of snack options or substituting specific snacks.
- Food sharing between children is not permitted and staff will enforce this measure.
- To ensure that everyone involved in the child's care is aware of any allergies and what to do in the event of an allergic reaction, a care plan will be created for the individual child. This will be completed in partnership with the parent/guardian and health care professionals. The plan will include:
  - Child's name
  - Date of birth
  - Parent/guardian emergency contact details
  - GP contact details
  - List of specific allergies and what to avoid
  - List of possible symptoms
  - Prescribed medication
  - Frequency of treatment/ dosage/ who should administer treatment
  - Details of emergency procedures
  - Parent/guardians consent
- The care plan will be reviewed when parents advise or new or updated information. This plan is then shared with all staff.
- A list of all children and their allergies with a recent headshot photograph will be available in the register folder.
- The parent/guardian are asked to supply a minimum of two adrenaline auto-injectors to be stored at nursery.
- The adrenaline auto-injectors will be stored in a locked cupboard, out of the reach of children.
- All food prepared for a child with a specific allergy is prepared in an area where there is limited chance of contamination and served in manner that has not been in contact with the specific food type e.g. eggs
- We ensure cross-contamination is avoided by maintaining good food hygiene standards at all times and ensure there is a clear separation and labelling of ingredients.
- Our staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child.
- Consideration will be given to where a child should sit so that staff can monitor those with allergies.
- When age/stage appropriate staff will discuss food allergies and the potential risks with all children.

- All tables are cleaned with approved solution prior/post lunch and snack times.
- All staff will promote hand washing prior to and post eating to reduce the risk of exposure to allergens.
- Staff will be trained in administering adrenalin auto-injectors, as required, such as EpiPens through paediatric first aid training
- We require written consent from the parent/guardian before staff can administer medication.
- Staff are made aware of all prescribed medication and it is stored safely whilst being easily accessible. Adrenaline auto-injectors are stored in individual containers with the child's name and photo on the outside along with a copy of their individual Care Plan.
- If a child has a mild allergic reaction to food, a bee or wasp sting etc, a trained member of staff will act quickly to administer the appropriate treatment, where necessary. We will inform the parent/guardian and record the information on an Incident Form.
- If a child has a severe allergic reaction a trained member of staff will administer the relevant specialist treatment, such as an EpiPen, and emergency services called immediately. Whilst waiting for the emergency services the parent/guardians will be contacted and arrangements made to meet them either at nursery or the hospital.
- We ensure that children are not excluded from activities or outings due to an allergy. Where children with known allergies are participating in outings, the Outing Risk Assessment will include this information.
- We take extra care with the ingredients and material we use when cooking, baking and undertaking craft activities to ensure all children can participate.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of allergies this policy will be subject to periodic review.

Policy adopted by:

Date: September 2024

Policy Review Date: September 2025

## **5. Animals in the Setting**

### **Statement of intent**

Children learn about the natural world, its animals and other living creatures, as part of the Early Years Foundation Stage curriculum. This may include contact with animals, or other living creatures, either in the setting or on outings.

### **Aim**

To make sure that animals visiting the setting do so in accordance with sensible hygiene and safety controls.

### **Practice**

#### **Animals in the setting**

- We take account of the views of the parent/guardian and children, as well as any allergies or issues that individual children may have when considering animals or creatures visiting the nursery.
- We undertake a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We will check with our insurers for any necessary considerations or requirements for organisations bringing animals or creatures in to the nursery.
- We teach children the correct handling and care of the animal or creature and supervise them at all times.
- We make sure children wash their hands after handling the animal or creature and do not have animal soil or soiled bedding.

#### **Animals accompanying visitors**

- If animals or creatures are brought in by visitors to show the children, they are the responsibility of the Manager.
- The Manager carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues are to be addressed.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of animals in the setting this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 6. Appropriate Clothing

### Statement of intent

Teddies on a Rainbow will provide activities and play opportunities which stretch and challenge children's learning and development.

### Aim

To ensure children can fully participate and enjoy both indoor and outdoor activities we are keen to recommend that child wear appropriate clothing.

### Practice

Where possible we purchase washable paint, glue and ingredients for malleable play. Inevitably children will immerse themselves in their play and their clothes are likely to be dirtied or stained. We strongly suggest that parent/guardians dress their children with this in mind. The nursery cannot accept liability for clothing soiled or damaged whilst children are at nursery.

### Change of clothes

We ask that the parent/guardian supply one complete change of clothes, with each item clearly marked with the child's name. We positively encourage children's independence and ask you to consider purchasing clothes that your child can learn to put on and take off themselves. For children yet to successfully use the toilet independently, we ask parent/guardians to provide ample numbers of underwear and trousers, skirts etc, to ensure that the child can be dry and clean during this challenging transition.

### Seasonal clothing and protection

To ensure that children can access the outdoors throughout the year, it is important that children have appropriate clothing and protection for all weather conditions.

Please consider the following when dressing your child for nursery:

- Long trousers to reduce grazed knees
- Garments without belts or buckles
- Trainers with Velcro fastenings
- Jewelry - including earrings and watches etc Advise parents stud earrings as safer

The essential clothing by season is as follows:

- Spring/Summer
  - Floppy sun hat with wide brim to protect face, ears and neck
  - Clothing that covers sensitive areas i.e. neck, shoulders and back
  - Sun cream must be applied before the session by family/carer. It should have a sun protection factor of (SPF) 30 or higher and protection against UVA and UVB.
  - Consider oversized cotton t-shirts on extremely hot days
- Autumn/Winter
  - Hat, scarf and gloves
  - Warm waterproof coat

### Policy Review

As part of Teddies on a Rainbow monitoring of appropriate clothing this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 7. Arrival and Departures

### Statement of intent

The wellbeing, safety and security of the children in the nursery is our main concern. An accurate record is kept of their absences, arrivals and departures and that they leave the premises with authorised and responsible adults.

### Aim

We aim to ensure that children arrive and depart in a safe manner.

### Practice

#### Arrival and departure

- The parent/guardian enter the setting by the main doors which are managed by the staff.
- The parent/guardian must sign in/out when remaining on the premises
- It is the practice of the nursery to give a warm welcome to each child on their arrival.
- The staff member receiving the child will immediately record any specific information provided by the parent/guardian.
- If the parent/guardian requests medication to be given to the child during the day, the staff member must ensure that the Administering Medicines Policy is followed.
- At the end of the day the medicine should be collected from the refrigerator or medicine cupboard immediately prior to the parent/guardian and child leaving the premises.
- Details of nominated emergency contacts will be collected as part of the registration process and those named will be permitted to collect the child
- If no parent/guardian or nominated emergency contact can collect the child, the parent/guardian must provide the nursery with a clear description and contact details of the responsible adult collecting on that occasion. If the adult is not known to the nursery, we ask that parent/guardian either message or speak to the nursery to inform us who is collecting, with a description of the person. The adult must also bring photo ID, i.e. driving license, workplace pass and show a member of staff before entering the building.
- No child will be allowed to leave the nursery with anyone under the age of 16.
- On no account will a child be released from the premises to an unauthorised person. Any deviation made by any member of staff will considered as gross misconduct and dealt with accordingly.
- Staff will feedback relevant information to the parent/guardian about the child's day

#### Late collection

- It is the parent/guardian responsibility to inform the nursery if they are going to be late to collect their child.
- The delayed parent/guardian must give an estimated time of arrival so that appropriate staffing can be arranged.
- We reserve the right to charge parents for the additional hours worked by staff. If a child has been not collected by the agreed collection time a late collection charge may be levied.
- If any child is not collected by the end of the session/day and the parent/guardian has not contacted the nursery the following procedure will be followed:
  - A qualified practitioner will sit and reassure the child
  - The Manager will telephone the main contact for the child including mobile and home numbers after 10 minutes, if no answer, we will wait for a further 10 minutes;
  - If there is no response, all other emergency contact numbers will be telephoned;
  - If there is no response from emergency contact numbers and the child has not been collected after a further 10 minutes, Surrey's Children's Single Point of Access (C-SPA) will be called. The child will be placed in their care.

If this was to take place, a notice for the parent/guardian would be placed on the entrance door to the nursery giving the manager's contact details to discuss actions taken. Under no circumstances will staff members take a

child home with them. Depending on circumstances, a full written report of the incident will be recorded in the child's file.

### **Adults arriving under the influence of alcohol or drugs**

- If an adult arrives to collect a child, whether this is the parent/guardian or authorised adult, and they are deemed to be under the influence of alcohol or drugs, the manager will assess whether the child's safety and welfare is at risk if they are released into their care.
- The decision not to release the child will be discussed with the adult and where required a further emergency contact will be called to collect the child.
- If no other emergency contact can be reached the manager will contact the C-SPA for advice and guidance.
- If anyone having driven themselves to nursery to collect a child is thought to be under the influence of alcohol and/or drugs, the police will be contacted.

### **Arrival and departures of visitors**

- Visitors must have their identity checked before entering the nursery,
- All visitors must complete and sign the Visitors Book,
- Visitors must not be left unattended at any time,
- Visitors will be asked not use their phones on the premises,

### **Policy Review**

As part of Teddies on a Rainbow monitoring of arrival and departures of children this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025



## 8. Babysitting

### Statement of intent

We understand that the parent/guardian may sometimes struggle to find a person who is suitable to take on the responsibility of babysitting their children. Any babysitting that takes place will be outside of the hours of any employment contract that Teddies on a Rainbow has with employees.

### Aim

In this policy we aim to clarify key points regarding private babysitting arrangements between staff and the parent/guardian.

### Practice

The nursery is not responsible for any private arrangements or agreements that are made. Such agreements are between the staff member and family. However, we do expect staff members to inform the Manager if they are babysitting or caring for a child that attends the nursery outside of the setting.

- We have rigorous recruitment and suitability processes in place to ensure that we employ competent and professional members of staff and uphold our duty to safeguard children whilst on our premises and in the care of our staff. This procedure includes interviews, references, full employment history and DBS checks.
- Whilst in our employment, all staff are subject to ongoing supervision, observation and assessment to ensure that standards of work and behaviour are maintained in accordance with our policies. We have no such control over the conduct of staff outside of their position of employment.
- The parent/guardian should make their own checks as to the suitability of a member of staff for babysitting.
- We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising from the staff member's private arrangements outside of nursery hours.
- The member of staff will not be covered by the nursery's insurance whilst babysitting as it is a private arrangement.
- Out-of-hours work arrangements must not interfere with the staff member's employment at the nursery.
- All staff must adhere to Teddies on a Rainbow Confidentiality Policy and requirements of the General Data Protection Regulation 2018; which precludes them from discussing any issues regarding the nursery, other staff members, parent/guardian or other children.
- If a staff member has concerns regarding the child's welfare during/following the private babysitting arrangement they must pass their concerns on to the Designated Safeguarding Lead within the setting or contact Surrey Children's Single Point of Access (C-SPA).
- If the babysitting arrangement is over a weekend and a safeguarding concern arises, the member of staff must contact the Out of Hours C-SPA on 01483 517898
- It will be the staff member's responsibility to ensure they have the appropriate insurance, MOT and child safety seats if they are transporting them in a car.

### Policy Review

As part of Teddies on a Rainbow monitoring of babysitting this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 9. Behaviour Management

### Statement of intent

Teddies on a Rainbow 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.

### Aim

We aim to provide an environment where children learn about boundaries, the difference between right and wrong, and to consider the views and feelings, needs and rights of others and the impact of their behaviour. Our staff will model appropriate behaviour and offer intervention and support when children struggle with conflict and emotional situations.

### Practice

Teddies on a Rainbow requires all staff to provide a positive model of behaviour by treating children, parent/guardians and one another with respect, care and courtesy. All staff will use positive strategies for handling any conflict. This will be achieved by helping children to find solutions appropriate for their age and stage of development for example, distraction, praise, reward and lead by positive example. We have a named person who has overall responsibility for matters concerning behaviour.

The named Behaviour Management Lead is Chris Smith-Page.

The Behaviour Management Lead will:

- keep themselves up to date with legislation, research and new practice;
- access relevant sources of expertise on managing children's behaviour; and

We familiarise new staff with the nursery's behaviour policy and our behaviour code for all children. We have 5 simple guidelines, based on safety, kindness and consideration, and all children are reminded of them as part of the normal nursery routine:

Our code of behaviour:

- Kind hands
- Kind feet
- Kind words

We expect all members of staff, children and the parent/guardian to engage in a consistent manner and keep to our code of behaviour.

- We use positive praise to endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use threats or physical punishment, such as smacking or shaking.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom and the names of witnesses) are brought to the attention of the Manager and are recorded in our Incident Form. A parent/guardian is informed on the same day and signs the Incident Form to indicate that they have been informed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation.

- If appropriate we will ask a child who has behaved in an unacceptable way to have time to think in a quiet part of the nursery for 2 or 3 minutes. We explain to the child why their behaviour was unacceptable and ask them to think about how they could make different choices in the future and also whether they need to say sorry to anyone for their behaviour and how it has made the other child feel.
- We work in partnership with the children's parent/guardian. The parent/guardian are regularly informed about their children's behaviour by the child's key person. We work with parent/guardian to address recurring problematic behaviour in the home and can offer objective strategies to help outside nursery.
- When children behave in inconsiderate ways, we recognise that strategies for supporting them will need to be developmentally appropriate.
- We recognise that 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. Solutions might include, an acknowledgement of feelings and an explanation as to what was not acceptable, and supporting them gain control of their feelings, so that they can learn a more appropriate response.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing a sense of belonging so they feel valued and welcome.
- Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings, resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying triggers or cause and identify strategies to use at home and nursery. Communication between the nursery and the parent/guardian is crucial to maintain a consistent approach for the child.
- Whilst we follow a key person approach due to the small size of the nursery, all staff are committed to building relationships with all children as well as their own key children.

### **Rough and tumble play and fantasy aggression**

Young children often engage in play which 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 interactions such as blowing up and shooting. These themes often refer to 'goodies and baddies' and offer opportunities for us to explore concepts of right and wrong.

We are able to tune in to the content of the play, perhaps suggesting alternative strategies for heroes and heroines, encouraging topics and subject matter which is age appropriate and making the most of 'teachable moments' to support 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. It is not helpful to label this behaviour as 'bullying' as hurtful behaviour is momentary, spontaneous and often without consideration 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 nor cognitive means to do this for themselves.
- self-manage their intense emotions, especially those of anger or fear.
- by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. In addition, we will help them return to a relaxed state able to manage their own feelings.

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. At Teddies on a Rainbow:

- 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 stick, 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 children to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurts him and he didn't like that and it made him cry."
- we help 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 frequently 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 will encourage children to say they are sorry to the injured child/adult.

When hurtful behaviour becomes problematic, we work with the parent/guardian to identify the cause and find a solution together. The main reasons children 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 or setting;
- the child may have insufficient language, or mastery of English, to express themselves 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 Special Educational Needs and Disability Code of Practice: 0 - 25 years 2014 to support the child and family, making the appropriate referrals to Graduated Response Early Years (SEND Team).

## **Biting**

Whilst biting is more common at nursery or in other group situations, a biting incident is not a negative reflection on the biter, the staff or the nursery. We have very clear behavioural expectations at the nursery and children are expected and encouraged to share, wait their turn, be respectful and play happily together. However, children often do not have the coping mechanisms, nor the self-regulations skills which help them to defuse and express their emotions in socially acceptable ways. Young children may resort to hair pulling, hitting and biting which is upsetting for us, but at the same time, developmentally normal. The most common reasons for biting are:

- teething and painful gums, which can be relieved by biting or chewing.
- physical exploration – babies and young children explore the world around them using their senses and young children do not always know the difference between gnawing on a toy and biting someone.
- seeking 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.
- expressions of frustration – children can be frustrated by a number of things, such as wanting to be independent and doing things for themselves. Unfortunately, they do not have the vocabulary to express themselves clearly and this can sometimes lead to biting as a way of dealing with the frustration.

First and foremost, the key person will work with the parent/guardian, the children and the staff team to discover why a child is biting and to comfort and reassure the child who has been bitten. This may have been an isolated incident, but we will always record the details to establish triggers and circumstances to identify behavioural trends.

Once we have identified the possible trigger for the biting incident, we will then make changes to reduce or remove the cause. For example, we may buy duplicates of favourite toys to prevent disputes; or in exceptional circumstances and for a brief period a member of staff may be appointed to provide one to one support for the child concerned to encourage them to find different ways to express themselves.

We may encourage a biting child to take part in activities which help release frustration such as outdoor play or other physical activities. In certain exceptional circumstances we may also consider moving the biting or bitten child to another area, where such an action does not adversely impact the care of either child. This is very much a last resort and will only be considered if evidence suggests a positive outcome for both children.

Our procedure in the event of a biting incident is as follows:

- The child who has been bitten will be examined, comforted and reassured and where needed, first aid will be administered.
- The bite wound will be washed thoroughly before a dressing is applied, if appropriate
- If the bite has broken or bruised the skin, the parent/guardian will be contacted so that appropriate action can be taken e.g. visit GP.
- We will ensure that the biting child understands that such action (the behaviour and not the child) is unkind, and makes staff and the child who has been bitten upset. The child will be encouraged to apologise, as appropriate, or show they are sorry, e.g. through hugging.
- Incident and accident forms are filled out for both children. The parent/guardian of the child who received the bite will be informed by the signing of the accident form.
- Incident and accident records will be reviewed by the key person, SENCO and the Manager to determine if there is a pattern of consistent biting. When biting has become a pattern of behaviour, we will shadow and observe the individual child, looking for 'triggers'.
- In certain cases, we may seek professional advice from the Surrey SEND Team. This will always be in partnership with the parent/guardian.

## **Bullying**

We take bullying very seriously. It may involve 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.

If a child bullies another child or children, we:

- engage with the children who have been bullied in a manner that confirms to them that we listen to their concerns and act upon them;
- intervene to stop bullying and harmful actions;
- explain why bullying behaviour is unacceptable and help the child recognise the impact of their actions;
- give reassurance to the recipient of the bullying;
- give positive feedback to children who bully when they show considerate behaviour and give them opportunities to practice and reflect on considerate behaviour;
- recognise that those who bully may experience bullying themselves, be subject to abuse or other circumstances that cause them to express their anger towards others;
- recognise that those who bully might be unable to empathise with others and being remorseful is challenging, therefore we do not force false apologies;
- discuss the situation surrounding the bullying incident with the parent/guardian of the child who did the bullying, making a plan of how we will handle the behaviour in the future; and
- discuss what has happened with the parent/guardian of the child who was been bullied, identifying a plan for the future.

## **Policy Review**

As part of Teddies on a Rainbow monitoring of behaviour management this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## **10. Complaints and Compliments**

### **Statement of intent**

Teddies on a Rainbow has an open-door policy to welcome the parent/guardian at all times. Our ethos is one of accountability, communication and transparency in order to engender and maintain trust with the parent/guardian, which is vital for a successful nursery. We strive to provide an environment that operates at a high standard and held in high regard within the community. We work in partnership with the parent/guardian and outside agencies and we welcome any comments or suggestions that will help us to improve.

We understand that from time to time, there may be occasions when issues become sufficiently important that an escalation is required. It is therefore the responsibility of the Manager to ensure that the parent/guardian have the opportunity to voice their concerns in a constructive manner.

### **Aim**

The purpose of this policy is to clarify how complaints and escalation procedures can be made in a confidential, transparent and effective way. In addition, where the complainant is a member of staff, they may refer to the nursery grievance and whistleblowing procedures.

### **Complaints procedure**

We anticipate that the majority of concerns will be resolved quickly by an informal approach with the Manager. All complaints and escalations are confidential and all related information and resolution is recorded. If this does not achieve a satisfactory outcome for the complainant, we will invoke the following procedure:

#### **Stage 1**

Any parent/guardian who are uneasy about any aspect of the nursery's provision should first talk over any worries or anxieties with their child's key person.

#### **Stage 2**

If this does not have a satisfactory outcome, or if the problem recurs, the parent/guardian should put the concerns or complaint in writing to the Manager; who will acknowledge receipt of the complaint and/or arrange a meeting within seven days.

If the complaint is in regards to the Manager, the deputy manager will deal with the complaint.

Emails may be sent to the nursery in confidence using the office email address or in writing to Helen Strange, Teddies on a Rainbow, Heatherview Park, Heatherview Road, New Haw, Surrey KT15 3AN.

It is hoped that most complaints will be resolved informally at Stage 1 or Stage 2 within 28 days.

#### **Stage 3**

In the event of an unsatisfactory or incomplete solution being reached, at this stage the Nursery can invite an external mediator to help settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. The mediator has no legal powers, but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.

The mediator will keep all discussions confidential and may hold separate meetings with the nursery and the parent/guardian. The mediator keeps an agreed written record of any meetings that are held and any advice given.

#### **Stage 4**

When the mediator has concluded the investigation, a final meeting between the parent/guardian and the Manager is held. The purpose of this meeting is to reach a decision on the action to be taken to resolve the complaint. The mediator's advice is used to reach a conclusion. A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting will receive a copy. This decision is final.

The nursery operates a self-reporting policy with regulatory bodies, and may deem it appropriate to disclose the incident to Ofsted. The parent/guardian will also be provided with the option to escalate to Ofsted in accordance with their wishes.

In addition to reporting the incident to regulatory bodies, the nursery may deem it appropriate to take disciplinary action internally. The parent/guardian will be informed where such action has been taken but the specific terms of the disciplinary hearing will be withheld.

The details of the complaint will be investigated and a report detailing the outcome prepared for the parent/guardian within 28 days.

## **Escalation to Ofsted**

The role of Ofsted is to ensure that the childcare provider is following all registration requirements and will take action if required. It will not engage in resolving disputes between the parent/guardian and providers.

Teddies on a Rainbow will keep written records of all complaints made for six years and show them to Ofsted inspectors at an inspection.

Unresolved complaints can be communicated by the parent/guardian to Ofsted for their consideration at:

Tel: 0300 123 4666

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

Our Ofsted Unique Reference Number at Teddies on a Rainbow – **EY490687**

When Ofsted receives either a self-reported complaint from the setting or an escalation from the parent/guardian the following will normally apply:

- The complaint / escalation will be reviewed by Ofsted and a decision on action
- It may be decided that Ofsted will visit the childcare setting for further discussions.
- Ofsted may ask the provider to take action or work with other agencies to look at any issues.
- The parents/guardian will not be informed of Ofsted's outcome

## **Compliments**

We are delighted to hear compliments and positive feedback. We welcome the parent/guardian to:

- talk to any member of staff
- we treasure cards and letters that are given to us

We welcome suggestions on how to improve any aspect of the nursery. The parent/guardian are encouraged to attend nursery events. Our intention is to work in partnership with the parent/guardian to support all children and families.

## **Policy Review**

As part of Teddies on a Rainbow monitoring of complaints and compliments this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

# 11. Confidentiality

## Statement of intent

Teddies on a Rainbow are committed to protecting the privacy of children, families and staff.

## Aim

Our aim is to ensure that information is only shared once consent has been received. Our record keeping systems meet all legal requirements; this means that the systems we use to store and share information takes place within the framework of the General Data Protection Regulations 2018, and where relevant, the Freedom of Information Act 2000.

It is a legal requirement for the nursery to hold information about children, families and staff working at the nursery. This information is used for registers, emergency contacts etc.

## Practice

Our Privacy Notice is available on our website - [www.teddiesonarainbow.co.uk](http://www.teddiesonarainbow.co.uk)

We will respect the privacy of children, their families and the staff working at the setting by ensuring:

- confidential records are kept in a locked filing cabinet;
- the accuracy of records, data and learning journeys are checked regularly;
- the parent/guardian have access to files and records of their own children, but not to those of any other child;
- parental permission is gained for any photographs of the children to be used within the nursery;
- staff have a professional relationship with all parent/guardian and do not become over familiar with families;
- staff are aware that information held for each child is confidential, and only to be used within the nursery. If any of this information is requested for whatever reason, the parent/guardian's permission must always be sought;
- staff do not discuss personal information given by the parent/guardian with other members of staff, except where it affects planning for the child's needs;
- staff inductions include an awareness of the importance of confidentiality;
- staff are aware of, and follow, the nursery's safeguarding policy in relation to confidentiality;
- any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file. This information must be shared with as few people as possible on a need-to-know basis. If, however a child is or may be at risk of harm, the nursery's Safeguarding Policy will override confidentiality;
- all areas of confidentiality must be adhered to at all times. At no time whilst in employment and after termination of employment with Teddies on a Rainbow may staff divulge any client details, working practices, policies or financial dealings to any other party;
- staff taking on private baby-sitting arrangements must remain professional and ensure that confidentiality of the nursery is considered at all times;
- no information regarding other children or any matters regarding the setting will be discussed with parents when baby-sitting is privately arranged. Staff must never become over familiar with the parent/guardian and must ensure that this agreement is adhered to; and
- staff feedback to parent/guardians at the end of each child's session, is undertaken in a professional way, giving the parent/guardian all the information that they need to know about their child's day.

Refer to Record Keeping and GDPR Responsibilities Policy for further details.

## Policy Review

As part of Teddies on a Rainbow monitoring of confidentiality this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025



## **12. Disciplinary & Grievance**

### **Statement of intent**

Teddies on a Rainbow requires rules and procedures to be complied with to ensure a good working relationship between their employees and managers. It is hoped that there will be no need to use the disciplinary procedure however, if such action is necessary, the procedure below should allow issues to be dealt with in a fair, transparent and reasonable manner.

### **Aim**

This document aims to promote a set of rules and procedures for handling disciplinary and grievance situations.

### **Practice**

- The Manager and employees should raise and deal with issues promptly and should not unreasonably delay meetings, decisions or confirmation of those decisions.
- The Manager and employees should act consistently.
- The Manager will carry out all necessary investigations, to establish the facts of the case.
- The Manager will inform employees of the basis of the problem and give them an opportunity to put their case in response before any decisions are made.
- The Manager will allow employees to be accompanied by another employee or trade union representative at any formal disciplinary or grievance meeting.
- The Manager will allow an employee to appeal against any decision made.

### **Informal Procedure**

Informal action will be considered, where appropriate, to resolve minor disagreements.

The objective will be to:

- identify the challenges and barriers
- understand the behaviour and performance expectations required
- offer support and development where needed
- review progress

If the required improvement does not take place, consideration will be given to the use of the formal procedure.

### **Formal Procedure**

Formal procedures will be applied where an employee does not respond to informal action, or where a breach of conduct occurs which is believed to be too serious to be dealt with informally. In all cases, Teddies on a Rainbow will establish whether an action or inaction, pivotal to the case, is 'reasonable to believe'.

### **Establishing the facts**

It is important to carry out an investigation of potential disciplinary matters without unreasonable delay to establish the facts. In some cases, this will require the holding of an investigatory meeting with the employee before proceeding to any disciplinary hearing.

There is no statutory right for an employee to be accompanied at a disciplinary investigatory meeting. Investigations will be conducted by Surrey Early Years HR who will submit meeting notes and a summary report to Teddies on a Rainbow. This allows for different individuals to complete the investigation and disciplinary hearing.

An investigatory meeting will not by itself result in disciplinary action. Where a period of suspension with pay is considered necessary, this period will be as brief as possible, it will be kept under review and made clear that the suspension is not considered a disciplinary action.

Following an investigation, the course of action will be one of the following:

- no case to answer
- the matter is resolved through guidance or training
- there is a case to answer and a disciplinary meeting is convened.

### **Inform employee of the problem**

If it is decided that there is a disciplinary case to answer the employee will be notified in writing. This notification will contain information about the alleged conduct or poor performance and possible consequences. This is to enable the employee to prepare to answer the case at a disciplinary hearing; this will include copies of any written evidence and/or witness statements.

The notification will give details of:

- time and place of the disciplinary meeting
- disciplining team
- employee's right to be accompanied by a fellow employee or a trade union representative.

### **Disciplinary Meeting**

The meeting will be held without unreasonable delay, whilst allowing the employee reasonable time to prepare their case, within five working days of receiving the notification of the disciplinary hearing. Every effort will be made to hold all meetings within the employees normal working hours unless the employee expresses otherwise. The employee must take all reasonable steps to attend the meeting. Where an employee is persistently unable or unwilling to attend a disciplinary meeting without good cause, Teddies on a Rainbow will make a decision based on the evidence available.

At the meeting, Teddies on a Rainbow will explain the complaint against the employee and go through evidence that has been gathered. The employee will be allowed to set out their case and answer any allegations made. They will also be given reasonable opportunities to ask questions, present evidence, call relevant witnesses and raise points about any information provided by witnesses. Where Teddies on a Rainbow or the employee intends to call relevant witnesses, they should be given advance notice that they intend to do this.

### **Employees rights to be accompanied**

Employees have a statutory right to be accompanied by a fellow employee or trade union representative where the disciplinary meeting could result in:

- a formal warning being issued
- the taking of other disciplinary action
- the confirmation of a warning or some other disciplinary action (appeal hearing).

To exercise the statutory right to be accompanied employees must make a reasonable request. A request to be accompanied does not have to be in writing or within a certain timeframe. However, an employee should provide enough time for Teddies on a Rainbow to deal with the companion's attendance at the meeting, particularly when the companion is a fellow employee. If the chosen companion is not available for the hearing, it will be postponed to an alternative time reasonable to all parties and not more than five working days after the date originally proposed.

Where an employee/companion is persistently unable or unwilling to attend a disciplinary meeting without good cause, Teddies on a Rainbow will make a decision based on the evidence available.

The companion will be allowed to address the hearing to put and sum up the employee's case, respond on behalf of the employee to any views expressed at the meeting, and confer with the employee during the hearing. The companion will not however, have a right to answer questions on the employee's behalf, address the hearing if the employee does not wish it, or prevent Teddies on a Rainbow from explaining their case.

### **Disciplinary Outcome**

The meeting may be adjourned for a short time to allow the disciplining team time to review the facts. A longer adjournment may be required to undertake further investigation to establish missing or unclear facts. At the end of the meeting, the decision whether or not disciplinary or another action is justified and inform the employee accordingly in writing.

The employee has a right to appeal the decision made in writing within five working days of receiving notice of the decision. The outcome of the disciplinary meeting is likely to be one of the following:

- Case dismissed – no further action required
- Employee is required to attend further training
- Verbal warning
- First written warning
- Final written warning
- Dismissal.

### **Verbal Warning**

After consideration by the disciplining team and if a verbal warning is judged to be appropriate, the employee will be advised of:

- the nature of the misconduct or poor performance;
- any mitigating circumstances that have been taken into consideration when reaching the decision;
- the change in behaviour or improvement in performance required with timescales;
- how long the improvement note will be kept on file;
- appropriate training required with timescales;
- further disciplinary action if improvements are not made; and
- how to appeal the disciplinary outcome; within 5 working days.

The employee will be advised that this is the first stage of formal procedure. A record of the improvement note will be kept for 6 months and after that period of time it will be viewed as 'spent' subject to achieving and sustaining satisfactory performance.

### **First Written Warning**

In the case of misconduct of a more serious nature or repetition of earlier misconduct or poor performance, the employee will be given a first written warning. The employee will be advised of:

- the nature of the misconduct or poor performance;
- any mitigating circumstances that have been taken into consideration when reaching the decision;
- the change in behaviour or improvement in performance required with timescales;
- how long the improvement note will be kept on file;
- appropriate training required with timescales;
- further disciplinary action if improvements are not made, this may result in a final written warning; and
- how to appeal the disciplinary outcome; within 5 working days.

A record of the improvement note will be kept for 6 months and after that period of time it will be viewed as 'spent' subject to achieving and sustaining satisfactory performance.

### **Final Written Warning**

If an employee's first misconduct or unsatisfactory performance is sufficiently serious, it may be appropriate to move directly to a final written warning. This might also take place where the employee's actions have had, or are liable to have, a serious or harmful impact on Teddies on a Rainbow.

Where further misconduct or poor performance occurs after a verbal warning has been issued and within the set timeframe, the employee may be given a final written warning. The employee will be advised of:

- the nature of the misconduct or poor performance;
- any mitigating circumstances that have been taken into consideration when reaching the decision;
- the change in behaviour or improvement in performance required with timescales;
- how long the improvement note will be kept on file;
- appropriate training required with timescales;
- further disciplinary action if improvements are not made, this may result in dismissal or demotion, and
- how to appeal the disciplinary outcome; within 5 working days.

A record of the improvement note will be kept for 12 months and after that period of time it will be viewed as 'spent' subject to achieving and sustaining satisfactory performance.

### **Dismissal**

If the employee fails to make the agreed improvements in the timescales specified, the employee will be invited to a disciplinary hearing. If the decision is to dismiss, the employee will be given written confirmation of the dismissal, stating reasons, the date on which the employment contract will end, the appropriate period of notice and details of the right to appeal. Teddies on a Rainbow reserves the right to pay in lieu of notice.

### **Gross Misconduct**

Some acts, termed gross misconduct, are so serious in themselves or have such serious consequences that they may call for dismissal without notice for a first offence. If after investigation it is confirmed that an employee has committed an act of gross misconduct of the following nature (the list is not exhaustive), the normal consequence will be dismissal without notice or payment in lieu of notice:

- Abuse of Teddies on a Rainbow facilities i.e. deliberate damage/sabotage to nursery property.
- Deliberate disregard for safety/hygiene rules/precautions.
- Serious breach of Teddies on a Rainbow policies and procedures.
- Breach of any Teddies on a Rainbow policy where the safety or well-being of any child in our care or any other person on the premises is put at risk.
- Behaviour by the employee that could bring the good name of Teddies on a Rainbow into disrepute.
- Failure to notify Teddies on a Rainbow of any behaviour or change in circumstances that may affect your Enhanced Disclosure and Barring Scheme (DBS) check and or suitability to work with children.
- Use of abusive, threatening behaviour or use of offensive language.
- Being under the influence of drink, illegal drugs or substances whilst on the premises.
- Dealing illegal drugs and or substances on the premises.
- Being under the influence of prescribed medication and knowingly working with children when advised not to as the medication may impair their ability to care for children.
- Deliberate breach of confidentiality.
- Bullying, harassment, victimisation or deliberate sex, race or religious discrimination against another employee, parent/guardians or child.
- Breach of safeguarding children policy, social media, mobile phone, camera and ICT policy.
- Smoking or vaping on the premises.
- Fraud or theft.
- Significant breach of implied trust and confidence.
- Serious acts of insubordination.

While the alleged gross misconduct is being investigated, the employee may be suspended, during which time they will be paid their normal pay rate. Any decision to dismiss will be taken by the employer only after full investigation.

### **Appeals**

Where an employee feels that disciplinary action taken against them is wrong or unjust they should appeal against the decision. Appeals will be heard without unreasonable delay at an agreed time and place.

Employees should let Teddies on a Rainbow know the grounds for their appeal in writing as set out in the disciplinary letter within five days of receiving written notice of the disciplinary outcome. The appeal will be dealt with impartially, wherever possible by a member of the management team or Surrey Early Years HR who has not previously been involved in the case.

Employees have a statutory right to be accompanied by a fellow employee or trade union representative. Any new evidence the employee wishes to put forward will be considered. As a result, Teddies on a Rainbow may need to undertake further investigation and will respond in writing with the appeal decision.

The appeal meeting may not necessarily take place before the disciplinary sanction is imposed. If the appeal is successful the sanction will be removed and/or the employee will be reinstated.

### **Grievance Procedure**

If an employee is dissatisfied they must have the opportunity for prompt discussion with their line manager. If the grievance persists, the employee should inform the manager in writing of the complaint. The manager will appoint an independent party who will then undertake an investigation to understand the facts of the complaint and convene a meeting with the aggrieved employee.

The employee will be invited to a grievance meeting and offered the opportunity to be accompanied by a colleague or union representative.

The grievance should be an opportunity for the employee to state all their concerns or complaints freely. The Nursery must be impartial and listen to their comments. A further investigation may be required before any action to rectify the situation can be taken.

The employee will receive a written response to the grievance, this may not contain all details of action taken if the action has been towards another employee. There will be a right to appeal after the initial discussion if the individual is still unhappy, and union representative may be present at this discussion.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of disciplinary and grievance matters this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 13. Early Years Curriculum

### Statement of intent

At Teddies on a Rainbow we follow the Early Years Foundation Stage (EYFS). This sets out the statutory requirements for learning, development and care for children from birth to five. In addition, we follow Development Matters in the Early Years Foundation Stage which is a non-statutory guidance tool that supports practitioners to implement the statutory requirements of the EYFS.

### Aim

We will provide a broad and balanced curriculum, differentiated to meet each individual child's needs to develop personally, socially, emotionally, creatively and physically to reach their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates and have differing needs.

### Practice

At Teddies on a Rainbow, children learn best when they experience learning first hand, through meaningful interactions with others, through physical activity and through play. Our early years practice is based on on-going observation and assessment of the children and their interests.

### The Early Years curriculum

#### Prime areas of Learning

The three prime areas of learning and development are:

- personal, social and emotional development
- communication and language development
- physical development

These lay down the foundation for all children's learning, ensuring that children are able to relate to others, communicate effectively and engage with their environment. The prime areas are dependent on each other and are universal in that they occur within cultures and social backgrounds.

#### Specific areas of learning

The four specific areas of learning and development are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

These are considerably less time sensitive than the prime areas, but cannot be developed alone as they build on the development gained through the prime areas. The specific areas reflect individual children's life experiences including their cultural and social background. Practitioners will be able to plan for children's next steps in the specific areas through their observations and knowledge of children's likes, dislikes and family background.

#### Characteristics of learning

Characteristics of Effective Learning (CoEL) are a key element in the Early Years Foundation Stage. They detail the ways in which children at Teddies on a Rainbow should be learning from our environment, experiences and activities. CoEL are split into three main areas and then three subsections within each area. These are:

- 'playing and exploring' show how the child is engaging
- 'active learning' which shows the motivation behind the child's learning
- 'creating and thinking critically' this shows the thought processes behind learning and new achievements.

Our early years principles are based on statutory guidance and the four overarching principles of good practice:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parent and/or guardians.

- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

### **Key person**

Children thrive from a base of loving and secure relationships. This is normally provided by a child's parent/guardian but it can also be provided by a key person. A key person is a named member of staff with responsibilities for a small group of children who helps those children in the group feel safe and cared for. The role involves the key person responding sensitively to children's feelings and behaviours and meeting emotional needs by giving reassurance, such as when they are new to nursery, and supporting the child's well-being. The key person supports physical needs helping with issues like nappy changing, toileting and dressing. They will be a familiar figure who acts as a point of contact and builds relationships with the child and the parent/guardian.

Records of development and care are created and shared by the key person, the parent/guardian and the child. Small groups foster close bonds between the child and the key person. Allowing the key person to better 'tune into' children's play and their conversations and to get to know the children well. As a result, children feel settled, happy, more confident to explore and become more capable learners.

### **Learning Journey**

Teddies on a Rainbow builds a red folder 'Portfolio' to record photos, observations and comments, in line with the EYFS curriculum, to build a record of a child's experiences at nursery. This system allows us to work with parent/guardians to share information about their play and learning and planning their next steps.

### **Cultural capital**

It is important to recognise that everyone has cultural capital – that is – knowledge, skills and behaviours, and which accumulates over time through many different experiences and opportunities. There is essential knowledge that children need to prepare them for future success; giving them opportunities and skills for what comes next in their lives.

We recognise we have a significant role to play in giving them the best possible start to their early education. Some children may arrive at Teddies on a Rainbow with different experiences from others, in their learning and play. We will use the EYFS curriculum to enhance the experience and opportunities available for children. It is therefore important that we create a curriculum, interactions and environment which presents awe and wonder of the world through the seven areas of learning.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of the early years curriculum this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 14. Emergency Closure

### Statement of intent

Whilst we will endeavour to maintain a full service and cause the minimum disruption to our nursery provision, we may from time to time be forced to close the nursery due to circumstances beyond our control. The decision to close the nursery is not taken lightly and will be based on the assessment of a number of factors and information. This may include weather and travel, access to and conditions of the nursery, infection outbreaks and availability of appropriate levels of qualified staff. Ultimately, the decision to open or close the nursery will be made by the manager and every effort will be made to contact all parent/guardians and staff as soon as is practicably possible.

### Aim

Tedties on a Rainbow will aim to remain open. When this is not possible, we will communicate relevant information to the parent/guardian and staff effectively and efficiently using the contact details held by the nursery.

### Practice

An emergency closure is an event or circumstance which happens with or without warning that causes or threatens injury to people, disruption to nursery operations, or damage to property or the environment. The following procedures will be followed wherever possible:

- If a decision to close is made before the day of closure or before 7.00 am on the day of closure, all parent/guardians will be contacted via e mail/ text message accordingly at the time of the decision;
- In addition, a message will be posted on our facebook page
- If a decision to close is made on the day of closure after 7.00 am, all parent/guardians will be contacted by text or telephone accordingly. Depending on the circumstances, a message confirming the closure will be left on the nursery's mobile phone whenever possible;
- The decision for ongoing closures will be assessed on a daily basis;
- Ofsted will be consulted and kept informed of all emergency closures;
- If we are required to temporarily relocate during a nursery session due to an emergency, we will inform the parent/guardian by text or telephone accordingly;
- In the event of prolonged closures, we will use every means at our disposal e.g. notices on the nursery door, website, email and text message, to ensure that the community is aware of the up to date situation.
- An up to date record of emergency contact details for each child and staff member will be kept in the nursery.

We may implement the emergency closure of the nursery under the following circumstances:

- fire damage
- flood
- power cut
- snow and ice
- high level of sickness among staff and/or children
- pandemic
- burglary
- lockdown due to an intruder
- death of a child or adult in the setting
- terrorist attack

### Fire damage

Depending on the level of fire damage, the Manager will need to inform parent/guardians as to whether the setting will remain open, whether it is necessary to temporarily close the setting or whether temporary alternative accommodation can be arranged. Any fire which results in suspension of normal working activities for more than 24 hours should be reported to the Health and Safety Executive under RIDDOR requirements. An incident report will be filled out and filed within the risk assessment file.

### Flood

Flooding can be caused by an internal plumbing problem, a pipe bursting for instance, or by an external problem such as a burst water main or severe weather conditions. Should an evacuation of the premises be necessary during the day because of flooding, we would follow the fire procedure and take the children to a place of safety.



Children and staff should not return to the setting until all areas and equipment have been thoroughly cleaned and restored their normal condition.

### **Power cut**

There may be a loss of electricity due to external problems such as damage to power lines caused by bad weather or vandalism. To be prepared in the event of a power cut, we use a mobile phone, and emergency contact numbers where staff can easily access them. The children and staff will only be evacuated if there is a risk of harm and loss of heating.

### **Snow and ice**

The Manager will assess the risks to staff and children and makes the decision whether to close. When the decision to close has been made before opening time, a message is posted on facebook, e mail and text, and we attempt to phone parents to let them know. It is possible in the event of snow to predict and prepare parents for potential closures in advance. This is done by announcing our procedure for closure and informing parent/guardians. Should there be a heavy snowfall during the day; parents will be contacted and the request made for them to collect their children early. This should provide time for parents, children and staff to get home safely.

### **High levels of sickness among staff and children**

Infections can spread easily when young immune systems are still developing, children are sharing activities and play closely together. Although most cases of illness in the setting will be minor, some infections have serious health implications. In all cases, infections need to be managed effectively by the setting to prevent an outbreak. This may mean short term closures. The Manager will monitor the length of the outbreak and decide when to safely restart suspended activities. This will help us to identify recurring patterns in illness and identify whether the illness is new or a continuation of a previous outbreak. Closures may also be necessary if staff become ill and there are not enough practitioners to maintain ratios determined by The Early Years Foundation Stage (2021) Statutory Welfare Requirements.

### **Pandemic**

It is possible during a national emergency, such as a pandemic where an illness spreads quickly throughout the country infecting large numbers of people, that the government will decide that it is in the best interests of the welfare of adults and children for schools and childcare settings to temporarily close. A plan for responding to a pandemic is in place and our local authority keeps us up to date with any national guidance for planning an emergency response as it is released. On all occasion, the nursery will follow government guidelines.

### **Burglary**

Children will be kept away from the area and once police give permission, the damage should be repaired. Where there is extensive damage or disruption to the premises, it may be necessary to temporarily close the setting while repairs take place. If this is the case, parent/guardians, staff and Ofsted should be informed as soon as possible. An incident report should be completed and filed in the risk assessment folder. We consider the security of the setting when carrying out risk assessment of the premises. There is a burglar alarm. Doors, windows and gates are well maintained and staff always ensure all doors are secure before they leave.

### **Intruder lockdown (Protect action)**

An intruder lockdown may take place where there is a perceived risk of threat to the nursery. Where possible, the nursery will act to ensure the safety of all personnel in the setting in the following situations, when:

- an unauthorised person, considered dangerous is on nursery grounds.
- a member of the family is attempting to abduct a child.
- staff, students or volunteers from within the setting become a threat to the well-being of others.
- there is potential risk from spills and poisonous fumes from within the setting.

A lockdown will be initiated by a recognisable signal of 3 long blasts on the whistle. Lockdown procedures will be practised from time to time so that staff and children are familiar with them.

During a lockdown we will follow the **CLOSE** procedure:

**C**lose all the windows and doors

**L**ock up

**O**ut of sight and minimise movement

**S**tay silent and avoid drawing any attention

**E**ndure. Be aware that you may be in lockdown for some time.

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

- On hearing the lockdown signal the Manager will call 999;

- Staff will lock the front door and back door;
- The Manager will gather the register, medical box and mobile;
- Staff will guide all children into the Heuristic room and undertake a headcount immediately;
- All windows and blinds will be closed;
- Lights and electrical devices (with the exception of the nursery mobile phone) will be turned off;
- Remind everyone to remain quiet, calm and remain out of sight;
- No one is to leave the premises during the lock down;
- Remain in this position until the Police have confirmed it is safe to leave; and
- Complete an incident form and file in the risk assessment folder.
- Should any staff and children be in the park on Walk and Talk, the person in charge within the nursery will phone them and make them aware of the incident occurring. A decision will be agreed if safe to return to the nursery or to remain in a safe place in the environment and reporting back to nursery or police
- **Essential numbers:**Helen Strange: manager/DSL 07775602609. Esther Ragnoli DSL and Chris Smith-Page Senco: Nursery telephone numbers
- **Ofsted:** 03991 234666

### **Death of a child or adult in the setting**

When an unexpected or sudden death occurs in the setting it is extremely distressing for the staff and children.

If a child or adult dies unexpectedly in the setting, the staff should call 999 immediately and follow the advice of the emergency services; moving the other children and adults to a place of safety. The police will normally inform the individual's next of kin. We would follow the instructions of the police while they collect evidence and carry out their investigation, and would check with the police as to what information can be given to the staff and families at this time. When carrying out an investigation into the circumstances of the death of a child, the police will work closely with Surrey Safeguarding Children's Partnership.

The Manager should report any deaths that occur in relation to their work activities to Health and Safety Executive and Ofsted as soon as possible, and comply with their investigations and any actions they advise.

Coping with the shock and grief following a sudden death will be difficult for all at the setting. The Child Bereavement UK provides advice on ways to support children and adults who have been affected by death and can be contacted on 01494 558900.

### **A terrorist attack (Protect Policy)**

In the event of a terrorist attack, where staff and children are at the scene of the incident they should stay together and follow the advice of the emergency services at the scene, who will be working to evacuate the area and treat the wounded or injured. If on an outing the outing leader would contact Teddies on a Rainbow to inform them of the incident. Parent/guardians will be contacted to advise them of the situation.

Should we be asked to vacate the premises the children and staff will be moved to Heatherview Park Car Park.

An incident form should be completed and filed in the risk assessment file.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of emergency closing this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 15. Equal Opportunities and Inclusion

### Statement of intent

Teddies on a Rainbow takes great care to treat each individual as a person in their own right, with equal rights, whether they are an adult or a child. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief have no place within nursery.

### Aim

We aim to provide a secure environment in which all our children can flourish, and in which all contributions are valued. We include and value the contribution of all families. We provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities. We strive to improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and make inclusion, a thread that runs through all of the activities of the setting.

### Practice

#### Admissions

Our setting is open to all members of the community. The nursery:

- reflects the diversity of our community in our publicity and promotional material;
- provides information in clear, concise language, whether in spoken or written form;
- bases the admissions policy on a fair system;
- ensures that all parents are made aware of our Equal Opportunities Policy;
- does not discriminate against a child or their family, or prevent entry basis of colour, ethnicity, religion or social background;
- does not discriminate against a child with a disability or refuse a child entry because of any disability;
- has developed an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered; and
- will take action against any discriminatory behaviour by staff or parent/guardians. Displays of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

#### Employment

- Posts are advertised 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 of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 where this is necessary 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 Enhanced Disclosure and Barring Service checks for the Children's Workforce and employment references. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

#### Training

- We source training opportunities for staff to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

#### Curriculum

The curriculum offered in the nursery encourages children to develop positive attitudes about themselves and celebrate differences. This encourages children to empathise with others and to begin to develop the skills of critical thinking. We do this by:

- helping children form a healthy identity and level self-esteem;
- ensuring that children have equality of access to learning;

- recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- 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 a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- 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 disabilities;
- 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 nursery.
- We encourage parents/guardian 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 ensure their full inclusion.

### **Food**

- We work in partnership with parent/guardian to ensure that the medical, cultural and dietary needs of children are met.
- 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.

### **Working with parents and guardians**

- Teddies on a Rainbow believe that a positive relationship between the parent/guardian and the nursery is very important in supporting children to reach their potential.
- We make time to listen to the expectations of the parent/guardian and to explain our procedures clearly and carefully, particularly when settling a child into the setting.
- When possible, we provide resources in languages other than English for the parent/guardian for whom this is not their first language.
- We are fully aware that the parent/guardian are their children's first educators and an important resource for nursery, especially in terms of information about their child.
- We need to work with them alongside their children, sharing the benefits of joint education.
- We value the contribution that parent/guardians can make to the setting, we aim to make all parent/guardians feel comfortable enough to share in the daily life of the group.

### **Discriminatory remarks or behaviour**

- As a staff team we aim to recognise and examine our own beliefs and prejudices, being conscious of the effect they have on our practice and seek to overcome them.
- We take all incidents of discrimination very seriously.
- We aim to challenge overt prejudice and discrimination when it occurs in a way that is sensitive and constructive.
- We endeavour to help the person who has offended to see what was wrong with what they did or said and to support them in making any changes.
- We intend to point out untrue statements in a sensitive way and give correct information.
- We regularly review practice and resources to ensure we are continuing to meet the individual needs of the children attending. Addressing equalities issues is an on-going process not a one-off activity.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of equal opportunities and inclusion this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 16. Fire Safety & Emergency Evacuation

### Statement of intent

This document sets out how Teddies on a Rainbow intends to plan, organise, control, monitor and review the protective and preventative measures in relation to fire safety and emergency evacuation.

### Aim

It is our aim to put in place adequate measures to ensure that children, parent/guardian, staff and visitors attending the nursery are safe in the event of a fire.

### Practice

Teddies on a Rainbow have a Fire Safety Lead who is Helen Strange who will undertake fire precautions to ensure the safety of children, parent/guardians, employees, visitors within and in close proximity to nursery premises. Teddies on a Rainbow fire precautions include:

- reducing the risk of and spread of fire;
- providing a secure and safe means of escape from the building at all times;
- providing a means of fighting fires;
- providing a means for detecting and giving warning of fire;
- implementing measure and actions to be taken in the event of a fire by providing instruction and training of employees and measures to mitigate the effects of fire; and
- providing a suitable system of maintenance of all general fire precautionary arrangements.

### Employee's Responsibility

Article 23 of the Regulatory Reform (Fire Safety) Order 2005 places a responsibility on every employee:

- to take reasonable care for the safety of themselves and others who may be affected by their acts or omissions at work;
- to co-operate with their employer in complying with Fire Safety Legislative requirements;
- to inform the employer of any situation that would represent a serious and immediate danger to the individual safety from fire and any shortcoming in the employer's protection arrangements for safety; and
- to ensure fires, heaters, electrical points, wires and leads are adequately guarded at all times.

### Fire Risk Assessment

Through the Runnymede Borough Council Fire Risk Assessment process, all fire hazards in the nursery will be identified and the risk of fire evaluated. Taking account of the control measures in place, where applicable, the Fire Safety Lead will maintain all reasonably practical measures to eliminate or control those fire hazards.

### Providing a Safe Means of Escape

A safe and secure means of escape from the premises will be maintained at all times. During normal working hours the Fire Safety Lead and staff are to ensure that fire exit doors are unlocked and available for use at all times the premises are occupied. These doors and the routes to them should be free from obstruction at all times. In addition, the doors must be able to be easily opened without the use of a key, regularly inspected and maintained in a good state of repair. Any defects are to be reported to the Fire Safety Lead for action to be taken.

When the fire alarm is triggered, children, staff and visitors are evacuated to the designated Assembly Point, this is in the far side of the nursery playground.

### Fire Safety Signs

Fire Safety signs are provided in the nursery to indicate the emergency routes and exits. The signs comply with the Health and Safety (Safety Signs and Signals) Regulations 1996 and BS 5499-4 :2000. All emergency exit routes are to be identified with appropriate fire exit signs. All fire exit doors display the appropriate fire exit sign above them. Signs that show indications of wear are to be reported to the Fire Safety Lead.

### Fire Fighting Equipment

Portable firefighting equipment is provided and strategically sited throughout the nursery. The type, numbers and locations have been selected for the appropriate type of risk. All extinguishers are hung on wall brackets or

placed on suitable stands. In addition, all equipment is provided with appropriate signs displaying the type of extinguisher and the category of fire they can be used on. Members of staff will be shown the location of the all extinguishers and the information on the signs above them during their induction.

Fire extinguishers are subject to routine maintenance contracts. The maintenance contractor will put a label on each extinguisher indicating their name, telephone number and detailing the date of check. In addition, all tests, defects, and replacements are to be recorded in the Fire Safety Log Book.

Fire extinguishers are only to be used by persons who have specific training in their use. The main purpose of this equipment is to assist in the means of escape of a person/s from the building. If a fire is discovered the main focus should be on the operation of the fire alarm, calling the emergency services and initiating the Fire Evacuation Procedure.

### **Fire Detection and Warning System**

An electrically operated fire alarm and detection system is installed at the nursery. The system is subject to periodic testing and maintenance in accordance with BS 5389. The results of the tests are to be recorded by the landlord: Runnymede Borough Council.

### **Fire Emergency Evacuation Procedure**

A Fire Emergency Evacuation Procedure is in place to ensure all members of staff know what to do in the event of a fire and to ensure the safe evacuation of all children and adults from the premises. In the event of a fire the Fire Emergency Evacuation Procedure will be put into operation. The procedure will be subject to regular review.

### **Fire Procedures**

The specific actions to be taken in the event of a fire incident and the location of assembly points are detailed in the brief next to every manual fire alarm call point and emergency exit. No member of staff must put themselves at risk. Special provisions are provided on how to evacuate persons who may be disabled from the building in the event of a fire incident.

Any visitors to the nursery will be alerted to the Fire Emergency Evacuation procedure displayed in the entrance.

### **Fire Safety Training of Employees**

Fire Safety Training will be arranged and conducted to comply with the current fire regulations. All new members of staff will receive training during their induction; all members of staff will receive training on an annual basis.

### **Fire Drills**

Fire drills and evacuations will be taken very seriously by Teddies on a Rainbow. The Fire Safety Lead will ensure that all staff are made familiar with the Fire Evacuation Procedures and carry out a fire drill each half term.

The fire evacuation procedure is as follows:

- As soon as the alarm is sounded the Manager will call 999.
- Staff will gather the children together and lead them to the safety point in the car park;
- The Manager will collect the register, registration file and mobile phone;
- Staff will call the register;
- In the event of a fire, the parent/guardian will be contacted as soon as possible;
- A record of each fire drill will be recorded in the fire drill book and include the date, time and number of adults and children involved, how long it took to conduct the evacuation, any issues encountered and whether any changes are required to the procedure.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of fire safety and emergency evacuation this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 17. Health and Safety

### Statement of intent

To develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children and parents, we provide information, training and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

### Aim

Teddies on a Rainbow aim to provide and maintain safe and healthy working conditions, equipment and systems of work for all employees and a safe early learning environment in which children learn and are cared for.

### Practice

The Health and Safety Lead is Helen Strange In their absence Chris Smith-Page will assume this responsibility.

Both have undertaken health and safety training. All new employees receive health and safety training in their induction.

All employees have the responsibility to cooperate with the Health and Safety Lead and the Manager to achieve a healthy and safe environment and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter (see Disciplinary Policy).

Whenever a member of staff notices a health or safety problem which they are not able to rectify, they must immediately report it to the Health and Safety Lead. Parent/guardians and visitors are requested to report any concerns they may have to the Manager. Daily contact, individual supervisions and termly staff meetings provide opportunities for consultation and discussion on health and safety matters.

General health and safety arrangements:

- All staff are responsible for general health and safety in the nursery;
- Children are made aware of health and safety issues through discussions, planned activities and routines;
- Employees are permitted to consume hot drinks in enclosed safety mugs;
- All outings away from the nursery (however short) will include a prior risk assessment (see Outings Policy);
- We provide appropriate facilities for all children, employees, parent/guardians and visitors for their basic care needs, e.g. easy to access toilet area and fresh drinking water;
- Teddies on a Rainbow has a clear accident and first aid policy. We review accident and incident records to identify any patterns/hazardous areas;
- We have a clear fire safety policy and procedure which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is to be shared with all employees, parent/guardians and visitors;
- All health and safety matters are reviewed informally on an ongoing basis or when something changes;
- We teach children to respect their bodies, how to look after themselves and how to move and play safely; and
- Parent/guardians are invited to contribute to any policy through the suggestion scheme, during informal discussion and completing the parent/guardian questionnaires.

### Risk assessment

Our Risk Assessment process includes:

- a daily check of all equipment, rooms and outdoor spaces by staff before children access them or the area. These checks will be recorded and initialed by the staff responsible. Unsafe areas will be made safe/removed by this member of staff. If this cannot be achieved the Manager will be notified immediately;
- the completion of annual risk assessments in accordance of our insurance policy;
- individual risk assessments for children with complex needs and disabilities; and

### Insurance cover

- Teddies on a Rainbow has Public Liability and Employers' Liability insurance. The certificate is displayed on Noticeboard.
- At the point of annual renewal, the Manager will check that the level of insurance cover is adequate for the setting.

### Training



- Our induction training for staff includes a clear explanation of health and safety issues so that they are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee wellbeing, including safe lifting and the storage of potentially hazardous substances.
- All employees will receive appropriate health and safety training which will include paediatric first aid, risk assessments, manual handling and fire safety.
- Health and safety issues are explained to the parent/guardians of new children so that they understand the part they play in the daily life of the nursery.
- As necessary, health and safety training is discussed at supervisions and appraisals and all identified training in the setting is recorded in the Staff Development and Training Plan.

#### **Children's safety** – (also see Safeguarding Policy and Staffing Deployment Policy)

- All employees will have an Enhanced DBS checks and be on the DBS Update Service
- All children are supervised by adults at all times, adhering to EYFS staff ratios.
- Whenever children are on the premises at least two adults are present.
- All children are supervised by adults at all times and will always be in sight and hearing of an adult.

#### **Security**

- Systems are in place for the safe arrival and departure of children.
- The outdoor are checked before children are allowed to play outside
- The arrival and departure times of staff members and visitors is recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff are securely stored during nursery hours.

#### **Building**

- Low level windows are made from materials which prevent accidental breakage.
- All surfaces are checked daily to ensure they are clean and not uneven or damaged prior to each day.

#### **Kitchen**

- Children do not have unsupervised access to the kitchen.
- All surfaces are clean and non-porous, routinely checked by staff.
- Cleaning materials and other dangerous materials are stored out of children's reach, in a locked cupboard.
- All sharp objects are stored safely.
- The refrigerator will be kept at a temperature of **below 5°C**
- The freezer will be kept at a temperature of **below -18°C**
- The refrigerator and freezer temperature are checked regularly. Parents are advised to use ice blocks in packed lunches.

#### **Electrical/gas equipment**

- All electrical/gas equipment conforms to safety requirements and is checked regularly. Annual Portable Appliance Testing (PAT) is also carried out on electrical items.
- Our boiler/electrical meter cupboard is not accessible to the children.
- Electric wires and leads are properly guarded and the children are taught and reminded not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

#### **Storage**

- All resources and materials which children select are stored safely.

- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.
- Children are not to enter the storage area.
- All food is stored in clean, suitable containers, chilled food is kept in the fridge.
- All food placed in the freezer will be stored in an air-tight container or wrapped well in freezer bags or freezer wrap, dated and labelled.

### **Outdoor areas**

- Our outdoor areas is securely fenced and checked for safety.
- Rubbish will be cleared from the outdoor area before it is used.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- All outdoor activities are supervised at all times.
- All outdoor equipment is checked for safety and broken items removed.
- We require the parent/guardian to provide suitable outdoor clothing for their children, including, but not restricted to, coats, hats, sun hats. Where appropriate we will have a limited supply of these for use in an emergency.

### **Sun protection**

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Key persons will work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine.
- Children should have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection.
- We ask that parent/guardians apply sunscreen before their children arrive at the setting
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long trousers.
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on hot days.
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible at all times.
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun.
- Shade will be provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.

### **Hygiene**

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.
- We have a daily cleaning routine across the nursery which includes the main room, kitchen, toilets and nappy changing areas.
- We ensure that resources, equipment, dressing-up clothes and furnishings are cleaned as necessary.
- All rooms have easy access to warm running water, soap, anti-bacterial gel, anti-bacterial spray for cleaning purposes.
- We use colour coded, mops and buckets for different cleaning requirements.
- The toilet areas are checked routinely throughout the day by staff to ensure they are clean and well stocked.
- Staff are required to wear appropriate Personal Protective Equipment (PPE) for the task; such as disposable aprons, which are available if required, and gloves for all child intimate care procedures including cleaning up bodily fluids.
- Suitable hygienic nappy changing facilities are cleaned after each use.

- Our daily routines encourage the children to learn about personal hygiene.
- Tissue stations are available to children and adults. Children are encouraged to blow and wipe their noses and dispose of used tissues hygienically.
- Children are encouraged to shield their mouths when coughing.
- Spare laundered clothing is available in case of accidents. Soiled clothes are wrapped in for parent/guardians to take home.

### **Activities**

- Before purchase, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the nursery.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- When children take part in cooking activities, they are supervised at all times, kept away from hot surfaces and hot water; and do not have unsupervised access to electrical equipment.
- Staff initiate conversations with children about the food they are eating each day, especially at mealtime.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

### **Food and drink**

- Staff who prepare and handle food receive appropriate training and understand and comply with food safety and hygiene regulations.
- All food and drink is stored appropriately.
- Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children. Consumption is confined to the kitchen or child-free areas.
- Snacks are appropriately supervised and children do not walk about with food and drinks.
- Fresh drinking water is available to the children at all times.
- Allergy information is stored in the register folder and on individual drink and snack photos.
- Dietary requirements will also be stated on drink and snack photos.
- We will notify Ofsted of any food poisoning affecting two or more cared for children.

### **Outings and visits**

- A risk assessment is carried out before an outing takes place.
- Parent/guardians receive written details of the outing; including when, who, what, why, where.
- Parent/guardians will give their signed consent on registration forms.
- Staff will also discuss the outing with parent/guardians beforehand to address any worries the parent/guardians may have and ensure they are fully aware of the purpose of the outing.
- Our adult to child ratio is increased for outings.
- We meet the statutory requirements for paediatric first aid.
- The children are appropriately supervised to ensure no child gets lost and that there is no unauthorised access to children.
- A fully charged and operational mobile phone will be taken on the outing. In addition, a first aid kit and individual medical boxes will be carried in a specific rucksack.

### **Fire safety** (see Fire Safety Policy)

- Fire doors are clearly marked, never obstructed and easily opened from inside.

- Fire fighting equipment conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are clearly displayed, explained to new members of staff and parent/guardians and practiced regularly.
- Records are kept of fire drills and the servicing of fire safety equipment is made by Runnymede Borough Council

#### **Accidents and Incidents** (see Accident and Incident Policy)

##### **First aid kits:**

- We meet the statutory requirements for paediatric first aid.
- Our first aid kits comply with the Health and Safety (First Aid) Regulations 1981 are regularly checked and restocked as necessary

##### **Accident/incident/injury books:**

- Are kept safely and are accessible.
- Contain one accident, incident or injury per page to promote confidentiality.
- Are explained at induction, shown where they are kept and how to complete them.
- Are shared with parent/guardians at collection they are asked to sign to confirm they understand the circumstances leading up to, the actual accident/incident and the treatment given.
- Are reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any serious accident, injury or the death of a child or adult by the Manager as soon as soon as possible. The Manager will refer to the Ofsted Early Years Compliance Handbook for a list of notifiable injuries.

#### **Children's medication** (see Administering Medicines Policy)

##### **Sickness** (see Illness and Medication Policy)

- Teddies on a Rainbow's policy for the exclusion of ill or infectious children is discussed with the parent/guardian and is based on guidance from the Health Protection Agency.
- This includes procedures for contacting parent/guardians or other authorised adults if a child becomes ill at nursery. A list of common illnesses and their exclusion periods is displayed on the parent/guardian notice board for reference purposes. For information the exclusion period in the case of sickness and diarrhoea is 48 hours after the last occurrence of the illness.
- If a child becomes unwell at nursery, the parent/guardian will be contacted. For infection control purposes the child may then be seated apart from the other children but a member of staff familiar to the child will be beside them at all times. The child will be given an activity to take part in if appropriate whilst waiting for collection.
- Surrey and Sussex Health Protection Team is notified of multiple infectious diseases which are included on the Gov.uk Health Protection Infectious Diseases list.
- Advice will be sought from the relevant bodies regarding informing the other families at the nursery.

##### **Safety of adults**

- Maintenance staff will undertake tasks at heights, moving extremely heavy items, constructing large resources and equipment.
- Staff sickness is monitored and reviewed for themes and patterns.
- Staff accidents are recorded. When appropriate, the records are reviewed to identify any issues which need to be addressed.

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

- The nursery will adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, employees, parent/guardians and visitors are safe in relation to any chemicals we may use on the premises.
- All cleaning equipment and supplies are stored safely and out of reach of children.
- Teddies on a Rainbow keeps information of all our stored cleaning products in the folder attached to the door cupboard in the kitchen.

#### **Smoking, drugs and alcohol.**

- Teddies on a Rainbow is a non-smoking or vaping environment.
- Visitors to the building and staff are asked not to smoke or vape on the premises, and we would encourage smokers to move away from the perimeter of the nursery.
- The welfare of the children is of paramount importance to the nursery, and as such the use of drugs and alcohol at the nursery premises is not allowed.
- Any staff member who reports for work and is believed to be under the influence of either drugs or alcohol will be asked to leave and could face disciplinary action.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of health and safety this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 18. Healthy Eating

### Statement of intent

Teddies on a Rainbow believes that eating healthily is extremely important in the development of young children. Children's food preferences and eating habits are formed early with consequences for a range of health and development outcomes in later life.

### Aim

Our aim is to provide appropriate amounts of energy and nutrients that encourages the development of healthy eating habits in young children, both to support appropriate growth and development, and as part of national priorities to reduce childhood obesity, poor dental health and ensure every child has the best start in life.

### Practice

We use Change4Life 'Easy ways to eat well and move' as our best practice guidelines when reviewing our policy and are committed to the following:

- Providing healthy nutritious well-balanced snacks and cooking opportunities.
- Providing water constantly throughout the day and at mealtimes.
- Children are shown the importance of hygiene and wash their hands before snack and lunch times.
- Meals are pleasant social opportunities for children and staff to eat together. When children can learn good social skills and behaviour associated with eating and drinking.
- Staff monitor healthy eating, keeping a discreet eye on those who appear not to be eating well.
- Positive encouragement and peer support is used to engage poor eaters in making healthy choices.
- The nursery does have a strict no nut environment.
- Parent/guardians and Teddies on a Rainbow will supply snacks to meet the children's individual dietary needs with ingredients of all snacks available.
- Portion sizes are monitored.
- An allergy list for all children is available in the register and obviously in their registration form.
- If a child has refused to eat their pack lunch, their intake will be monitored. Parent/guardians will be advised of any concerns.
- Cultural differences and religions are embraced and respected. This helps children develop their knowledge and understanding of varied foods and customs
- Staff who will also have gained a recognised Food Hygiene certificate.
- We will continue to promote breastfeeding by having an 'open door' policy allowing mothers to come into the setting at any time.
- We encourage parent/guardians to follow pack lunch advice from Change4Life by the NHS for 'Healthier Lunchbox Recipes'.

If parents feel there are elements of healthy eating which have been omitted from this policy they can speak to a member of staff or email the Manager on [info@teddiesonarainbow.co.uk](mailto:info@teddiesonarainbow.co.uk)

### Policy Review

As part of Teddies on a Rainbow monitoring of healthy eating policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 19. Hygiene

### Statement of intent

Teddies on a Rainbow puts the wellbeing of children in our care at the core of our services. We are keen to ensure we provide a high-quality environment and premises that are kept in a clean and hygienic condition for all children, parent/guardians, staff and visitors. We recognise the potential for diseases and viruses to spread relatively easily in an early years environment.

### Aim

We will apply best practice in infection control to reduce the risk of infection and illness for all children, parent/guardians, staff and visitors.

### Practice

Early years services are an ideal environment for the spread of diseases and viruses. This is because of the relatively high numbers of children mixing together, the low state of immunity of some children and the difficulties in maintaining high standards of hygiene among small children.

Bacteria and viruses that cause infectious illnesses are spread in a number of ways, most commonly either by touch, in the case of bugs like norovirus, or in the air when people sneeze, as is the case with coughs, colds and flu. Ingesting food contaminated with bacteria or viruses is another method, as is contact with infected body fluids such as blood or faeces.

It is the responsibility of all staff to ensure that the premises are kept clean and hygienic at all times. Staff will be expected to tidy up and keep the premises clean within the reasonable limits of their role and to report any areas where the nursery may be falling below its set standards. This will include the following:

- Staff will keep the premises in a clean and hygienic condition and provide additional cleaning whenever needed, such as in the event of an outbreak of an infectious disease. Cleaning will be closely managed and monitored to ensure it functions effectively.
- Staff will be made aware of their key role in preventing disease and accidents, and enhancing the appearance of the nursery.
- All staff will be requested to pay particular attention to areas where hygiene is especially important for preventing the spread of infection. This includes kitchen and toilet areas. Colour-coded mops specific to each area should be used.
- In the event of illness among the children, staff will be informed and asked to intensify cleaning for a given period and to follow Public Health Agency guidance.
- The Manager will undertake regular risk assessments and inspections to ensure the work schedule is being followed to the standard required and that the premises are being kept clean and hygienic.
- To encourage and support effective handwashing, an adequate number of sinks for handwashing are provided along with soaps and disposable paper towels.
- All staff will be expected to display high standards of personal hygiene and to wash their hands regularly throughout the day and specifically:
  - before preparing and eating food for mealtimes, snack times or as part of a food-related activity
  - between handling raw and cooked food
  - after handling waste food or refuse
  - after tending children with cuts, abrasions or suspected infections
  - after wiping their own or a child's nose
  - after changing a nappy
  - after handling body fluids and soiled items
  - after taking a child to the toilet or going to the toilet themselves
  - after eating, coughing or sneezing
  - after handling cleaning chemicals.
- Staff will help the children to keep clean throughout the day and to wash their hands appropriately, especially after using the toilet, before eating or after messy play. A range of teaching resources will be employed such as hygiene posters, play equipment and singing hand-washing rhymes.
- Children with a potentially infectious disease that could be passed on to others should be excluded from attending the nursery until they have recovered.
- Staff should always ensure that toys and equipment are inspected and cleaned regularly. In the case of a pandemic the nursery will follow government guidelines.
- Unhygienic or broken toys should be discarded. Toys are constantly monitored and deep clean will be arranged where old and worn-out toys will be replaced.

- Play sand and playdough can also spread disease if dirty. It will be replaced when necessary and will be removed from use during any infection outbreak.
- The Manager will make appropriate pest control monitoring arrangements and respond promptly to any evidence of pests.
- All staff will be expected to keep all cleaning materials safely and securely and out of the way of children. They will also be expected to ensure that all of their cleaning work practices include appropriate health and safety safeguards.
- All staff will be provided with suitable personal protective equipment (PPE), such as disposable gloves and aprons. They will be trained in maintaining good standards of cleanliness and hygiene.
- Any spillages of blood, faeces, saliva and vomit will be cleaned up immediately.

### **Potentially Infectious Spillages Procedure**

Staff will treat every spillage of body fluids or body waste such as blood, vomit, faeces and urine; with caution as potentially infectious.

As with ordinary spillages, potentially infectious spillages must be cleaned up immediately.

If the spillage involves blood and body fluids staff should:

- secure the area around the spillage;
- assemble the required equipment;
- wear appropriate PPE;
- solid or semi-solid matter (e.g. faeces) in the spillage should be removed first as this can inhibit the disinfectant;
- contain, absorb and cover the spill with disposable paper towels;
- apply a suitable disinfectant product or a product which combines detergent and disinfectant;
- leave the area for two minutes (or as per manufacturer's instructions) then clear away the towels/disinfectant directly into a clinical waste bag;
- wash the area with a general purpose detergent and warm water using a disposable cloth/paper towels; and
- remove PPE and place immediately into the sealed waste bag and discard.
- Mops should never be used for cleaning up blood and body fluid spillages.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of hygiene this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025



## 20. Illness

### Statement of intent

Teddies on a Rainbow understands its duty to promote the good health of the children in our care, take necessary steps to prevent the spread of infection and take appropriate action when they fall ill.

### Aim

We aim to provide a safe, secure and healthy environment for all children attending the nursery and to avoid the spread of illness. We will follow Public Health England's 'Health Protection in Schools and Other Childcare Facilities'.

### Practice

We understand that all children have minor illnesses, such as coughs and colds, from time to time that do not prevent them from attending. We are also aware that some children have longer term illnesses and conditions that whilst not infectious may affect their day to day life. It is important that these children routinely attend nursery benefitting from our everyday interactions and activities. In all cases we engage with parents/guardian from the outset to ensure that we are able to meet the needs of the child. Once the parent/guardian have registered at the nursery, a suitable care plan will be agreed which may include the administration of medication and the involvement of external agencies.

At Teddies on a Rainbow we expect that children who have more than a minor illness should be kept at home. This is particularly important in the case of any infectious illness that might be spread.

Children with the following signs or symptoms will be excluded from the nursery:

- Diarrhoea and/or vomiting
- Impetigo
- Doubtful rash
- Coronavirus
- Conjunctivitis
- Infectious illness, e.g. chicken-pox, mumps or measles
- Fever or temperature.

Other illnesses and infections listed on the Public Health Agency poster 'Guidance on infection control in schools and other childcare settings' can be found by e mail / facebook.

We will share a notice of any infectious illnesses within the nursery on the main door to allow the parent/guardian to monitor their own children.

The parent/guardian should be advised that their children may not return to the nursery until 48 hours after they have been symptom free or outside the required quarantine period.

If a child arrives at the nursery ill, the Manager will take the decision whether the child is fit to attend or not. If not, the parent/guardian will be asked to take the child home.

If a child becomes ill while at the nursery or has an accident then the Manager will be asked to see the child immediately and the child's parent/guardian will be called and asked to collect the child. While waiting for the parent/guardian, the child will be monitored and comforted. If the child's condition worsens such that it causes concern to the Manager and staff then appropriate medical treatment will be sought.

In the event of an illness or accident requiring hospital treatment, the Manager will make every effort to inform the parent/guardian immediately and arrange to have the child taken to hospital. A member of staff will stay with the child until the parent/guardian arrives.

If the parent/guardian does not arrive or is unable to be contacted, the member of staff should stay with the child until the appropriate treatment has been given and follow the advice of the NHS professional. Where appropriate they should return with the child to the nursery where he or she would be cared for until the arrival of the parent/guardian. In all cases the first aider will complete a detailed report of what happened and action taken.

Any accident or injury to a child will be recorded in the accident book and, in the case of a serious injury, an appropriate report made to Ofsted as required by the Early Years Foundation Stage (EYFS) Statutory Framework.

Serious accidents, injuries or deaths occurring in relation to early years must be notified to Ofsted as soon as is reasonably possible and in all cases within 14 days of the incident.

## **Temperature**

If a member of staff is concerned about a child, such as flushed cheeks, hot to the touch, sweaty or clammy, the child's temperature will be taken using the nursery digital thermometer.

If the thermometer reads above 37.8°C, the following will take place:

- remove a layer of the child's clothing
- offer a drink of water
- ensure the room is cool
- contact the parent/guardian to collect the child.

Whilst most rashes are nothing to worry about, there are some which need to be actioned quickly. In all cases where the child exhibits a rash, staff will look for additional symptoms such as:

- a stiff neck
- being bothered by the light
- appearing confused
- shaking uncontrollably
- having an uncontrollable fever
- unusually cold hands and feet
- the rash continuing even when a glass is pressed against it.

Where any of the above occur, we will follow the NHS guidelines and call 999, call the parent/guardians and go straight to the nearest A&E.

## **Notifiable diseases**

Teddies on a Rainbow is required to report certain infectious diseases to the Surrey and Sussex Health Protection Team at County Hall, Chart Way, Horsham. The list of diseases is constantly changing. We will refer to the current online listing once a diagnosis by the child's GP has been confirmed.

We will advise all parent/guardians of any infectious diseases by means of e mail/ facebook with the date of occurrence.

In the event of an outbreak of an infectious illness or disease the staff will carry out additional cleaning and follow our infection control procedures.

## **Policy Review**

As part of Teddies on a Rainbow monitoring of illness this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 21. Intimate Care and Toileting

### Statement of intent

We believe that all children need contact with familiar, consistent guardians to ensure that they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance. Intimate care routines such as nappy changing, supporting children with toileting, changing clothes and giving first aid treatment are essential throughout the day to meet children's basic needs.

### Aim

We aim to meet the individual needs of all the children in our care and promote their welfare and emotional wellbeing. We recognise and assist child with intimate care where needed, and ensure that the children are treated with courtesy, dignity and respect at all times.

### Practice

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis.

We wish to ensure the safety and welfare of children during intimate care routines, and safeguard them against any potential harm. In addition, staff involved are fully supported and able to perform their duties safely and confidently.

We aim to support children and staff through the following actions:

- Promote consistent and caring relationships through the key person system;
- Ensure all staff undertaking intimate care routines have an Enhanced DBS check;
- All staff are trained in appropriate intimate care routines and where necessary additional specialist training where required;
- Thorough inductions are completed by all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines;
- Supervision meetings and appraisals are conducted to identify areas for development or further training;
- Work closely with parent/guardian on all aspects of the child's care and development
- Staff have an up-to-date understanding of safeguarding and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the Safeguarding Policy;
- Listen to staff concerns about their peers or managers; and help them develop confidence in raising worries as they arise in order to safeguard children;
- Promote good hygiene procedures throughout intimate care routines. Staff are expected to:
  - wear gloves for each nappy change
  - never leave a child unattended or at risk of falling from the changing mat
  - clean the child with disposable wipes and apply creams provided by parent/guardians
  - use only nappies and creams provided by the parent/guardians
  - dispose of all nappies, wipes, gloves and aprons appropriately
  - clean the changing mat after every nappy change
- Recognise that times of intimate care can be positive learning opportunities to promote independence and self-worth;
- Conduct observations of all aspects of nursery operations to ensure that procedures are effective and all children needs are met;
- Conduct regular risk assessments on all aspects of the nursery operation and review the safeguards in place.
- Recognise it is appropriate to cuddle children particularly when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the Manager to ensure that children are appropriately comforted and to monitor practice;
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them and we advise staff to report any such observed practice;
- Staff are respectful of each other and the children and families attending nursery and do not use inappropriate language or behaviour. All staff are aware of the whistleblowing procedures and the Manager carries out random checks throughout the day to ensure safe practices; and

- Nappy changing is conducted in a manner where the child's dignity and privacy is protected but the member of staff can be observed for safeguarding purposes.

### **Toilet training**

We recognise that children need to be physically ready to control their bladder and bowels at the same time as wanting to be dry and clean. They will also need to understand basic instruction on how to use the potty or toilet. This will happen at different times for each child.

We aim to work with parent/guardian to agree signs of readiness to come out of nappies and new routines to be followed at home and at nursery.

- Parent/guardians provide all nappies and any child specific or prescribed nappy cream or preparations.
- Our toilets have trainer seats available. Children are shown how to use the toilet or potty and to wash their hands after every use.
- If a child is potty training they will be taken to the toilet regularly by a designated member of staff.
- Children will be encouraged to sit on the potty and each attempt will be celebrated and praised.
- Accidents will be dealt with in a calm and sympathetic way which does not make the child feel that they have done something wrong.
- Staff will clean the child, freshen them up and put them in clean clothes.
- Dirty clothes will be placed in a nappy sack and placed in the child's bag.
- Staff will record that they have changed the child, the time and whether it was a soil or wet change.
- Children will be routinely checked to ensure they are clean.
- Children who are confident to use the toilet will be allowed to do so independently

### **Good hygiene practices**

- Staff will look out for signs that the child might be ready to come out of nappies and will consult with parent/guardian.
- The parent/guardian are encouraged to bring in plenty of spare clothes during this transition.
- Any soiled or wet clothes will be bagged for the parent/guardian to take home. The child will be dressed in clean clothes. Wherever possible the child's own clothes are used. However, if these are not available, clothes held at nursery will be used.
- Nappy changing facilities are provided at the nursery. We carry out good hygiene practices in order to accommodate children who are not yet toilet trained.
- If any parent/guardians or member of staff has concerns or questions about intimate care procedures or individual routines please see the Manager at the earliest opportunity.
- We understand that some children may not be able to manage without nappies due to medical /developmental conditions. The majority of conditions can be managed by the nursery however, there may be circumstances where specialist support or training may be required.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of intimate care this policy will be subject to periodic review.

Policy adopted by:

Date: September 2024

Policy Review Date: September 2025

## 22. Looked After Children

### Statement of intent

Teddies on a Rainbow is committed to providing quality provision based on equality of opportunity for all children and their families. Looked after children are those who have 'been in the care of their local authority for more than 24 hours. Looked after children are also often referred to as children in care, a term which many children prefer' (NSPCC definition).

### Aim

Teddies on a Rainbow is committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential. We recognise that looked after children will have had different experiences and a range of reasons for being taken into the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

The designated person for looked after children is the Designated Safeguarding Lead - Helen Strange

### Practice

- At Teddies on a Rainbow 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 basis for resilience.
- These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions for learning.
- For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.
- The 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 places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education.
- We expect that the placement in the setting will last a minimum of half a term.
- 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.
- Every child is allocated a key person before they start and this is no different for a looked after child.
- The Designated Safeguarding Lead ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The Designated Safeguarding Lead will liaise with agencies, professionals and practitioners involved with the child and their family and ensures appropriate information is gained and shared.
- Teddies on a Rainbow recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- There will be a professionals meeting to determine the objectives of the placement and create a care plan that incorporates the child's learning needs.
- This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals or as required.
- The care plan needs to consider such issues for the child as:
  - the child's emotional needs and how they are to be met;
  - how any emotional issues and problems that affect behaviour are to be managed;
  - the child's sense of self, culture, language/s, identity and how they will be supported;
  - the child's need for sociability and friendship;
  - the child's interests and abilities; and
  - how any special needs will be supported.
- In addition, the care plan will also consider:
  - how who, what, when, how, when information will be shared how information will be shared;

- what contact the child has with their birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;
- what written reporting is required;
- with the social worker's agreement, and as part of the plan, the birth parent(s) involvement in the setting's activities such as outings, fun-days etc alongside the foster carer.

In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support. Further observations about communication, interests and abilities will be noted to firm up a picture of the whole child in relation to the Early Years Foundation Stage areas of learning. Concerns about the child will be noted in the child's file and discussed with the foster carer. Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.

Transition to school will be handled sensitively and the Designated Safeguarding Lead and 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 parent/guardians.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of looked after children this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## **23. Missing Child**

### **Statement of Intent**

Children's safety is paramount at all times both on and off premises. We have a strict entrance/exit system along with an outings 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.

### **Aim**

Teddies on a Rainbow is committed to the safety of the children throughout the time they attend the nursery or on nursery outings. In the event that a child is lost, we will ensure that a search is made for the child as soon as possible. The parent/guardian and authorities will be notified as soon as practicably possible. A high level of care for the other children at nursery will be maintained while procedures are followed.

### **Procedures**

#### **Child going missing on the premises**

As soon as it is noticed that a child is missing the key person/staff alerts the Manager and the following procedure is implemented:

- Staff will remain calm and deployed to assist the other children from becoming anxious or worried;
- The member of staff in charge of the group will ask where the child was last seen;
- The searching members of staff will be given a full description of the child and what they were wearing and told where the child was last seen. The premises will be searched outwards from that point;
- The register is checked to make sure no other child has also gone astray;
- Gates/doors are checked to see if there has been a breach of security whereby a child could wander out;
- If the child cannot be found after a thorough search the Manager will notify and liaise with the parent/guardian accordingly. We aim to do this no later than 15 minutes from the initial alert;
- Simultaneously a wider search will be undertaken by a second search party; beyond the premises;
- If the child is not found after 30 minutes, the Police and Surrey Children's Single Point of Access (SPA) will be contacted;
- The Manager will report the incident to Ofsted; and
- The Manager will carry out an investigation into the situation and action any gaps in security or procedures.

#### **Child going missing on an outing**

If a child goes missing from a setting outing the following will happen:

- Staff will remain calm and assist the other children from becoming anxious or worried.
- The searching member of staff will be given a full description of the child and what they were wearing and told where the child was last seen. The venue will be searched outwards from that point.
- Simultaneously the venue organisers will be alerted for advice and additional manpower.
- Staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray.
- The Outing Leader will contact the setting to report the incident, request additional manpower and request the setting contact the parent/guardians (after 15 minutes).
- If the child is not found within 30 minutes the Outing Leader contacts the Police and Surrey Children's SPA reports the child as missing.
- If the child continues to be missing the remaining group makes their way back to the setting.

#### **Actions to be followed once the child has been found**

- Talk to, take care of and, if necessary, comfort the child;
- Speak to the other children to ensure they understand why they should not leave the premises/separate from the group on an outing;
- The Manager will speak to the parent/guardians to discuss events and give an account of the incident (having already spoken with Surrey Children's SPA);
- The Manager will undertake a thorough investigation;
- All media queries should be referred to the Manager;

- The investigation should involve all concerned providing written statements;
- The detailed report should cover: time, place, numbers of staff and children, when the child was last seen, what appeared to have happened, the length of time the child was missing, how the child appeared to have gone missing and lessons for the future; and
- Protective measures identified to prevent future occurrences.

### **Managing people**

Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.

The staff will feel worried about the child, especially the key person 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. The Manager needs to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.

The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them. In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The Manager will use their discretion to decide what action to take.

Staff must not discuss any missing child incident with the press without taking advice.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of missing children this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## **24. Observation, Planning and Assessment**



## Statement of intent

Observation, planning and assessment form an integral part of our nursery education provision and the delivery of the Early Years Foundation Stage Curriculum. We view observing, planning and assessing as a holistic cycle that allows us to reflect on the planned curriculum and children's interests, mapping their progress, and enabling us to judge how effectively we are building learning over time. This cycle begins with careful observation and assessment, undertaken by staff working closely with the parent/guardian. Through observing and recording, we assess each child's motivation, interest and progress. We celebrate achievements and plan an effective differentiated curriculum to meet needs.

## Aim

Our aim at Teddies on a Rainbow is to:

- offer a differentiated curriculum which supports and extends their individual needs and interests
- encourage children to make progress and achieve their full potential;
- ensure children feel valued as individuals whose achievements, needs and interests are known and respected;
- offer children new, stimulating and thought-provoking challenge;
- promote effective teaching and learning by increasing understanding of children's interests, development and characteristics as a learner; and
- provide a planned coherent, sequenced and differentiated curriculum

Staff will:

- seek opportunities for reflective practice in order to address gaps in learning and ensure progress
- identify children's specific needs including those with special educational needs and disabilities as defined in the SEND Code of Practice
- provide activities specific for children where English is an additional language,
- identify and plan for the needs of more able children,
- listen to and respect parents/guardian knowledge of their child as the child's first educators.

## Practice

We use observations and other assessment information to:

- identify and record children's specific needs and interests in order to plan a curriculum which builds upon current interests and fascinations
- inform planning and ensure all children make expected, or better than expected, progress
- 'track' a child, when the need arises, and use this information to gain specific insight into the child's learning experience in our setting and provide effective learning support
- target the assessment of specific skills, knowledge and concepts when appropriate e.g. when gaps in observations / learning journeys have been noticed, or for completing an appropriate assessment
- contribute to the SEND, EAL, and other profiles of children on entry and update as appropriate
- review specific child targets
- inform parent/guardians about progress and achievements and help them support their child's development
- encourage the parents/guardian to contribute to the record keeping and learning journey process from their knowledge of the child at home and in the wider social context.

When undertaking observations:

- all staff are responsible for observing all children and passing observations to their key person;
- staff ensure their key children have observations across all curriculum areas and enter them into each child's learning journey; and
- staff record the interactions of the children **not** the activities.

When undertaking planning we intend to:

- close gaps in learning;
- use observations gained from children's fascinations or interests;
- focus on individuals or small groups of children who share an interest to build skills and close learning gaps;

- extend interests, stretch and teach new skills;
- ensure a balance between high level adult taught activities and child-initiated activities;
- inform next steps for individuals and / or groups of children who participated in the activity. On a daily basis, teams will discuss, monitor and if necessary modify the provision on offer to allow for the children's needs and interests;
- monitor children's engagements through our observations; and
- record the children's wellbeing, involvement levels and characteristics of effective learning alongside observations.

### **Moderating Progress**

Staff will:

- carry out peer observations in teams to share and moderate good practice – one each per term;
- bring samples of work and observations to moderate at their supervision meetings;
- discuss and moderate our progress tracking procedures at staff meetings;
- reflect and consider transition meetings appropriate to individuals and cohorts;
- we have an open-door policy, where we speak to parents/guardians on a regular basis on their child's progress
- complete and maintain records: attainment and transition from our setting (if applicable);
- encourage parent/guardians to look at / contribute to learning journeys throughout the year, and particularly when a child has had a 'special day'; and
- give parent/guardians leavers learning journeys to keep and show to their child's next setting.

### **Learning journeys**

Learning journeys enable us to celebrate and capture the journey each child has been on during their time with us in nursery. They enable a dialogue with the parent/guardian which helps all of us to understand the logic of what children are doing and why, and their drive to learn and develop. Through our planning we support complex, emerging symbolic behaviour, and extended pretend, imaginative and creative free flow play.

We plan to support the child's growing awareness of their body and emotions, their ability to think in more abstract and complex ways, and to express more difficult ideas and communicate at greater length (e.g. through speech, making marks and using sign).

The use of narrative observations sometimes with photos is particularly suited to the attempt to capture this developing complexity. Learning journeys enable us to reflect on our planned curriculum as well as track children's capacity to become deeply involved in their learning.

- Learning journeys allow the child's learning to be recorded and tracked.
- Children's interests, along with samples of work, observations and other evidence of progress and achievement, are recorded in the children's learning journeys to capture significant progress.
- Staff refer to learning journeys to effectively plan next steps and have evidence of children's progress
- Learning journeys form the basis of a common language and professional dialogue between staff and parent/guardians in order to share knowledge of the child between home and nursery.
- Parent/guardians are encouraged to look at their child's learning journey to track how their child's learning is progressing and contribute their own pieces of evidence.
- Learning journeys are available at any time for the parent/guardian to informally look at.
- All children's work/pictures/photos are annotated and dated so that the key person entering work/photos into the learning journey knows the context and what the child said or wanted us to know about it
- Staff will refer to Government non-statutory guidance 'Development Matters' and 'Birth to Five' language when writing about children's achievements

### **Policy Review**

As part of Teddies on a Rainbow monitoring of observation, planning and assessment this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 25. Outings

### Statement of intent

Teddies on a Rainbow believes that off-site activities can supplement and enrich the curriculum of the nursery by providing experiences which would otherwise be missed. All off-site visits must serve as an educational purpose by enhancing and enriching children's learning experiences. We often take the children out for a walk and talk. Children walk in pairs, holding hands

### Aim

The aim of this policy is to provide a wide range of experiences that would be difficult to offer on the nursery site. In addition, promote the independence of the children as learners and enable them to grow in new environments.

### Practice

Prior to any outing, a member of the Manager will undertake a risk assessment of each aspect of the outing including:

- journey;
- parking arrangements/pedestrian route;
- access to venue;
- security of venue;
- identification of potential risk of harm; equipment, animals, other visitors;
- toileting and hygiene; and
- additional equipment and resources to keep the children safe.

Teddies on a Rainbow will communicate the following to parent/guardians when seeking permission to attend:

- reason and learning opportunities of the outing;
- date, time, schedule and duration;
- where and means of transportation;
- who will be attending;
- what parent/guardians need to provide;
- emergency contact details specific for that day; and
- how parent/guardians can reach Teddies on a Rainbow staff whilst on the outing

Children will be taken on outings in the local area on a regular basis. We will diligently supervise the children whilst on an outing by:

- having an increased adult:child ratio;
- having completed an up to date risk assessment;
- undertaking frequent headcounts;
- carrying a full first aid kit relevant to the activity.

In the unlikely event that a child goes missing, please refer to the Missing Child Policy

### Policy Review

As part of Teddies on a Rainbow monitoring of outings this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 26. Pandemic

### Statement of Intent

Teddies on a Rainbow intends to use this policy to provide precautionary measures to minimize transmission risks of disease in the setting during an epidemic or pandemic.

Legislation and leading authorities which have guided and influenced this policy are:

Coronavirus Act 2020, Health and Safety at Work Act (1974), Health and Safety Executive (HSE), Government Briefings, Public Health England (PHE) and World Health Organization (WHO). Advice from but not limited to, The Secretary of State, The Chief Medical Officer, Local Authority (LA) and Department for Education (DfE). The policy also has regard to Ofsted and Early Years Foundation Stage (EYFS) guidance where appropriate.

### Aim

This Policy defines and assists the operating arrangements in place within the setting that assures compliance to the Government and leading bodies requirements with relation to the outbreak of a pandemic such as Covid19 or other infectious illnesses and diseases. This policy will be reviewed regularly in line with the government guidelines.

The fundamental principles of this policy are set out to ensure good hygiene practices as best as possible to ensure the risk of transmission is reduced. We will continue to follow our other policies if they do not conflict with this policy.

The main areas we will be considering are:

- Maintaining personal and respiratory hygiene (handwashing, catch it, kill it, bin it)
- Ensuring cleanliness of the environment (especially frequently touched surfaces and resources)

### Focus/ Areas of Consideration / Recommendations

#### Children

##### Attendance

- Children who test positive will continue to be advised to stay at home and avoid contact with other people for at least 5 days from the test date. This is to ensure the safety and wellbeing of our vulnerable staff, children and families.

##### Physical Distancing/grouping

- Care routines including provision of snack, nappy changing, and toileting will be within the space allocated and thoroughly deep cleaned after every use.
- Sunscreen will be applied by the parents / guardians before the child arrives at the setting.

##### Wellbeing and education

- Children will be supported in age-appropriate ways to understand the steps they can take to keep themselves safe including regular hand washing on entry and continuously throughout the day, coughing / sneezing using a tissue and adopting a catch it, kill it, bin it regime.
- EYFS framework will continue to be delivered through play and adult led activities as normal.
- Children will have access of fresh drinks of water throughout the day if they are thirsty, staff will monitor this to ensure no cross contamination of beakers or cups.

#### Workforce

##### Attendance

- Staff who test positive will continue to be advised to stay at home and avoid contact with other people for at least 5 days. This is to ensure the safety and wellbeing of our vulnerable staff, children and families.

##### Physical distancing/ grouping /safety

- Staff to be informed of measures in place and any new or updated policies and procedures.
- All PPE will be removed and disposed of following current government guidelines, the staff member will wash their hands for at least 20 seconds.
- Staff will be responsible to ensure appropriate cleaning takes place and enough ventilation is in the room such as opening windows. If doors are open, staff will ensure the safety of the children is maintained through continuous risk assessments.
- Staff to wear fresh, clean clothes for each session.
- If staff wish to continue to wear PPE this will no longer be supplied by the setting, however this will be down to individual staff preferences.

##### Training

- All staff members must receive appropriate instruction and training in infection control and the standard operating procedure and risk assessments within which they will be operating.
- Online training may be available to allow their training levels to be maintained if appropriate.

## Parents

### Social distancing

- Drop offs and collections will be at the doors as this has had a positive effect on children separating from their main carers with ease and minimising congestion in the main room.
- Parents, carers and other adults will be able to enter the setting for show arounds, settling in periods and meetings.
- One-way systems will be introduced, if necessary, to support positive social distancing and remove anxious moments of groups of parents and staff.

### Communications

- Parents will receive clear communication regarding the role they play in the safe operating procedure and all measures being taken to ensure the safety of their children and themselves.
- Parents will inform the setting of their circumstances and if they plan to keep their child away.
- Although handovers are kept to minimum, we encourage parents and staff to have continuous communication via phone calls as necessary.

## Hygiene and Health & Safety

### Hand Washing

- All children and staff must wash their hands upon arrival at the nursery for at least 20 seconds.
- Hand washing stations are located outside the front and side entrance.
- Children and staff members will be encouraged to wash their hands frequently, this includes before and after eating food, after visiting the toilet or playing outdoors, after sneezing, blowing their nose or coughing into their hand and dealing with unwell individuals.
- Bodily fluid spills will follow the correct procedures as normal.

### Cleaning

- An enhanced cleaning schedule must be implemented that includes furniture, surfaces and children's toys and equipment and all staff are responsible in their area of work.
- Communal area, touch points and hand washing facilities must be cleaned and sanitised regularly and cleaned thoroughly every night.
- A deep clean may be needed after a child has become ill in the area they were waiting.

### Waste disposal

- All waste must be disposed of in a hygienic and safe manner following government guidelines.
- Tissues must be immediately disposed of and placed in a bin with a bag.
- Bodily fluids must be double bagged and disposed of in a bin with a bag, lid, and foot pedal.

### Risk assessment

- The setting and all activity will be risk assessed before opening or going ahead to address the risks from virus' and due consideration given to any adaptations to usual practice.
- Sensible measures will be put in place and policies and procedures followed.

### PPE

- Government guidance is that PPE is not required for general use in early years settings to protect against COVID / pandemic transmission. However, this will be down to individual staff member preference if they wish to continue to use PPE.
- PPE will continue to be worn and disposed of as normal for nappy changing, one to one care and the administration of first aid.

### Premises building

- Keep windows open where possible to ensure good levels of ventilation.
- If doors are opened ensure the children safety is maintained with locked gates.

### Resources

- All resources required for play and learning experiences of children will be regularly washed and/or sterilized.
- Equipment used by staff such as stationary, tablets etc. will be allocated to individual staff members where possible and cleaned regularly.

### Responding to a suspected case

- In the event of a child developing suspected coronavirus symptoms whilst attending the setting, they will be collected as soon as possible and isolate at home. If possible, a window will be opened for ventilation.
- The area will be thoroughly cleaned, immediately.
- In the event of a staff member developing suspected coronavirus symptoms whilst working at the nursery, they will return home immediately and isolate at home.

### In the event of an outbreak, or closure.

- Additional cleaning will be arranged for the setting to ensure minimal spread of the virus.

- Staff will continue to contact the parents and families via email with activities, progress reports and wellbeing checks or to answer any questions and offer support.
- The Manager will notify HPA (environmental health) and the local authority as well as gain advice from DfE (Department for Education).

### **Policy Review**

As part of Teddies on a Rainbow monitoring of observation, planning and assessment this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 27. Parent Partnership

### Statement of intent

Teddies on a Rainbow strives to eliminate barriers that impede family involvement, and to create a rich learning environment, developed in collaboration with families. When we refer to 'parent/guardians' this means the adults who have the lawful rights, duties, powers and responsibilities and authority in relation to a particular child. We appreciate that these may include natural and birth parents as well as same sex parents, step-parents, foster parents and parents who do not live with their children, but do have contact with them and play a part in their lives.

### Aim

Our aim is to support parent/guardians as their child's first and most important educators by involving them in their children's education, care and nursery life.

### Practice

At Teddies on a Rainbow, we will:

- generate confidence and encourage parent/guardians to trust their own instincts and judgement regarding their own child;
- welcome all parent/guardians into the nursery at any time and be as flexible as possible;
- ensure nursery documentation and communications can be easily adapted to a format to suit individual parent's needs, e.g. multi-lingual, electronic communications;
- ensure that all parent/guardians are aware of the nursery's policies and procedures. We have a detailed website where our full policy documents are available upon joining and is also available as a hard copy for any parent that wishes to access in that form;
- maintain regular contact with parent/guardians to help us to build a secure and beneficial working relationship for their children;
- support parent/guardians in their own continuing education and signpost information that may be relevant and inform them of relevant conferences, workshops and training;
- inform parent/guardians about nursery activities and events through regularly distributed newsletters, liaising and communication books;
- operate a key person system to enable a close working relationship with all parents. Support two-way information sharing regarding each child's individual needs both in nursery and at home;
- inform parent/guardians on a regular basis about their child's planning and progress and involve them in the shared record keeping.
- consider and discuss all suggestions from parent/guardians concerning the care and early learning of their child and nursery operation;
- provide opportunities and support for all parent/guardians to contribute their own skills, knowledge and interests to the activities of the nursery;
- inform all parent/guardians of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood;
- provide opportunities for parent/guardians to learn about the EYFS and about young children's learning in the nursery and at home;
- provide a written contract between the parent/guardians and the nursery regarding conditions of acceptance and arrangements for payment and funding;
- respect the family's religious and cultural backgrounds and beliefs to accommodate any special requirements wherever possible and practical to do so; and
- Find out the needs and expectations of parent/guardians. These will be obtained through regular feedback via questionnaires, suggestion system and encouraging parent/guardians to review working practices. These are then evaluated to promote nursery practice, policy and staff development.

We ask the parent/guardian to:

- keep us up to date with all information relating to any changes to parental responsibilities, court orders and injunctions.
- work with Teddies on a Rainbow to ensure continuity of care and support for the child.



**Policy Review**

As part of Teddies on a Rainbow monitoring of parent partnerships this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 28. Play

### Statement of intent

The play intentions, experiences and the atmosphere at Teddies on a Rainbow is to encourage children's confidence, independence and enjoyment. Enabling children to develop their emotional, social, cognitive, interpersonal and physical skills, and their desire to explore, discover and be creative. We recognise that children's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

### Aim

Teddies on a Rainbow provides a stimulating environment where playing and learning go hand in hand. Research shows that play has many benefits for children and families as well as improving health and quality of life; suggesting that children's access to good play provision can:

- increase their self-awareness, self-esteem, and self-respect;
- improve and maintain their physical and mental health;
- give them the opportunity to mix with other children;
- allow them to increase their confidence through developing new skills;
- promote their imagination, independence and creativity;
- offer opportunities for children of all abilities and backgrounds to play together;
- provide opportunities for developing social skills and learning;
- build resilience through risk taking and challenge, problem solving, and dealing with new and novel situations; and
- provide opportunities to learn about their environment and the wider community.

### Practice

#### Indoor play

We carefully plan the indoor environment to be flexible and accommodate children's changing interests and needs. Our resources are of a high quality; the books are attractive and well maintained and reflect children's fascinations.

Other resources such as blocks for building, pens, chalks or pencils for mark-making, clothes for dressing up and small items such as cars, dolls and jigsaws can be easily accessed by children themselves. Sand and water play provide opportunities for early scientific and mathematical concepts. Tactile and imaginative experiences are offered through an extensive range of messy play.

#### Outdoor play

We are committed to the importance of daily outdoor play and physical development in all children. All activities will be made accessible; dependent on their age and stage of development, to ensure inclusive use of the outdoor area.

The outdoor areas, have a wealth of resources which help children to develop their independence, exploration and investigative skills, risk taking and self-esteem all of which support children to develop skills for now and the future.

The nursery will ensure all areas are safe and secure through close supervision and the use of risk assessments and safety checks. Staff are informed of the importance of these procedures and are trained appropriately to ensure they are followed effectively.

All outdoor play opportunities and outings will complement the indoor activities and provide children with both adult-led and child-initiated play to enable children to learn and practice new skills, knowledge and behaviours. Outdoor play is a vital part of a child's development and children will be given every opportunity to explore and experience this throughout the year.

#### Weapon & Superhero play

Most children enjoy engaging in imaginative play that relates to, and makes sense of, the world that they live in. For lots of children (particularly boys) imaginative play contains an element of weapon and superhero re-enactment. Re-enacting weapon use is a universal language of play for children and usually results in high levels of engagement for those actively involved in it.

We feel it is important to create a whole nursery approach of which staff, children and parent/guardians have a clear understanding. Approaches to teaching and learning in role play should reflect the interests of the children

and not exclusively those of the adults. Whilst all children's emotional welfare, wellbeing and involvement should be assessed in relation to this style of play.

We acknowledge the positive aspects of the character of the superhero and highlight the negative aspects of weapon use and physical violence at a level that is appropriate to the age and needs of the children. This will be mainly done through story, drama and appropriate discussion. Ongoing opportunities for quality imaginative play are not overlooked or left to chance, but thought about and planned in advance.

We do not encourage weapon play.

Disagreements are inevitable, as in any play, and this will be dealt with a practitioner listening, discussing, compromising and resolving the conflict.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of play this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 29. Record Keeping and GDPR Responsibilities

### Statement of Intent

Teddies on a Rainbow intends to comply with the General Data Protection Regulations (GDPR) 2018.

### Aim

Teddies on a Rainbow aims to maintain records accurately, follow the details of GDPR in the collection, sharing, storing and deletion of personal data.

### Practice

As a responsible business, we are registered with the Information Commissioner's Office (ICO); the UK's independent authority set up to uphold information rights in the public interest, promoting openness by public bodies and data privacy for individuals.

Under the guiding principles of GDPR there are three reasons for keeping individual's data:

- Contractual - Terms and conditions/registration form;
- Legal - Early Years Foundation Stage (EYFS) Statutory Safeguarding and Welfare Requirements; and
- Legitimate business reason such as policies and procedures.

Under GDPR Teddies on a Rainbow must:

- process data lawfully, fairly and in a transparent manner in relation to individuals;
- have a Privacy Notice; which will be shared with parent/guardians at the point of registration;
- only collect data for specified, explicit and legitimate purposes;
- collect, share and store data that is relevant and limited to what is necessary;
- make sure data is accurate and, where necessary, kept up to date;
- store data for no longer than is necessary and for the purposes for which it was intended;
- process and maintain personal data diligently and securely by means of key access or password controls;
- instruct the team to manage all parent/guardians and children's data with maximum care and attention, following our Confidentiality Policy;
- report all data breaches to the ICO within 72 hours;
- produce a concise and easily accessible Privacy Notice for parent/guardians and staff which confirms how personal data will be collected, stored and shared;
- use encrypted emails when communicating with external professionals and agencies;
- comply with statutory retention periods for all data; and
- securely destroy data once retention periods have passed.

Under GDPR the parent/guardians and staff at Teddies on a Rainbow have the right to:

- access their data;
- have their data rectified/updated upon request;
- have their data removed;
- restrict any processing of their data;
- move their data; and
- object to their data being used.

### Procedures

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

## **Policy Review**

As part of

Teddies on a Rainbow monitoring of record keeping and GDPR responsibilities this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 30. Safeguarding

### Statement of Intent

Teddies on a Rainbow School is committed to safeguarding and promoting the welfare of children and expects all staff, students and visitors to share in this commitment. We will work with children, the parent/guardian, external agencies and the local community to ensure the welfare and safety of children and to give them the very best start in life. This nursery has signed up to Operation Encompass and will liaise with police on domestic abuse

### Aim

Teddies on a Rainbow School aims to:

- provide a safe environment, particularly for children that are vulnerable and with special educational needs and disabilities;
- establish what actions can be taken to ensure that children remain safe, at home as well as at nursery;
- raise awareness of all staff to these issues, and to define their roles and responsibilities in reporting of all types of abuse;
- identify children who are suffering, or likely to suffer, significant harm;
- ensure effective communication between staff on child protection issues;
- set down the correct procedures for those who encounter any issues of safeguarding.

For the purpose of this policy, safeguarding and promoting the welfare of children, is defined as 'protecting children from abuse and maltreatment, preventing harm to children's health or development, ensuring children grow up with the provision of safe and effective care' (NSPCC).

Nursery staff have a legal responsibility to safeguard all children in our care as stated in Working Together to Safeguard Children 2018 and the Statutory Framework for the Early Years Foundation Stage 2021.

Designated Safeguarding Lead (DSL) is: Helen Strange  
Contact details: 019322 352516

Deputy DSL (DDSL) is: Esther Ragnoli  
Contact details: 01932 352516

### Terminology

Safeguarding and promoting the welfare of children is defined as:

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

**Child Protection** is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Early Help** means providing support as soon as any needs emerge or are identified at any point in a child's life.

**Staff** refers to all those working for or on behalf of the setting, full or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child(ren)** includes everyone under the age of 18. On the whole, this will apply to pupils of our setting; however, the policy will extend to visiting children and students from other establishments.

**Parents** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster guardians and adoptive parents.

**Social Care** refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority.

**MAP** refers to the Surrey Multi-Agency Partnership.

**C-SPA** refers to the Children's Single Point of Access.

## Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; The Childcare Act 2006 and in line with statutory guidance:

- Statutory Framework for the Early Years Foundation Stage 2021
- Keeping Children Safe in Education 2021
- Working Together to Safeguard Children 2018, Revised Safeguarding Statutory Guidance
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if You are Worried a Child is Being Abused 2015
- Ofsted Inspecting Safeguarding in early years, education and skills 2019
- Early years inspection handbook for Ofsted-registered provision for September 2021

The policy also reflects Surrey Safeguarding Children Partnership (SSCP) Procedures (<https://www.surreyscp.org.uk>).

This policy applies to all members of staff and Manager (the registered person) of the setting. The Manager will review this policy at least annually. This policy will additionally be updated in line with changes in Local and National Guidance and Legislation. Parents/guardians can obtain a copy of the Child Protection Policy and other related policies on request.

## Principles, values and aims

The Early Years Foundation Stage (2021) states 'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

Teddies on a Rainbow will demonstrate a commitment regarding Safeguarding and Child Protection to children, parents, and other partners. We will maintain an attitude of 'it could happen here', where the welfare of the child is paramount.

All children have a right to be protected from harm and abuse. All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in Teddies on a Rainbow or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and we will engage in partnership working to protect and safeguard children.

Whilst Teddies on a Rainbow will work openly with parents as far as possible, we reserve the right to contact Social Care or the Police, without notifying parents if this is believed to be in the child's best interests.

## Supporting children

We recognise that Teddies on a Rainbow may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.

We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We recognise that Teddies on a Rainbow plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends, and an ethos of protection.

Teddies on a Rainbow will support all children:

- By treating each child as an individual so that they can learn, be resilient, capable, confident and self-assured
- By teaching children to be strong and independent through positive relationships
- By establishing and maintaining an ethos where children feel safe and secure, and are encouraged to share their thoughts and feelings through conversation, story-telling and role play
- Ensure that all children know there is an adult in Teddies on a Rainbow whom they can approach if they are worried
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- We will encourage self-esteem and self-awareness, through the Early Years Foundation Stage and through positive relationships within the community
- We will respond sympathetically to any requests for quiet time

- We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children
- We will notify Social Care immediately if there is a significant concern

### **Safer recruitment**

We will ensure that Teddies on a Rainbow operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children including verification of their identity, qualifications, disqualification by association regulations and a satisfactory DBS check (according to EYFS requirements). We comply with the Disqualification under the Childcare Act 2006 guidance (<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>).

Teddies on a Rainbow will obtain an enhanced criminal records check (DBS) in respect of every person aged 16 and over including for unsupervised volunteers, and supervised volunteers who provide personal care who:

- work directly with children
- live on the premises on which the childcare is provided (unless there is no access to the part of the premises when and where children are cared for) and/or
- work on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present)

An additional criminal records check (or checks if more than one country) will be made for anyone who has lived or worked abroad.

Teddies on a Rainbow ensures that there is at least one individual conducting interviews will have completed the safer recruitment training.

Teddies on a Rainbow will record information about staff qualifications and the identity checks and vetting processes that have been completed. This information is stored in the staff members file in a locked cabinet in the admin office.

Teddies on a Rainbow will make a referral to the Disclosure and Barring Service and Ofsted where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm Safeguarding Vulnerable Groups Act 2006 (<https://www.legislation.gov.uk/ukpga/2006/47/contents>)

### **Training and Induction**

All staff receive information about the safeguarding arrangements upon induction, the safeguarding statement, staff behaviour policy (code of conduct), Child Protection policy (this policy), the role and names of the DSL and their deputy.

The name of the DSL and DDSL for Safeguarding and Child Protection, are clearly advertised on the display board in the nursery foyer with a statement explaining our role in referring and monitoring cases of suspected harm and abuse.

All staff receive Safeguarding and Child Protection training at induction in line with advice from Surrey Safeguarding Children Partnership (<https://www.surreyscp.org.uk/training-2/>) which is regularly updated.

All staff are trained in and receive regular updates in online safety and reporting concerns via regular staff meetings. At all staff meeting we will question staff on various safeguarding scenarios/questions.

Teddies on a Rainbow will advise all staff that they must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a staff member is taking medication which may affect their ability to care for children, the staff member should seek medical advice. We will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. All medication on the premises are securely stored, and out of reach of children, at all times.

Teddies on a Rainbow will advise staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, and warnings. Ongoing suitability of staff is checked at every termly supervision.

All staff and managers have regular safeguarding training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse and neglect.

All staff will be provided with a copy of our setting's behaviour management and physical intervention policy

All staff will be made aware of the expectations relating to use of mobile technology within the setting, including mobile phones and cameras. All staff will be made aware of the professional risks associated with the use of



social media and electronic communication. Staff will adhere to relevant setting policies including Code of conduct policy, Internet/Social networking/Telephone/Email and Mobile Phone Policy.

### **Staff support and Supervision:**

Teddies on a Rainbow will follow their legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Teddies on a Rainbow has in place supervision for all staff members who have contact with children and families, in line with Early Years Foundation Stage 2021.

The Early Years Foundation Stage states that 'effective supervision provides support, coaching and training for the practitioner and promotes the interests of children'. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

Supervision will provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being, including Safeguarding concerns within their key group.
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness
- Identify any changes to their health
- Staff Well-being and Mental Health
- DBS status check
- Suitability Declaration

### **Roles and Responsibilities**

#### **All staff:**

Have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Attend training in order to be aware of and alert to the signs of abuse and neglect, so they are able to identify cases of children who may need help or protection
- Provide a safe environment in which children can learn
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Have a duty of care to take appropriate action and work with other services as needed
- Be prepared to identify children who may benefit from Early Help
- Be aware of the local Early Help process and their role in it
- Ensure children know that there are adults in the setting who they can approach if they are worried or have concerns.
- Be aware that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Respond appropriately to mental health issues
- Understand the setting's Safeguarding and Child Protection policy and procedures
- Take appropriate action to respond and report a Safeguarding concern to the DSL/DDSL
- Be prepared to refer directly to the Children's Single Point of Access (C-SPA), and the Police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.

#### **The Manager (the registered person)**

In addition to the role and responsibilities of all staff the Manager (the registered person) will ensure that:

- There is a whole setting approach to Safeguarding and the setting fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- The setting has effective Safeguarding policies and procedures including a Child Protection and Safeguarding Policy, Code of Conduct and a Behaviour Policy.

- The setting operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one individual person in every interview who has completed safer recruitment training.
- Staff have been trained appropriately and this is updated in line with guidance and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- All staff are provided with the setting's Child Protection and Safeguarding policy and Code of Conduct policy.
- The setting has procedures for dealing with allegations of abuse against staff (including the Manager the registered person), volunteers, temporary agency staff, students and contractors against other children and that a referral is made to the DBS and Ofsted if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- Policies and processes are in place to deal with concerns (including allegations) which do not meet the allegation/harm threshold or "low level concerns" as defined in Keeping Children Safe in Education 2021.
- The DSL who will take lead responsibility for Safeguarding and Child Protection.
- The DSL and DDSL undertake interagency training (SSCP Foundation Modules 1&2) and also initially undertake DSL 'New to Role' with 'Refresher' training every two years as well as attending DSL network events, to refresh knowledge and skills.
- Children are taught about safeguarding.
- The setting will ensure application filters and monitoring systems are in place to safeguard children online.
- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.
- Enhanced DBS checks (without barred list checks) are in place for all staff.
- Any weaknesses in safeguarding are remedied immediately.

#### **The Designated Safeguarding Lead:**

In addition to the role and responsibilities of all staff the DSL will:

Hold the lead responsibility for Safeguarding and Child Protection (including online safety) and be available for staff to discuss any safeguarding concerns. Ensure that staff deployment is such that either the DSL or DDSL is available on site for all nursery hours allowing staff to raise concerns.

Manage referrals:

The DSL is expected to refer cases:

- Of suspected abuse and neglect to the C-SPA and support staff to make these referrals.
- To the Channel programme (where there is a radicalisation concern) and support staff to make these referrals.
- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.
- To the Disclosure and Barring service (where a person is dismissed/left due to risk/harm to a child)
- To the Police (where a crime may have been committed)

Work with others:

- Act as a source of support, advice, and expertise for all staff
- Act as a point of contact for the safeguarding partners; Local Authority, Police and Health
- Liaise with the "case manager" and the Local Authority Designated Officer
- Liaise with staff and external agencies on matters of safety and safeguarding (including online and digital safety) so that children's needs are considered holistically
- Liaise with the senior mental health lead/ the mental health support team
- Promote supportive engagement with parents and/or guardians in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Know who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort

- Support staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

### **Raise awareness**

- Ensure each member of staff has access to and understands the Child Protection and Safeguarding policy and procedures
- Ensure the policy is reviewed annually (as a minimum)
- Ensure the policy is available upon request and parents are aware of the setting's obligations to refer cases where necessary
- Link with safeguarding partners to make sure staff are aware of training opportunities and SSCP arrangements
- Help promote the educational and developmental outcomes by sharing information about the welfare, safeguarding and Child Protection issues that a child is experiences or has experienced with appropriate staff members

### **Training, knowledge, and skills**

- Undergo training to provide them with knowledge and skills required to carry out the role (at least every two years)
- Understand Surrey's Effective Family Resilience assessment process and request for support pathway for providing Early Help and statutory intervention
- Have a working knowledge of how local authorities conduct a Child Protection case conference/ review conference and attend/contribute effectively
- Understand the importance of the role in providing information and support to children social care
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with additional needs and disabilities, those with relevant health conditions and young guardians
- Understand the importance of information sharing, both within the setting, and with the safeguarding partners, other agencies, organisations, and practitioners
- Understand and support the setting with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the setting
- Can recognise the additional risks that children with additional needs and disabilities face online
- Obtain access to resources and attend any relevant or refresher training courses

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSL's, attending Early Years network meetings or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Providing support to staff**

Support and advise staff and help them feel confident on welfare, safeguarding and Child Protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

### **Understanding the views of children**

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the setting may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

### **Holding and sharing information**

- Understand the importance of information sharing, both within the setting and with other settings on transfer including in-year, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

### **Deputy Designated Safeguarding Lead**

The deputy will be trained to the same standard as the DSL and the role will be explicit in their job description. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for Child Protection, as set out above, remains with the DSL, this lead responsibility will not be delegated. Safeguarding and Child Protection procedures

At Teddies on a Rainbow if a member of staff suspects abuse, spots signs or indicators of abuse and neglect, or they have a disclosure of abuse made to them they must:

- Listen positively and try to reassure the child
- Only use open questions to clarify information eg. Tell, Explain, Describe (TED)
- Not promise confidentiality
- Explain that they need to pass information to the DSL/other professionals to help keep the child and/or other children safe.
- (Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with children in a way that is appropriate to their age, understanding and preference.)
  1. Make an initial record of the information related to the concern.
  2. Report it to the DSL immediately.
  3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
  4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
    - Dates and times of their observations
    - Dates and times of any discussions in which they were involved
    - Any injuries
    - Explanations given by the child / adult
    - Rationale for decision making and action taken
    - Any actual words or phrases used by the child
  5. The records must be signed and dated by the author or / equivalent on electronic based records
  6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to C-SPA (and the Police if appropriate) if there is the potential for significant harm

In all cases, if staff are unsure, they will always speak to the DSL (or deputy).

### **Following a report of concerns the DSL will:**

Use the SSCP Levels of Need document, to decide the relevant actions to be taken.

If we suspect a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA. By sending a [Request for Support Form \(https://www.surreyscp.org.uk/documents/surrey-childrens-services-request-for-support-form/\)](https://www.surreyscp.org.uk/documents/surrey-childrens-services-request-for-support-form/) by secure email to: [cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk).

If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken made to the C-SPA and the Police if it is appropriate. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering Early Help.

The DSL may seek advice or guidance from the C-SPA consultation line before deciding next steps.

When a child needs urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the Police. The DSL should also be made aware.

At Teddies on a Rainbow we will make all attempts to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. Where there are doubts or reservations the DSL should clarify with the C-SPA or the Police as to whether the parents should be told about the referral and, if so, when and by whom.

However, if it is suspected that by informing the parents will place increased risk to the child or impede a Police investigation, advice will be sought from the C-SPA and or the Police about next steps.

### **What happens next?**

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out.

If we have concerns that the disclosure has not been acted upon appropriately, we will follow Surrey's Inter-Agency Escalation Policy and Procedure. (<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>)

### **Record Keeping**

At Teddies on a Rainbow we maintain records and obtain and share information (with parents and guardians, other professionals working with the child, the Police, social services and Ofsted, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

We record any concerns about a child's welfare or safety. This record will include the child's words and factual information. A body map will be completed if injuries are observed.

The record will always be signed and dated by the person making the report and will be shared immediately with the DSL. If there is an immediate concern the member of staff will discuss the concern with the DSL first to ensure the safety of the child and then will complete the report after.

The DSL will record any discussions, decisions, and reasons for those decisions on the child's Safeguarding and Child Protection file.

### **Information sharing and managing the Child Protection file**

At Teddies on a Rainbow we ensure:

Safeguarding and Child Protection files are kept up to date. Information will be kept confidential and stored securely. Safeguarding and Child Protection concerns, and referrals will be kept in a separate Child Protection file.

The file is only accessed by trained staff who need to see it and where the file or content within it is shared, in line with information sharing advice.

Where children leave the setting (including in year transfers) the DSL will ensure their Safeguarding and Child Protection file is transferred to the new setting or school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving settings and schools should ensure key staff such as DSLs and SENCOs are aware as required.

If the setting is unable to locate the new setting/school the file will be kept until the child is 25 (this is seven years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2019).

### **Confidentiality and Information Sharing**

At Teddies on a Rainbow all matters relating to Safeguarding will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance. (<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>)

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and GDPR are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for Child Protection concerns to be shared with agencies who have a statutory duty for Child Protection.

Information will be shared with staff within the setting who 'need to know'.

Relevant staff have due regard to GDPR principles which allow them to share (and withhold) information.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

All staff will always undertake to gain parent/guardians consent to refer a child to Social Care unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Teddies on a Rainbow's trained Data Protection Officer's (DPO) is Helen Strange. It is a requirement by the General Data Protection Regulations (GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing.

### **Allegations against/concerns raised in relation to a member of staff, agency staff, volunteers, and contractors**

Teddies on a Rainbow will follow Surrey Safeguarding Children's Partnerships procedure for allegations against adults who work with Children. (<https://surreyscb.procedures.org.uk/qkyqql/safer-workforce-and-managing-allegations-against-staff-guardians-and-volunteers/managing-allegations-against-people-that-work-or-volunteer-with-children/#s4559>)

This procedure should be used in all cases which may meet the harms threshold in which it is alleged a member of staff, including agency staff, volunteer, or another adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The last bullet point above includes behaviour that may have happened outside of setting, that might make an individual unsuitable to work with children, this is known as transferable risk.

Allegations against a member of staff who is no longer at the setting should be referred to the Police. Historical allegations of abuse should also be referred to the Police.

Where settings identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care (C-SPA) and LADO or as appropriate the Police immediately.

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff, agency staff, contractors, students, volunteers or other adult to the Manager immediately.
- If an allegation is made against the Manager the concerns need to be raised with the LADO as soon as possible.
- Once an allegation has been received by the Manager will contact the LADO (as part of their mandatory duty) on 0300123 1650 option 3 LADO or Email: [LADO@surreycc.gov.uk](mailto:LADO@surreycc.gov.uk) immediately and before taking any action or investigation.
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the setting will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the Police.

Teddies on a Rainbow have a duty to inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We must also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. We understand that if we fail to comply with this requirement, we will commit an offence.

If the matter is investigated internally, the LADO will advise the setting of who is able to provide support within the local authority, in line with the SSCP procedures.

### **Low level concerns that do not meet the allegation/harm threshold**

At Teddies on a Rainbow we have a policy and process in place to deal with low level concerns (including allegations) which do not meet the allegation/harm threshold set out above.

Concerns may arise in several ways and from several sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

### **Whistle blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff, should be aware of their duty to raise concerns, where they exist, about the management of Safeguarding and Child Protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in setting's safeguarding arrangements.

Staff are encouraged to use an external, independent and confidential service provided by Navex Global, who can be contacted on their freephone helpline number 0800 069 8180 and through the Navex Global web pages.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding Safeguarding or Child Protection failures internally or have concerns about a way a concern is being handled by their setting. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **Peer on Peer/Child on Child abuse**

At staff are aware that children can abuse other children and that it can happen both inside and outside of Teddies on a Rainbow. Peer on peer/child on child abuse is not tolerated within Teddies on a Rainbow and our staff are able to recognise the signs and indicators and respond appropriately.

We recognise that peer on peer/child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Teddies on a Rainbow recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values. Additionally, staff recognise that that some peer on peer/child on child abuse issues may be affected by sexual identity, age, ability and culture of those involved, however, all peer on peer/child on child abuse is unacceptable and all reports will be taken seriously.

In order to minimise the risk of peer on peer/child on child abuse, Teddies on a Rainbow will monitor children's behaviour looking for any signs that this is occurring. This will be in line with our Behaviour Policy.

All allegations of peer on peer/child on child abuse will be recorded, investigated, and dealt with in line with associated setting policies, including Safeguarding and Child Protection, Behaviour Policy.

Alleged victims, perpetrators and any other child affected by peer on peer/child on child abuse may be supported by their key person.

### **Physical Abuse**

While a clear focus of peer on peer/child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the Police.

The principles from the Behaviour policy will be applied in these cases, with recognition that any Police investigation will need to take priority.

### **Mental Health**

At Teddies on a Rainbow staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.



Staff are aware of how children's experiences, can impact on their mental health, behaviour, and education.

### Safeguarding Children with Additional Needs and Disabilities

At Teddies on a Rainbow we acknowledge that children with additional needs or disabilities can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with additional needs and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges.

The DSL will work closely with the SENCO to plan support as required.

### Online Safety

At Teddies on a Rainbow, we have a policy that includes online safety which explains how we try to keep children safe in our setting and how we respond to online safety incidents. See policy Internet, Social Networking, Telephone, Email and Mobile Phone Policy.

We understand that children increasingly use electronic equipment daily to access the internet however, at the nursery this is monitored and limited to educational programmes, nursery songs/dancing, games and stories.

Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour involving webcam photography or face-to-face meetings.

We recognise children may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

Information is shared with families about online safety and all staff receive online safety training which is regularly updated. Our online safety co-ordinators are the DSL and DDSL.

### Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

Looked After Children by the local authority or those who are placed in residential school/colleges, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age.

Teddies on a Rainbow recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care immediately. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the C-SPA immediately.

### Looked After Children

The most common reason for children becoming looked after is because of abuse and neglect.

Teddies on a Rainbow will ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

DSL will have details of the child's social worker.

### Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, (<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>) which are identified in the course of their professional work, to the Police.

The duty applies to all persons in Teddies on a Rainbow who are employed or engaged to carry out 'teaching work', whether or not they have qualified teacher status.



The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL; however, the DSL should be informed.

If a member of staff is informed by a girl under 18 that an act of FGM has been carried out on her or a practitioner observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the practitioner should personally make a report to the Police force in which the girl resides by calling 101. The report should be made immediately.

Concerns about FGM outside of the mandatory reporting duty should be reported using the setting's Child Protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female children about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the Police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Young people are at risk if they become caught in county lines networks. To reduce the risk to themselves the dealers will use people they think others will not suspect, so any young person on the periphery of drug use or drug taking, or otherwise coming into contact, is vulnerable.

Sometimes gangs form a secure base in the home of a vulnerable person, forcing assistance through violence or exploiting a drug dependency. Leaders or dealers can enter into relationships with vulnerable young females, which can also lead to sexual exploitation or domestic violence. Young people can have drugs or money stolen and become indebted, needing to continue to supply to pay the money back.

### **Forced Marriage**

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. (<https://www.legislation.gov.uk/ukpga/2014/12/contents>)

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Following Forced marriage guidance (<https://www.gov.uk/guidance/forced-marriage>) staff should never attempt to intervene directly or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit 200 7008 0151

### **Honour-based abuse**

Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage.
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse

## Prevent

The Prevent Duty for England and Wales (2015) (<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>) under section 26 of the [Counter Terrorism and Security Act 2015](https://www.gov.uk/government/publications/counter-terrorism-and-security-act-2015) (<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>) places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Staff at Teddies on a Rainbow are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern.

Staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture. The setting promotes and embeds the fundamental British value in the setting through activities and within policies.

The Manager (the registered person) and the DSL will assess the level of risk within the setting and put actions in place to reduce that risk. Risk assessment may include, due diligence checks for external speakers and private hire of facilities, anti-bullying policy and other issues specific to the setting's profile, community and philosophy.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance. They should then follow the safeguarding procedures and refer cases by e-mail to [preventreferrals@surrey.pnn.police.uk](mailto:preventreferrals@surrey.pnn.police.uk) following the [Prevent referral form](#). If the matter is urgent then Police must be contacted by dialling 999.

In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.

## Sharing Nude and Semi-Nude images and/or videos

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Sharing Nudes/Semi-Nudes refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance [Sharing nudes and semi-nudes: advice for education settings working with children and young people](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people) (<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>)

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to. This includes Child Sexual Exploitation (CSE)

If a member of staff becomes aware of an incident involving making or sharing nudes/semi-nudes, they should follow the Safeguarding and Child Protection procedures and refer to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy, or print the images.

The DSL should hold an initial review meeting with appropriate staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

At any point in the process if there is concern a child has been harmed or is at risk of harm a request for support should be made to the C-SPA and/or the Police as appropriate.

Immediate request for support at the initial review stage should be made to Children's Social Care/Police if:

- The incident involves an adult.

- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to SEND).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to children involved and may decide, with input from the Manager (the registered person) to respond to the incident without referral to the C-SPA or the Police.

During the decision making the DSL will consider if:

- There is a significant age difference between the sender/receiver.
- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the child in the imagery.
- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced sexual imagery previously.

If any of these circumstances are present the situation will be referred according to our Child Protection procedures, including referral to the C-SPA or the Police.

The DSL will record all incidents of making, sharing and sending nudes and semi-nudes including the actions taken, rationale for actions and the outcome.

## **Appendix One**

### **What is child abuse?**

The following definitions are taken from Working Together to Safeguard Children HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation and domestic abuse. To support the local context, all staff have access to the Surrey Safeguarding Children Partnership Levels of Need Threshold Document. - <https://www.surreyscp.org.uk/wp-content/uploads/2021/04/Effective-family-resilience-SSCP-Dec-2020-v7.pdf>

### **What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

### **Sexual abuse**

- Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse.

## **Appendix Two**

Signs and Indicators of abuse and neglect

Bullying and cyberbullying

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

Child sexual exploitation

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/>

Child trafficking

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-trafficking/>

Criminal exploitation and gangs

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

Domestic abuse

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

Emotional abuse

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/emotional-abuse/>

Grooming

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/grooming/>

Neglect

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/>

Non-recent abuse

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/non-recent-abuse/>

Online abuse

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/>

Physical abuse

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/physical-abuse/>

Sexual abuse

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-abuse/>

County lines

[https://learning.nspcc.org.uk/child-abuse-and-neglect/county-lines#:~:text=County%20lines%20is%20a%20form,\(Home%20Office%2C%202018](https://learning.nspcc.org.uk/child-abuse-and-neglect/county-lines#:~:text=County%20lines%20is%20a%20form,(Home%20Office%2C%202018)

## **Additional Resources**

Surrey County Council Education Safeguarding Team webpages

<https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/advice-and-support/safeguarding>

NSPCC webpages

<https://www.nspcc.org.uk>

Childline webpages

<https://www.childline.org.uk>

CEOP ThinkuKnow webpages

<https://www.thinkuknow.co.uk>

Anti Bullying Alliance webpages

<https://anti-bullyingalliance.org.uk>

Childnet International

<https://www.childnet.com>

Safer Internet Centre webpages

<https://saferinternet.org.uk>

Contextual Safeguarding Network webpages

<https://contextualsafeguarding.org.uk>

Surrey Safeguarding Children Partnership webpages

<https://www.surreyscp.org.uk>

Lucy Faithfull Foundation webpages

<https://www.lucyfaithfull.org.uk>

Graded Care Profile 2

<https://www.surreyscp.org.uk/professionals/resources-for-professionals/abuse-neglect/>

## **Policy Review**

As part of Teddies on a Rainbow monitoring of safeguarding this policy will be subject to periodic review

Signed: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 31. Security

### Statement of intent

Teddies on a Rainbow ensures that only authorised persons have access to the premises. Risk assessments are undertaken, equipment, medicines, cleaning products and confidential records are stored securely, when the nursery is in operation in order to protect the safety of children and staff.

### Aim

Teddies on a Rainbow aims to operate a strict policy that ensures the safety of all our children, parent/guardians, staff and visitors.

### Practice

It is all the staffs responsibility to:

- ensure the premises are secure at all times;
- take reasonable steps to reduce the risk of theft, damage and breach of security by removing cash from the premises overnight and placing valuable equipment out of sight;
- to maintain the locked front door and bolted garden gate to the nursery;
- to ensure that all parent/guardians, staff and regular contractors/visitors understand how to gain entry during nursery hours;
- regularly check that the security measures are fully functioning to meet the terms of the procedure;
- routinely undertake risk assessments of the building, equipment, activities and outings;
- ensure that staff are aware of their responsibility to be vigilant at all times and that access is only granted to authorised persons;
- The manager is to instigate disciplinary procedures should staff fail to follow the security procedures;
- undertake Enhanced Disclosure and Barring Service (DBS) checks specific to working within the children's workforce for all staff and regular contractors/visitors;
- establish a robust system to store confidential records;
- implement and maintain a signing in and out procedure for all staff and visitors;
- establish a robust PIN system and ID check for emergency contacts to collect children from nursery;
- ensure that contractors and visitors do not have unsupervised access to the children;
- routinely review the signing in and out of staff for accuracy and compliance
- implement and maintain a child's register requiring staff to sign children in and out of the nursery at the beginning and end of their session;
- check the identify of telephone callers before releasing or confirming any information;
- adapt or increase security procedures to meet unprecedented challenges e.g. potential intruder;
- ensure that two adults are present when a single child is on the premises;
- display photographs of all staff clearly showing their name, role, qualifications and responsibilities; and
- ensure that medicines, cleaning products and anything potentially harmful to children is stored out of reach and is fully supervised when in use.

It is the responsibility of members of staff to:

- confirm their understanding of security procedures and the expectation of constant vigilance of children;
- sign in and out of the nursery as appropriate throughout the day;
- check the identify of telephone callers before releasing or confirming any information;
- report any concerns about security equipment or external fence/gate e.g. being fit for purpose or fully functioning;
- report all breaches in security such as by colleagues or parent/guardians;
- comply with security procedures with regard to their own behaviour, dealing with parent/guardians and visitors and children;

- accurately declare their suitability to work with children and involvement with the police when asked at supervisions;
- care for their own property in the nursery;
- protect themselves from allegations by notifying a colleague that they are about to be alone with a child;
- regularly undertake a headcount the number of children as they move from activity to activity and during transition times at the beginning and end of the day. And should be able to answer the question; 'How many children are in nursery today by checking the register.
- be extra vigilant in monitoring the arrival and departure of children during busy times.

It is the responsibility of contractors and visitors to:

- to read and comply with the security procedures when entering the premises;
- wear an ID pass for the duration of the visit;
- ask permission before entering any space containing children;
- vigilant about their own property and equipment and how it is used; and
- report any concerns before leaving the premises.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of security this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 32. Selecting Equipment and Toys

### Statement of intent

The toys and equipment in Teddies on a Rainbow provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration.

### Aim

We aim to provide and maintain safe equipment and toys which conform to consumer regulations and offer stretch and challenge.

### Practice

The equipment we provide:

- is appropriate for the ages and development stages of the children;
- offers challenges to developing physical, social, personal and intellectual skills;
- features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities;
- is fully inclusive, whereby children can select toys and equipment safe in the knowledge that their choices will not be discriminated, enabling them to feel safe;
- includes a range of raw materials that can be used in a variety of ways and encourages an open-ended approach to creativity and problem-solving;
- will enable children, with adult support, to develop individual potential and move towards required learning outcomes;
- conforms to all relevant safety regulations. All toys and equipment will have the British Standard Institution (BSI Group) or the CE Mark (Conformité Européene) which signifies that the toy in question has passed all the necessary compliance tests for toys imported into and manufactured in the European Union;
- is checked by staff before and during use. Any broken or damaged toys are repaired or disposed of;
- can be selected freely by children.
- includes IT resources such as Bee Bots, tablets, digital camera etc;
- is regularly cleaned and where appropriate disinfected;  
To prevent contamination we make sure the sand is checked regularly for foreign objects. If found, the sand pit will be emptied immediately and the sand disposed of appropriately.
- is never allowed to be taken into the toilet area.

Toys and equipment should be stored inside wherever possible as rain, snow and dew cause rust, rot and damage that increase the risk of accidents. Plastic play equipment can become brittle, and may subsequently begin to crack.

Parents/guardian and children should be discouraged from bringing toys from home into the nursery, unless for comfort. Any toys from outside the setting should be risk assessed and removed immediately if deemed unsafe. These should be returned to the parent/guardians at the end of the session.

### Policy Review

As part of Teddies on a Rainbow monitoring of selecting toys and equipment this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025



## **33. Settling In**

### **Statement of intent**

Teddies on a Rainbow intends to support parent/guardians to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of every child and their family.

#### **Aim**

Our aim is for children to feel safe, secure, happy and stimulated with all staff and their new environment. We also want to build parent/guardians confidence in both their children's continued wellbeing and their role as active partners; with the child being able to benefit from what the Nursery has to offer.

#### **Practice**

Teddies on a Rainbow will work in partnership with parent/guardians to settle their child into the Nursery environment by allocating a key person to the child and their family, before they start Nursery.

The key person will:

- welcome and look after the child ensuring that their care is tailored to meet their individual needs;
- offer continuity for the child, further helping to build a relationship with their parent/guardians during the settling in period and throughout their time at the Nursery;
- ensure the family has a familiar contact person to assist with the settling in process;
- plan settling in visits and introductory sessions. These are provided free of charge and children and families can have as many as required, dependent on individual needs, age and stage of development;
- welcome parent/guardians to stay with their child during the first few weeks until the child feels settled and the parent/guardians feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parent/guardians;
- reassure parent/guardians whose children seem to be taking longer to settle at Nursery and develop a plan with them to recognise the challenges; and
- encourage parent/guardians, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences.

The on-going role of the key person will be to:

- provide parent/guardians with relevant information about the policies and procedures of the Nursery;
- assign a buddy/back-up key person to each child in case the key person is not available. Parent/guardians will be made aware of this to support the settling process and attachment; and
- respect the circumstances of all families, including those who are unable to stay for long periods of time in the Nursery and reassure them of their child's progress towards settling in.

#### **Policy Review**

As part of Teddies on a Rainbow monitoring of settling in this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 34. Special Educational Needs and Disability

### Statement of intent

All children have the right to be cared for, educated and develop to their full potential alongside each other.

### Aim

We aim to provide a positive, welcoming and accessible environment where children are supported according to their individual needs. Teddies on a Rainbow believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. This policy is written in line with the SEND Code of Practice: 0-25 years 2015, the Equality Act 2010 and Part 3 of the Children and Families Act 2014. This policy should be read in conjunction with the Surrey Local Offer; the online hub for 0 - 25 year olds with special educational needs or disability.

### Practice

Teddies on a Rainbow Special Educational Needs Co-ordinator (SENCo) is Chris Smith Page

The SENCo works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the Nursery, always making sure plans and records are shared with parents.

To comply with the relevant legislation, we recognise each child's individual needs and ensure all staff are aware of, and have regard for, the identification and assessment of any needs and which; if not all, are being met by the Nursery.

- working alongside parent/guardians in the Nursery for their child's individual needs to enable us to help the child to develop to their full potential;
- working with any child who has a specific need and/or disability and making reasonable adjustments and seeking specialist equipment to enable every child to make full use of the Nursery's facilities;
- finding out as much as possible about a particular child's condition and the way that may affect the child's early learning or care;
- liaising with the child's parent/guardians and professional agencies;
- reading all reports that have been prepared and received from agencies and other settings;
- identifying the specific needs of children with learning difficulties and/or disabilities and meet these needs through a range of strategies;
- taking account of every child's pace of learning and the equipment required;
- offering support to children that acknowledges their entitlement to share the same learning experiences that their peers enjoy;
- creating small groups or one to one opportunity to maximise learning;
- ensuring that all children have access to a broad and balanced curriculum which is differentiated to enable them to understand the relevance and purpose of an activity resulting in a feeling of success and achievement;
- allowing SEND children to take part in educational visits and other activities linked to their learning;
- developing and maintaining a core team of staff with specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice;
- attending all review meetings with the local authority/professionals;
- conducting regular monitoring observations to understand and measure the child's development;
- giving all children a full settling in period when joining the Nursery according to their individual need;
- identifying each child's 'starting points' within two weeks of starting at the Nursery;
- making reasonable adjustments to the Nursery environment to meet individual needs of children;
- providing well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities;
- ensuring that children who learn quicker; gifted and talented, are also supported;
- ensuring that all children are treated as equals and are encouraged to take part in every aspect of the Nursery day according to their individual needs and abilities; and

- promoting positive images and role models of people and their differences during play experiences wherever possible.

Teddies on a Rainbow will:

- ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery;
- make sure that our inclusive admissions practice includes equality of access and opportunity;
- create a physical environment, in as far as possible, that is suitable for all children;
- work closely with parent/guardians at the earliest opportunity to create and maintain a positive partnership which supports their child;
- ensure that parent/guardians are informed at all stages of the Education, Health and Care needs assessment, planning, provision and review of their child's education;
- provide parent/guardians with information on sources of independent advice and support;
- liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools;
- work closely with the next setting to ensure information exchange and continuity of care;
- provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities;
- provide differentiated activities to meet all individual needs and abilities;
- use a system of planning, implementing, monitoring, evaluating and reviewing Educational Health and Care Plans (EHCP) for children with learning difficulties and/or disabilities;
- review EHCP's regularly and hold review meetings with parents at this time;
- use a paper-based progress monitor to assess and review development of children with learning difficulties and/or disabilities;
- maintain a hard copy confidential file of all key documents e.g. EHCP and meeting records;
- ensure the dignity, privacy and needs of children with learning difficulties and/or disabilities are met when intimate care is being provided;
- where available the SENCo will prepare an application for available funding to support the needs of the child. This will always be undertaken in conjunction with parent/guardians;
- provide in-service training for staff;
- raise awareness to parent/guardians of any specialism the setting has to offer, e.g. Makaton trained staff.
- ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. EHCP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints.
- provide a complaints procedure and make available to all parents in a format that meets their needs e.g. audio, large print, additional languages;
- monitor and review our policy annually;
- follow good practice of early intervention through assessment, planning, implementation and reviewing progress; and
- Work together with parent/guardians to underpin the provision of support to children with special educational needs and disabilities.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of SEND this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## **35. Smoking, Vaping, Drugs and Alcohol**

### **Statement of intent**

To promote and protect the wellbeing of children, staff and other visitors to the Nursery. It is recognised that smoking, including passive smoking is harmful to health and unpleasant to many users of the Nursery. We believe that those working with children are in a unique position to act as positive role models and have a responsibility to send out consistent messages about the hazards of smoking, drugs and alcohol.

### **Aim**

Teddies on a Rainbow has a zero-tolerance towards smoking, vaping, drugs and alcohol. This applies to all employees, parent/guardians, contractors and other users and visitors to the Nursery.

### **Practice**

If staff are found to have breached the rules in respect of this policy the matter will be dealt with through the disciplinary procedures. Where an illegal act is suspected to have taken place, the police will be called and Ofsted will be informed. All staff will be made aware of the provisions of this policy during their induction, including the importance of them setting a positive example to children.

### **Smoking and Vaping**

Smoking and vaping is not permitted anywhere on Nursery premises, including the car park. No smoking signs are placed in the entrance to the Nursery.

- Teddies on a Rainbow do not offer staff specific smoking breaks.
- Staff must thoroughly wash their hands after smoking.
- These measures will be closely monitored by the Manager, anyone not adhering to the rules will be subject to discipline procedures.

### **Drugs and Alcohol**

Staff, students or volunteers who arrive at the nursery and are suspected to be under the influence of drugs and alcohol and are considered unfit to work, will be asked to leave immediately and disciplinary procedures implemented. If staff are found in possession of illegal drugs, disciplinary action will follow.

In cases where staff are taking prescribed drugs that may affect their ability to function effectively at work, the Manager must be informed as early as possible.

If a member of staff has reason to suspect that a parent/guardian is under the influence of illegal drugs or alcohol when they drop off or collect their child, the member of staff has a duty to inform both the Manager and Designated Safeguarding Lead.

If the parent/guardian come to collect their child at the end of the day, and are acting under the influence of drugs or alcohol whilst we have no legal right to withhold a child we do however have a duty to contact any relevant authorities we feel appropriate such as police, Surrey Children's SPA. All conversations held will be recorded and any incidents will be logged.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of smoking, drugs and alcohol this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## 36. Staff Deployment

### Statement of intent

Effective management and deployment of staff are critical factors in meeting the children's needs; learning and care and statutory staffing requirements.

### Aim

Teddies on a Rainbow believes that the team is its most valuable asset and effective deployment directly impacts on the quality of education and outcomes for our children.

### Practice

At Teddies on a Rainbow:

- We deploy our staff in the following way: 2 - 3 year olds - 1 adult to 4 children, 3 - 4 year olds - 1 adult to 8 children. Early Years teachers are able to maintain 1 staff to 13 children as stated in Statutory handbook of Ofsted. All employees have a duty to ensure that these ratios are met.
- If any employee is uncomfortable with the management of ratios they must escalate this to the Manager immediately.
- All members of staff will regularly headcount the number of children as they move from activity to activity and during transition times at the beginning and end of the day. Staff should be able to answer the question; 'How many children are you caring for at the moment?'
- The Manager actively manage and approve staff holidays and planned absence to maximise effective staff deployment.
- When staff are unwell and take sick leave we organise cover to ensure adult:/child ratios are maintained.
- Our key person system ensures each child has a nominated member of staff who has responsibility for their wellbeing, learning and development and having a relationship with their parent/guardians.
- Regular staff meetings provide opportunities for the team to discuss best practice, receive sector updates and professional development.
- Staff will undertake regular supervision to discuss their key children's observations and next steps, any concerns, opportunities for professional development and their on-going suitability to work with children.
- Staff are expected to cover positions within the Nursery that maybe outside of their assigned role. This may occur during the absence of staff through sickness, holiday, training and staff breaks.
- We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups.
- All staff have contracts of employment and job descriptions, setting out their roles and responsibilities and terms and conditions of employment.
- We ensure that staff understand their duty of care to supervise children at all times.
- We actively ensure that children will be within sight and hearing of staff and always within sight or hearing.
- All staff routinely sign to confirm that they have read and understood the Nursery's policies and procedures.
- All the staff hold a full and relevant early years qualification.
- We support our staff by means of appraisals which are undertaken annually.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
- Enhanced DBS disclosures are obtained for all staff.
- Ofsted will be advised of any significant changes to the nominated and registered persons.
- The deployment of staff in the garden and playground will be the same as the rest of the Nursery.

### Policy Review

As part of Teddies on a Rainbow monitoring of staff deployment this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## **37. Students**

### **Statement of intent**

#### **Aim**

We aim, wherever possible, to offer student the opportunity to gain maximum benefit from the time they spend working alongside experienced staff in the Nursery.

#### **Practice**

At Teddies on a Rainbow, we will ensure that students follow all nursery policies and procedures in the same manner as a paid employee for consistency, quality of care and learning for the children. Students will:

- be assigned a buddy, who is committed to their training and willing and able to offer the necessary level of support to ensure that the placement is successful,
- have an induction, where they are introduced to the team, parent/guardians and the policies and procedures of the Nursery,
- at all times remain in sight of a member of staff while working with the children,
- not be included in staff:child ratios
- be punctual and inform the Nursery of absence at the earliest convenience,
- not answer the door or telephone,
- not report to parent/guardians about any children in the Nursery,
- adhere to the staff dress code,
- follow the policy about the storage and use of mobile phones,
- have had an Enhanced DBS checks prior to starting the placement, if over the age of 16,
- be provided with any training and/or support required for the role, including safeguarding, health and safety and manual handling
- follow the Confidentiality Policy,
- not comment or post photos about the Nursery, staff, parent/guardians or children on social media,
- have their performance reviewed regularly
- not wear jewelry, false nails and long hair must be tied up

Students specifically will:

- need to provide evidence from their tutor/college that they are undertaking a recognised childcare qualification
- need to gain written permission from the parent/guardians of the child to be studied.

#### **Policy Review**

As part of Teddies on a Rainbow monitoring of students and volunteers this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## **38. Transitions**

### **Statement of intent**

Transitions concern the changes a child encounters from one place to another, for example, from home to Nursery, or starting school. Often, these transitions involve a process of change that requires them to adapt their thoughts, feelings and behaviours to meet new expectations. The Teddies on a Rainbow creates an environment where children feel comfortable, confident and emotionally secure during their time at Nursery.

### **Aim**

Teddies on a Rainbow aims to work in partnership with parents/guardian, practitioners from other settings and/or childminders or school staff to share information about the child and what support they may need. We offer support and understanding to children and parents/guardian during the period of adjustment as they adapt to change.

### **Practice**

#### **Transition between home and nursery**

Teddies on a Rainbow staff are sensitive to the needs of children and parents/guardian when they first start to attend nursery. Staff understand that all children settle differently in their own time and the nursery aims to accommodate the differing needs of individual children and their families.

We offer this support in the following ways:

- Settling in sessions – the time scale of these will vary between children and their families. We aim to fully support this process and staff may suggest a longer/shorter settling in period dependent on how the process is working.
- Providing parents/guardian with information before the child first attends, for example, policies and procedures of the setting and an introduction to the child's key person and other adults around the nursery.
- For all children, we ensure verbal feedback is provided at the end of the child's day. Written feedback is available on request.
- We encourage the use of favourite toys or comforters from home until such times as the child has developed confidence and security in their new surroundings.
- We make special arrangements to support those children with additional needs, for example, for children who speak English as an additional language, or who have learning difficulties, by using words in the child's home language and obtaining support from external agencies where appropriate/required.

#### **Transition from one provider to another**

When a child attends more than one setting, for example, Teddies on a Rainbow and a childminder, we will make contact and share relevant information to provide the best outcomes:

- We obtain permission from the child's parents/guardian to make contact with the other setting.
- We share behaviour management strategies and planning ideas.

#### **Transition from nursery to school**

We recognise that starting school can be a worrying time for children and their parents/guardian, and the more that can be done to ease this transition, the more positive an experience it will be for all involved:

- We invite teachers/support staff into the setting to visit the child and make direct contact, in particular where there are concerns about a child's behaviour or development.
- Our practitioners make themselves available to visit the school if requested.
- We organise activities which reflect the transition process, for example school uniform role play and provide opportunities for children to express their concerns and fears.
- All learning journeys will be given to parent/guardians for them to share with the child's next educator; whether another setting or school.
- We complete transfer documentation as provided by the Local Authority and give assessments of the child's current progress within the EYFS.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of transition this policy will be subject to periodic review.



Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025

## **39. Working in Partnership with Agencies and Other Settings**

### **Statement of intent**

We work in partnership with local agencies to promote the well-being of all children. This includes both statutory and voluntary sector organisation and may include those offering health advice, support, education or safeguarding services.

### **Aim**

Teddies on a Rainbow appreciates the importance of effective and timely communication and the need to maintain appropriate levels of confidentiality when working with external agencies. We aim to work together with agencies and other settings to help meet the needs of the child and support them to reach their full potential.

### **Practice**

- Teddies on a Rainbow follows Surrey's Effective Families Resilience Guidance to act as soon as problems emerge, share information and provide effective, timely support to enable children and their families to overcome difficulties and become more resilient so that they can manage future life challenges independently.
- We will actively carry out research locally and nationally to source help and support for parent/guardians.
- We confirm the identification of any professionals and staff from partner agencies prior to allowing them access to the children in our care.
- Staff from other agencies do not have unsupervised access to the child they are visiting and do not have access to any other child/ren during their visit.
- When working in partnership with staff from other agencies, we make those individuals feel welcome in the setting and their professional roles are respected.
- We seek to build early working relationships with agencies and other settings to gain an understanding of how professionals can work together.
- Information shared by other agencies with us is regarded as third-party information. This is kept in confidence and not shared without consent from that agency.
- Information regarding a child or family will only be shared on a strict need to know basis.
- We follow the protocols for working with agencies, e.g. on child protection.
- Our staff do not share information or seek informal advice about any named child/family.
- When necessary, we consult with local agencies who offer a wealth of advice and information for parents e.g. health, welfare rights advice, adult education.
- When necessary we consult with local agencies who offer advice and information that help the team develop an understanding of related issues and provide additional support.

### **Policy Review**

As part of Teddies on a Rainbow monitoring of working in partnership with agencies and other settings this policy will be subject to periodic review.

Policy adopted by: Helen Strange

Date: September 2024

Policy Review Date: September 2025