



## POLICIES AND PROCEDURES

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## **MISSION STATEMENT**

To provide a setting with a homely feel, with acres of outdoor space.

To offer first rate care and education from quality, dedicated staff, who love their job. We believe that happy staff means happy children!

Our intention is that when the time comes for a child to leave Acres of Fun and move on to school, they will be confident, happy children with a sense of care and consideration for others, having received an outstanding educational start, ready for the next stage in their young lives.

## ABSENCE MANAGEMENT (for staff)

Acres of Fun recognises that employees will, from time to time, be unable to come to work due to sickness. Management is responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

### Sickness Absence Reporting Procedure

All sickness must be reported to the Nursery Manager at the earliest possible opportunity and before the start of your shift.

You must call or email [info@acresoffun.co.uk](mailto:info@acresoffun.co.uk) by 7.30am (or before the start of your shift) so that the message is received as soon as possible for planning staffing. You must also then call between 8-10am and speak to the Manager giving details of the nature of your illness and the day on which you expect to return to work. You must inform the Manager as soon as possible of any change in the date of your anticipated return to work.

You must telephone and speak to someone yourself. Text messages are not an acceptable form of communication. You are not to send other staff text messages regarding being off work, it is your duty to contact the Manager.

Failure to report sickness could delay any sick pay due to you and may result in disciplinary action.

Sickness absence exceeding seven consecutive days must be substantiated in writing by a doctor's certificate and you must provide a 'fit note' completed by a qualified medical practitioner. On your return to work, you must report to the Manager to discuss your period of sickness and complete the necessary 'return to work' details, to be signed by both you and the Manager. The Company reserves the right to review your employment status in the case of lengthy illness or regular short periods of illness.

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

### Repeated Absence

If Acres of Fun has concerns about an employee's absence record, the Manager will arrange a meeting or telephone conference with the employee. This should confirm the reasons and nature of the absence and its likely duration, ensure that the member of staff is aware of the setting's concern and discuss the way forward.

If all other avenues have been investigated, the absence continues or, following return to work, the attendance record does not improve, a subsequent meeting should be arranged. Unless there are reasonable grounds to believe there will be an improvement in the near future, the Manager should inform the member of staff that long-term sickness absence due to ill health may put their employment at risk and the possibility of termination by reason of capability or suitability to work with children might have to be considered. The position will be reviewed periodically and ultimately it may become necessary from a business perspective to consider termination of employment. Throughout any such meetings, staff are entitled to the support of a work colleague.

The setting can gain agreement from the member of staff to contact their doctor or specialist.

### Requesting Staff to Attend Appointments

Acres of Fun reserves the right to request employees to attend an appointment with a consultant, GP etc if it is reasonably deemed necessary due to sickness absence, changes in health or where it is necessary to seek a medical opinion as to whether or not the employee can fulfil their job role etc.

## ACCEPTABLE IT USE

The IT facilities at Acres of Fun are a vital part of our business and should be used appropriately and responsibly.

Staff should recognise the value of the use of IT for enhancing learning and will, where possible and appropriate, ensure that children receive opportunities for its use and to learn about safe use. Refer to Online Safety policy.

Parents/carers should also understand the risks associated with using technology. Please refer to the Online Safety and Mobile Phone and Electronic Device policies.

### Security and Passwords

Passwords for our systems are confidential and must be kept as such. You must not share any passwords with any other person.

You may not attempt to circumvent security of any host, network or account, or penetrate security measures ("hacking") on or accessed through the Acres of Fun network.

You must not probe, scan or test the vulnerability of the network or other networks.

### Internet Access

You must not use the network and or internet facilities – even if using your own property – to access or process pornographic material, inappropriate, obscene or otherwise offensive or potentially offensive material, websites or files, or files dangerous to the integrity of the network or the business. You must not transmit, re-transmit, publish or store material on or through the network which; is bullying, threatening, abusive, hateful, indecent, or defamatory.

Such use constitutes misconduct and will lead to disciplinary action up to and including dismissal in serious cases.

### Email

Staff are expected to use common sense and good business practice when using email. Staff must communicate with others in a professional manner.

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

Care should be taken when opening files, hyperlinks or email attachments received. If there is any doubt or concerns regarding the contents or the validity of the email, delete the files or refer on to Acres of Fun's IT consultant.

### Personal use of the Internet, Email and IT Facilities/Devices

Any personal use of the setting's electronic communication devices (including but not limited to email, internet, computers, telephones and tablets) for purposes other than the duties of your employment is not permitted unless during the staff member's break subject to the rules regarding access previously mentioned (see 'Internet Access' and 'Email').

Disciplinary action will be taken where:

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

### Data Protection

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

### Downloading or Installing Software

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

### Using Removable Devices

Removable storage media from outside the setting (e.g. USB pen drive, CDROM etc.) is not permitted to be used at Acres of Fun.

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All users must be aware that some content available on the internet may be offensive. Whilst Acres of Fun takes reasonable and necessary precautions, including filtering and other security measures, to help ensure a safe computing environment for users, Acres of Fun cannot make an absolute guarantee that a user will not be able to access inappropriate material, and cannot be held responsible for the voluntary actions of the users in this regard.

No staff member should log on to a computer and knowingly or negligently leave the workstation unattended except in an emergency. Acres of Fun accepts no responsibility for loss of data or privacy that may occur as a result.

Staff should understand that the General Data Protection Regulation requires that any staff or child data to which they have access, will be kept private and confidential. Only the Manager will deal with any situations arising where it is deemed necessary by law or by setting policy to disclose such information to an appropriate authority.

Staff are prohibited from storing any child data including photographs on their own personal devices. Acres of Fun has a number of tablets and a nursery camera which are used for taking photographs.

Each employee has a responsibility to report any misuse of the IT facilities/devices/systems. By not reporting such knowledge, the employee will be considered to be collaborating in the misuse. Each employee can be assured of confidentiality when reporting misuse.

Acres of Fun uses the services of an external IT contractor who provides assistance in the event of any issues or queries. These should be reported to the Manager who will take a view on whether or not to escalate the matter to the external IT contractor.

By using the Acres of Fun network this constitutes agreement to comply with this policy. These rules apply to the use of any of the Acres of Fun IT systems/facilities/devices, wherever they may be. They also apply whenever a user is logged on to the Acres of Fun network.

## **ACCESS AND STORAGE OF INFORMATION / RECORD RETENTION**

Subject to the laws relating to data protection, document retention and child protection, parents/carers may request access to information about their own children. If parents/carers have a specific request regarding any data that we hold, please raise this in writing.

Acres of Fun's policies and procedures, which govern the way in which the setting operates, may be viewed at any time by contacting the Manager.

Acres of Fun is registered under data protection law with the Information Commissioner's Office.

All parent/carer, child and staff information is stored according to data protection requirements. We ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

Records and documentation are kept, deleted and destroyed in accordance with current legislation.

### **Maintaining Accurate Records**

Parents/carers must provide information that Acres of Fun may reasonably require about their child including but not limited to any known medical condition, special needs or disability, allergy or diagnosed dietary requirement; any prescribed medication; any family circumstances or court orders affecting the child; any concerns about the child's safety; contact details, and those of authorised persons who may collect the child. Parents/carers must ensure that these details are accurate and kept up to date, by promptly informing Acres of Fun in writing of any changes. If the performance or actions of Acres of Fun is prevented or delayed by anything parents/carers do (or fail to do), Acres of Fun shall not be liable.

## ACCIDENTS AND FIRST AID

At Acres of Fun, we aim to protect the children in our care at all times. We recognise though that accidents or incidents may sometimes occur.

The vast majority of staff hold relevant first aid qualifications from an accredited provider.

### Accident/Incident Form Procedure

- The Manager is to be informed of all accidents/incidents – serious ones to be reported immediately.
- All accidents/incidents must be recorded on an Accident/Incident Form.
- The staff member who saw the accident/incident (or was first to find the child where there was no witness) is responsible for reporting and completing the Accident/Incident Form. Unqualified staff are to be supported to complete the form by the Room Leader. This states the time and nature of accident/incident and the action taken. The staff member must report it to a member of the Management Team who will approve the form. Other staff who have witnessed the accident/incident are to be named on the accident form.
- This should be done as soon as possible after the accident/incident, whilst the details are still clearly remembered.
- Parent(s)/carer(s) will receive the Accident/Incident Form online, or be asked to sign it at collection time or as soon as reasonably practicable.
- Confidentiality must remain at all times.

### Major Accident/Emergency Procedure

Should a serious accident or illness occur requiring IMMEDIATE medical attention, staff must operate the following procedure:

- One person to stay with the injured child.
- Manager to authorise and or make the 999 call for an ambulance.
- Whilst waiting for the ambulance, contact the parent(s)/carer(s).
- If the ambulance arrives before the parent(s)/carer(s) a senior member of staff will accompany the child to hospital, taking with them the child's details, and the parent(s)/carer(s) will be contacted to arrange meeting at the hospital.
- Do not attempt to transport a seriously hurt child in your own vehicle.
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance.
- All accidents/incidents must be recorded on an Accident/Incident Form in accordance with the above 'Accident/Incident Form Procedure'.
- A RIDDOR form (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) must be completed by the Manager.
- The accident/incident will be reported to Ofsted and West Berkshire's child protection agency where necessary –  
<https://www.gov.uk/guidance/childcare-reporting-childrens-accidents-and-injuries>  
<https://www.gov.uk/guidance/report-a-serious-childcare-incident>
- A full investigation will take place.

### Non-Major and Minor Accidents/Incidents Procedure

- Non-major accidents/incidents may require a call to parent(s)/carer(s) to inform them about the injury and the situation so that a decision can be made (with reasonable judgement and bearing in mind that the staff at Acres of Fun are not qualified medical professionals) as to whether or not the child should go home and or medical advice be sought.
- Minor accidents/incidents do not require a call to parent(s)/carer(s).

All accidents/incidents are to be recorded and parent(s)/carer(s) informed in accordance with the above 'Accident/Incident Form Procedure'.

Non-major and minor accidents do not need reporting to external authorities.

### Head Injuries

All head injuries must be reported to parents/carers immediately and **MUST BE MONITORED AND RECORDED** on an Accident/Incident Form even where there is no visible wound or injury.

- If hospital is deemed necessary, follow the above 'Major Accident/Emergency Procedure'.
- If the child does not require hospital treatment, follow the above 'Non-Major and Minor Accidents/Incidents Procedure'.

For other first aid matters including but not limited to choking, cuts, blisters, burns, bites, stings, nosebleeds and foreign objects in the eye etc, staff are to follow accredited first aid training provider guidelines given at time of their certification.

#### Bodily Fluid Spillage/PPE (Personal Protective Equipment)

Refer to Infection Control policy for information on PPE and cleaning up bodily fluid spills.

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The setting will review Accident/Incident records to identify trends or recurring causes of injuries. If a recurring trend is identified, this will be investigated by the Manager and, as necessary, action will be taken to reduce risks.

Details of any existing injury that a child has when they arrive at the setting must be recorded on an Accident/Incident Form.

#### First Aid

- First aid kits are located at Reception, the Office, both kitchens, Pre-School building upstairs toilet and Pre-School downstairs disabled toilet, outside bathroom, Fairy House and outings bag.
- A first aid kit is accessible at all times, and kits are kept out of reach of the children.
- An eye wash kit is available in the Office.
- The appointed person responsible for first aid kits is Claire Tucker.
- Claire Tucker checks the contents of the boxes regularly, replaces items that have been used and ensures items are in date.
- Staff are to inform Claire Tucker immediately if stock is running low.
- Most of the staff – over and above the legal requirement - are trained in paediatric first aid.
- Training is updated every three years.
- Top quality first aid training is promoted at Acres of Fun.
- Apprentices receive first aid training as part of their apprenticeship, arranged by their training provider.
- A record of first aid qualifications is kept.
- When children are taken on an outing, they will always be accompanied by at least one member of staff who is trained in first aid. A first aid kit is taken on all outings.



## ADMISSIONS / SETTLING IN

### Admissions

Acres of Fun is registered for children between 2 months and 5 years old. The numbers and ages of children admitted to the setting comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). There is equality of access to places - children have equal access to places and services irrespective of their age, disability, gender reassignment, race, religion or belief, sex, sexual orientation etc and/or that of their parent(s)/carer(s). Staff will ensure that parents/carers and children are always welcome.

Places within the setting are subject to availability and staffing levels. Priority for a place will be given to siblings of children who already attend Acres of Fun. A child requiring a full time place may have preference over a part time place depending on availability. To promote continuity, children must attend for a minimum of 2 sessions per week over 2 days.

We operate a waiting list if a room/age group is full. Places for children on the waiting list are offered dependent on availability of places, sessions and start date required.

Prior to a child attending Acres of Fun, parents/carers must complete and sign the necessary documentation. These forms provide the setting with personal details relating to the child. It is the responsibility of parents/carers to provide Acres of Fun with any updated details. Please see our Terms and Conditions for information about deposits/new starter fees.

Nursery fees are payable monthly in advance. Parents/carers are sent a monthly invoice and full fees must have cleared by 1<sup>st</sup> of each month. Late payment will incur a penalty charge. Please refer to our Terms and Conditions for more information. Fees are reviewed annually and at least one month's notice will be given of any changes.

Acres of Fun offers funded entitlement hours according to the 2024 government 15/30 hours scheme. Parents/carers will receive in-depth information about the funded entitlement.

### Settling In

Starting in a new setting is a big step for everyone concerned; the children have to come to terms with a new environment, new routines, new people and new expectations. Parents/carers can also experience misgivings, guilt and other emotions. We want children to feel safe, stimulated and happy in the setting and we want parents/carers to have confidence in both their children's continued wellbeing and their role as active partners, with the child being able to benefit from what the setting has to offer.

Each child will be allocated a 'key person' before they attend. The key person welcomes and looks after the child where possible, ensuring that their care is tailored to meet their needs. They will be the child's main, but not exclusive, carer. They offer a settled relationship for the child and build a relationship with parents/carers to ensure the family has a familiar contact within the setting. Refer to Early Learning Opportunities policy.

Our 'settling in' period is designed to help everyone adapt. We aim to support parents/carers to help their children settle quickly and easily. At the First Visit, the Room Leader and the child's key person will spend time with the new parent(s)/carer(s), and the child, sharing information about the setting and discussing the child's routines at home. This will lead to leaving the child for a short time so the child learns that the parent/carer is leaving and will return. A longer settling in period can be arranged if it is required. Parents/carers will also be encouraged to bring along to the setting something that is familiar to the child; a favourite blanket, book or toy.

Parents/carers are welcome to telephone the setting to enquire about their child.

## ADVERSE WEATHER / CRITICAL INCIDENT PROCEDURE

In the event that Acres of Fun is unable to open or has to close suddenly (for example, if there is no electricity or water, extreme level of staff sickness or the setting is closed by the local authority etc) or if there is extreme bad weather (for example, snow or flooding etc) the setting will operate a text message and/or email service to inform parents/carers of the opening hours or closing periods, providing this is possible. This decision will take into account the health, safety and welfare of the children, their parents/carers and the staff team.

Acres of Fun will endeavour to send text and/or email messages before opening time when possible. It is very important and the responsibility of all parents/carers and staff to ensure that the setting has current email addresses and mobile telephone numbers, and that parents/carers are contactable at all times.

In the event of staff shortages due to adverse weather or a critical incident, Acres of Fun might have to take the decision to close the setting or an individual Room(s) within the setting if we are unable to maintain statutory ratio requirements.

Fees remain payable if the Nursery is closed due to circumstances beyond our control.

### Bomb Threat / Terrorism Attack

If a bomb threat is received, the person taking the call will record details given over the phone where possible and raise the alarm. The Lock Down procedure or the Fire Safety procedure is to be used (depending on whether children and staff should remain indoors or vacate the buildings). See relevant procedures. The emergency services will be contacted.

### National Outbreaks of Infection / Health Pandemics

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

## ALCOHOL AND SUBSTANCE MISUSE

Acres of Fun is committed to providing a safe environment that helps to ensure the welfare of the children in our care. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for children.

Anyone who arrives at the setting clearly under the influence of alcohol or other substances (including medication that affects their ability to care for children) will be asked to leave.

- If the person is a member of staff, we will investigate the matter and will initiate the disciplinary process.
- If the person is a parent/carer the Manager will judge if the person is suitable to care for the child. The Manager may call the second contact to collect the child. Staff will do their best to prevent a child from travelling in a vehicle driven by the parent/carer showing signs of possibly being under the influence and if necessary the police will be called.
- If a child is thought to be at risk, Acres of Fun will follow the Safeguarding procedure and or contact the police/children's social services.

The setting will contact the police if anyone (including staff, students, volunteers and parents/carers etc) is suspected of being in possession of illegal drugs and or if they are driving or may drive whilst under the influence of alcohol or illegal drugs. If they are a member of staff disciplinary procedures will be followed.

Prescriptive medication can affect a person's ability to work. If a member of staff is taking prescriptive medication provided by a doctor, it must be kept in the office unless it has been discussed with the Manager. Non-prescribed medication must be in the Staff Room or the Office.

### Rights of a Search

- **Acres of Fun has the contractual right to carry out searches of our employees and their property (including vehicles) whilst they are on our premises.**
- Where practicable, searches will be carried out with the employee and with a colleague of their choice who is available on the premises at the time of the search. This will also apply at the time that any further questioning takes place.
- The employee may be asked to remove the contents of their pockets, bags, vehicles, etc.
- Whilst they have the right to refuse to be searched, such refusal will constitute a breach of contract, which could result in their dismissal.
- We reserve the right to call in the police at any stage.

## ALLERGIES AND ALLERGIC REACTIONS

Acres of Fun is aware that children may have or may develop an allergy resulting in an allergic reaction. Our aims are to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

- It is the responsibility of parents/carers to share with Acres of Fun all information about their child's allergies and reactions (including ensuring that Acres of Fun has any current and within date medication/treatment and all instructions for administering) and to inform staff of any allergy changes discovered throughout their time at the setting. The same applies to staff with allergies.
- The Room Leader in each room is responsible for instructing their staff and the Cook of any food restrictions for children in their room. This information is displayed in the relevant children's rooms and in the kitchen.
- It is the duty of all members of staff to ensure that children with specific dietary requirements are not given any inappropriate food.
- No food or drink should be administered to any child until staff are completely sure about any restrictions to their diet. STAFF SHOULD ALWAYS REMEMBER THAT SOME FOODS CAN BE FATAL TO SOME CHILDREN and failure to adhere to these measures is considered a serious disciplinary offence.
- The Chef will design an appropriate menu or substitute specific meals on the current menu to accommodate allergies.
- Food prepared for a child with a specific allergy is prepared separately from other food containing the allergen(s) and served on equipment that has not been in contact with this specific food type.
- Food allergen information about our menu relating to 14 substances listed in the Food Information Regulations 2014 that are known to cause allergies is available to parents/carers on request.
- Red plates and bowls are to be used for children who have an allergy to the food being served, along with a placemat highlighting the allergy. A red bib is also to be worn, with the exception of children in Upper Pre-School who do not wear bibs. The red items are used to clearly differentiate children with allergies for the staff, while not making the children feel different to their peers. Children without allergies use plates, bowls and bibs in other colours, but never red.
- When children have dietary preferences (i.e. vegetarian, no pork, oat milk preferred to drink instead of cows milk etc) an orange bib is to be worn on top of a normal bib (with the exception of children in Upper Pre-School who do not wear bibs). The orange bib is to clearly differentiate children with a preference (NOT an allergy) to the food being served, along with a placemat highlighting the preference.
- Careful consideration is given to seating to avoid cross contamination of food from child to child.
- Children are not allowed to bring food into the setting due to the risk of allergies. We endeavour to ensure that children do not share or swap their food with one another in order to protect children with food allergies.
- Nuts or nut products are not permitted on the premises at Acres of Fun. Parents/carers are made aware upon enrolment that there are mature beech, hazel and walnut trees within the grounds, the product(s) of which Acres of Fun cannot take responsibility for.
- Where age/stage appropriate staff will discuss with children food allergies and the potential risks.
- Staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis.
- Where a child has a known allergy, an Allergy Action Plan will be completed and signed by the parent(s)/carer(s) and also the Manager to outline the actions to be taken should a child suffer from a reaction or have contact with an allergen.
- The Allergy Action Plan and any medication/treatment required will be kept in the child's 'allergy box' in their room. Any items needing to be in a fridge are to be stored in the Office fridge or Pre-School fridge.
- If a child has an allergic reaction, a Room Leader or member of the management team will quickly administer the appropriate treatment, where necessary, in accordance with our Medication policy and their Allergy Action Plan. We will inform the parent(s)/carer(s) and record the information on an Accident/Incident Form either online or in paper format.

- If an allergic reaction requires specialist treatment, e.g. an EpiPen, parent(s)/carer(s) must ensure that they organise specific medical training to staff members.

**In case of an emergency, if an allergic reaction is severe, refer to the 'Major Accident/ Emergency Procedure' within the Accidents and First Aid Policy.**

## ANIMAL HEALTH AND SAFETY

At Acres of Fun we recognise that pets can help meet the emotional needs of children and adults. Caring for pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development.

### Nursery Pets

- Permission is obtained from the parent(s)/carer(s) to seek written permission for their child to handle the animals.
- All pets are homed appropriately and securely.
- Pets are not allowed near food, dishes, worktops or food preparation areas.
- Children and staff will wash their hands after handling animals, and children will be encouraged not to place their hands in their mouths while pets are being handled. The staff will explain the importance of this to the children.

## **ANTI-BRIBERY POLICY**

Staff need to take care that they do not accept (or give) any gift that could be misconstrued as a bribe by others or lead the giver to expect preferential treatment.

There are occasions when families may wish to pass small tokens of appreciation to staff, and this is acceptable – and very much appreciated. However, it is unacceptable to receive gifts on a regular basis or of any disproportionately large value. Any member of staff concerned about whether they or their colleagues may be at risk of giving or receiving a bribe (financial or otherwise) should contact the Manager immediately.

Penalties for committing a bribery offence include unlimited fines and/or imprisonment.

Staff must uphold a positive anti-fraud, bribery and corruption culture and always be alert to the possibility of theft, fraud and corruption occurring in the workplace. Any issues or suspected issues must be reported immediately in writing to the Manager. Failure to report is an offence.

It is our policy to conduct all business in an honest and ethical manner. We take a zero-tolerance approach to bribery and corruption and are committed to acting professionally, fairly and with integrity.

## ARRIVALS AND DEPARTURES

All children are offered a warm welcome on their arrival at Acres of Fun.

Parents/carers pass the care of their child onto a member of staff - this is the child's key person where possible. The staff member receiving the child records his/her arrival time and, where applicable, any accidents/incidents from home. Parents/carers are able to update the member of staff with any other information which the setting may need to know.

An account of your child's day will be given upon collection by a member of staff and or via Family.

The staff member releasing the child will record their departure time.

If the child is to be collected by someone other than a known parent/carer at the end of the session, there is an agreed procedure that must be followed to identify the designated person;

- 1) Parents/carers are to provide Acres of Fun in advance with the designated person's name and a password before they can enter the setting.
- 2) The setting will not release a child to anyone other than a known parent/carer unless Acres of Fun has been previously informed as above, and the designated person knows the password.
- 3) The parent/carer should inform the designated person of the agreed password and procedure. If in any doubt the setting will check the person's identity by ringing the child's parent/carer or emergency contact.

During the registration process, details are collected about both parents/carers including who has parental responsibility. Parents/carers are to inform the setting of any custody issues or family concerns as soon as they arise and provide the setting with a copy of a court order should this be in place. If a known absent parent arrives to collect their child, the setting will not restrict access unless a court order is in place. If an unknown parent arrives to collect a child, the above password procedure must be followed.

**Children are the responsibility of their parents/carers when in the car park and while parent/carers are on the setting premises unless the child is under the direct supervision of a member of staff.**

### Car Park

All parents/carers, staff and visitors are requested to park with extreme care at all times and drive very slowly and carefully in the drive.

Staff are requested to park neatly and at the far end of the car park, leaving maximum room for parents/carers.

Children are the responsibility of their parents/carers when in the car park together. Please ensure that your child is supervised at all times in the car park.

Users of the car park do so at their own risk. Acres of Fun will not accept liability for any accidents, injury, damage or loss incurred while using the car park.



## **BRITISH VALUES**

The promotion of British Values is embedded in the Early Years Foundation Stage and, therefore, in our everyday practice.

We ensure we cover all four areas of British Values:

Democracy – making decisions together

The Rule of Law – understanding right from wrong

Individual Liberty – freedom for all

Mutual Respect and Tolerance of all different faiths and beliefs and for those without faith – treat others as you want to be treated

## CCTV

The Acres of Fun CCTV surveillance is intended for the purposes of promoting the safety of children, families, staff and visitors and protecting the setting building and resources for security purposes. The system comprises of a number of fixed cameras placed in the grounds. Signage is displayed on the premises indicating the presence of CCTV cameras.

Acres of Fun complies with Information Commissioner's Office CCTV Code of Practice - <https://ico.org.uk/media/for-organisations/documents/1542/cctv-code-of-practice.pdf>

The System is administered and managed by Acres of Fun and Scarlet Computing Limited.

Staff authorised to operate and conduct routine supervision of the system include the Director, Manager and management team.

All authorised operators are aware of the procedures that need to be followed and understand their responsibilities including maintaining a record of disclosures and the release of any files.

Images will be viewed and/or monitored in a suitably secure and private area to minimise the likelihood of access by unauthorised persons.

Any subject access requests or complaints about the operation of the system or failure to comply with the CCTV Code of Practice should be addressed to Nicola Walters, Director. Individuals submitting requests for access will be asked to provide sufficient information to enable the footage relating to them to be identified. Acres of Fun reserves the right to refuse access to CCTV footage in certain circumstances.

## COMPLAINTS AND COMPLIMENTS

Acres of Fun aims to provide excellent care and education for all children entrusted into our care. We aim to offer a warm welcome to every child and their family and to provide a friendly, caring environment within which all children can learn and develop as they play. We believe children and parents/carers are entitled to expect courtesy and prompt, careful attention to their needs. We hope that at all times parents/carers are happy with the service provided and we encourage them to voice their appreciation to the staff concerned.

We share all compliments with staff.

We welcome any suggestions from parents/carers on how we can improve our services, and will give prompt and serious attention to any concerns that parents/carers may have to ensure the welfare of children, enable ongoing cooperative partnership and to continually improve the quality of the setting.

If a parent/carer wishes to raise a concern, they should speak with the Manager. If a parent/carer wishes to raise a serious complaint (rather than a concern) follow the below procedure;

- Full details of complaint must be provided in writing to the Manager. The Manager will speak to the concerned parties to investigate.
- The Manager will discuss the outcome and the actions taken with all concerned parties, and a report will be made. The Manager will report back to the parent/carer within 28 working days.
- If the parent/carer feels the concern has not been handled satisfactorily, or the matter is still not resolved, the parent/carer should put their concerns in writing to; Mrs Nicola Walters, Owner/Director, Acres of Fun Ltd, Priors Court Road, Hermitage, RG18 9SG, marked 'CONFIDENTIAL'
- All complaints will be dealt with quickly and courteously.

If we have not been able to resolve your complaint, or concern, to your satisfaction, you may contact West Berkshire Early Years Service on 01635 503500. Ofsted, the regulator of day care settings, investigates serious complaints and may be contacted on 0300 123 1231, [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk) or by post – Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD.

A log of complaints and the outcomes is kept in the Office.

Where any concern or complaint relates to child protection, the Safeguarding / Child Protection Policy will be followed.

## **CONFLICT RESOLUTION WITH PARENTS AND AGGRESSIVE BEHAVIOUR POLICY**

Acres of Fun aims to have a strong partnership with parents/carers, and an 'open-door' policy to discuss any matters arising.

If a parent/carer has any concerns or issues, they are to follow the Complaints and Compliments procedure.

In the case of a parent emailing, calling or using social media to complain, they will be directed to the correct procedure for raising a complaint.

We have a zero tolerance approach on abusive calls, emails, social media contact and face to face confrontation. If any such communication is received, the parent/carer will be asked to follow the Complaints procedure and we will endeavour to resolve any issue raised. Any abusive communication received will be logged and kept as evidence until the matter is resolved and Acres of Fun may seek legal action against the complainant.

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

- Direct the person away from the children and into a private area, such as the office (where appropriate).
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children.
- Remain calm and professional in order to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour.
- If the aggressive behaviour continues or escalates we will contact the police in order to ensure the safety of our staff team, children and families.
- If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue.
- Following an aggressive confrontation, the incident will be logged detailing the time, reason and any action taken.
- Any aggressive behaviour from a parent/carer could result in the immediate withdrawal of a place for the child/ren and therefore loss of their deposit(s). Parents/carers will be informed in writing should this situation occur.
- Management will provide support and reassurance to any staff member involved in such an incident.
- Management will signpost parents/carers to organisations/professionals that can offer support if applicable.

## DATA PROTECTION AND CONFIDENTIALITY

It is the policy of Acres of Fun to maintain confidentiality in all matters regarding the children and their families, as well as staffing. We aim to ensure that all parents/carers can share their information in the confidence that it should only be used to enhance the welfare of their children.

This policy will work alongside the Privacy Notice to ensure compliance under the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and Data Protection Act 2018. Acres of Fun complies with GDPR and staff are to have due regard to the relevant principles.

We respect confidentiality in the following ways:

- All staff inductions include an awareness of the importance of confidentiality and that any information about children and or families is not shared with other staff (except where it affects planning for the child's needs etc) or outside of the setting, other than with relevant professionals who need to know. If staff breach any confidentiality provisions, this may result in disciplinary action.
- Personal information about children, families and staff is kept securely whilst remaining as accessible as possible.
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis. If, however, a child is considered at risk, our Safeguarding / Child Protection policy will override confidentiality.
- Personal information is not shared between families without permission.
- All personal information is stored in a locked office or on password protected computers.
- Staff and parents/carers made aware of our Social Networking policy in relation to confidentiality.
- Issues relating to the employment of all staff remain confidential to the people directly involved with making personnel decisions.
- Parental permission will be sought by students wishing to carry out studies on a child as part of their training course.

### Data Breaches

Acres of Fun expects all staff to ensure personal data is protected. An employee's failure to adhere to this, failure to follow the correct procedure or ignoring a possible data breach may result in disciplinary action.

Under the GDPR any breach that is likely to impact on data subjects (any person whose personal data is being collected, held or processed) must be reported. A personal data breach is a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data transmitted, stored or otherwise processed in connection with the purposes of the business.

A data breach must be reported to the Manager, this will be investigated and a register of all data breaches kept. Any breach is to be reported, even if staff are unsure whether or not it is a breach.

The Manager will investigate the breach to ascertain whether personal data has been compromised. Serious security breaches will be reported to the ICO within 72 hours unless the breach is unlikely to impact on data subjects or result in a risk to their rights. Where applicable, if the breach does risk their rights, we will notify the individuals concerned as soon as possible. We will then investigate the breach and consider any on-going risks and any individuals affected. We may also consider that it is necessary to notify other third parties about the breach e.g. police, employees, parents/carers etc. Senior management may interview any key individuals involved in the breach to determine how the breach occurred and what actions have been taken.

## DISCIPLINARY POLICY

It is the policy of Acres of Fun to encourage improvement in the conduct and performance of each individual member of staff. This is designed as a means of encouraging staff to conform to the consistently high standards expected of our staff, and for which Acres of Fun staff members are renowned.

Disciplinary action will be taken for unsatisfactory work or conduct. At every stage of the procedure, a report will be made, and a copy signed by the staff member concerned and the Manager.

Staff will not be dismissed for a first breach of discipline except in some cases of gross misconduct.

The Manager reserves the right to terminate your employment without notice due to gross misconduct, negligence, dishonesty, incompetence or the employee has not yet completed their probationary period. In this instance you will not be entitled to receive pay in lieu of notice.

### **Examples of Gross Misconduct:**

|  |  |
|--|--|
| Serious negligence                                 | Bringing the employer into serious disrepute                 |
| Breach of contract                                 | Physical assault of another person                           |
| Certain criminal offence convictions               | Disregard of Health and Safety rules                         |
| Indecent behaviour                                 | Harassment e.g. racial, sexual                               |
| Manhandling of children or issues of child abuse   | Misusing confidential information                            |
| Theft  | Unauthorised absence   |
| Dishonesty   | Failure to obey reasonable management instructions           |
| Lack of suitable care                              | Deliberate damage to property                                |
| Incompetence                                       | Failure to comply with the company's policies and procedures |
| Unfitness for work due to alcohol or illegal drugs |  |

The company's disciplinary rules and procedures apply to employees outside of their working hours if the behaviour of an employee is deemed to have impacted their performance at work or the reputation of Acres of Fun.

Acres of Fun will follow Acas guidelines for disciplinary procedure matters.

## DOMESTIC ABUSE, HONOUR BASED ABUSE AND FORCED MARRIAGE POLICY

### Domestic Abuse

Where domestic abuse is taking place in a household, the child/adult is at risk of harm, whether they witness the violence or not. This may take the form of physical abuse, sexual abuse, emotional abuse or neglect. At Acres of Fun, we ensure that if there are any signs or symptoms that domestic abuse may be occurring, we act without haste and follow our Safeguarding / Child Protection policy.

Signs may include:

- Signs of abuse as per the main Safeguarding / Child Protection policy.
- Visible signs of injury on the child/adult being abused
- Changes in behaviour of the adult(s) and child – e.g. the abuse victim may become withdrawn, show low levels of self-esteem etc.
- One adult being visibly worried about what their partner may say in a certain situation (e.g. if the child has become dirty or injured at nursery)
- One adult becoming scared of their partner
- Adults becoming isolated from their friends or family

### Honour Based Abuse

'Honour' based abuse (HBA) is a type of domestic abuse which occurs in the name of so called 'honour'. Some families believe that certain actions bring shame on the family and may react with punishment. This can happen in families from a variety of cultures and countries and also happens within the UK.

Signs of HBA may include changes in behaviour of the person undergoing the violence, changes in how they dress or act and also in comments they make.

If signs of HBA are present in a parent/carer or staff member within the setting then we will act and follow our Safeguarding / Child Protection policy to keep children safe in the environment as well as seeking support for the adult involved.

### Forced Marriage

Arranged marriages are part of some cultural practices. Acres of Fun recognises that there is a clear distinction between a marriage in which both parties are willing and able to give an informed consent to, and a marriage which is forced. Forced marriage is a criminal offence.

A forced marriage is a marriage in which one or both spouses do not and/or cannot consent to the marriage and duress is involved. If we become aware of a forced marriage occurring then we will report it to the appropriate body. If the person is under the age of 18 then we will report it to the children's social care team as this is a child protection issue. We will follow our safeguarding reporting procedure.

## EARLY LEARNING OPPORTUNITIES / GIFTED AND TALENTED CHILDREN

It is the policy of Acres of Fun to follow the Early Years Foundation Stage (EYFS) to enable each child to develop to his or her full potential and to encourage children to grow according to their own individual needs. We aim to recognise and support the needs of those children in our setting who have been identified as 'gifted' and/or 'talented' and extend their learning to challenge them further. We recognise that children learn in different ways and at different rates. At Acres of Fun, our teaching and learning is planned so that each child can aspire to achieve their full potential.

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

- Working together with parents/carers to establish starting points on entry to setting
- Observing, assessing and planning activities in line with the individual child's needs and interests
- Providing challenging next steps to enhance the learning opportunities
- Support transitions by providing key information to the next provision

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

The setting follows a programme of weekly activities that are organised into a daily timetable. The daily timetable is a balance between group and individual play, noisy and quiet activities, structured and free play, indoor and outdoor play. This is a flexible approach, open to change, as we like to be led by the children through their recent experiences and interests.

The weekly activities are organised around a central monthly theme, or topic, which links to the EYFS. There are areas of learning and development that must shape educational programmes in early years settings. There are 3 prime areas: communication and language; physical development; and personal, social and emotional development that the youngest children focus on. This leads into 4 specific areas: literacy; mathematics; understanding the world; and expressive arts and design as the children progress. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability. Please refer to the EYFS for more information.

Activities are carefully planned to suit the appropriate age and development of each child. Staff will provide an interesting and stimulating balance of activities, with great emphasis on the outdoors. Much of the learning takes place in our wonderful grounds.

For children whose first language is not English, we will ensure that they have sufficient opportunities to learn a good standard of the English language. Parents/carers should let us know which language(s) are spoken at home so that we can support the child in the best way possible – we are aware that children who do not hear English spoken at home might take longer to settle into nursery.

### Record of Development & Key Person System

Each family is nominated a 'key person' who is responsible for maintaining continuity of childcare.

Parents/carers are made aware that their key person will be the child's main, but not exclusive, carer. When the main key person is absent from the setting, another staff member will fulfil the main key person's role.

The key person will be the parent/carers' main point of contact in settling their child and monitoring their child's development. The key person is responsible for completing records on their allocated key children and for sharing these records with the parents/carers.

In order to track and record each child's development we use 'Family' - an online program. Please see the 'Family' Policy for more information.



Staff will inform parents/carers about the activities in which their child has participated that day and the child's general well-being.

Parents' evenings are held regularly to formally discuss each child's progress and development.

The child's key person will monitor their development on a regular basis. If a child's progress, in any area, gives cause for concern we will discuss this with the child's parents/carers and agree how to support the child and consider if the SENCO needs to be involved.

We acknowledge parents/carers as primary educators and encourage parental involvement. We build strong home links in order to enhance and extend children's learning both within the setting environment and in the child's home. See Parents and Carers as Partners policy.

We expect children to consistently make good rates of progress so that they are well prepared and ready for school when the time comes for them to leave Acres of Fun. We regularly monitor and track progress of cohorts, particularly summer-born children.

## ENVIRONMENTAL SUSTAINABILITY POLICY

Acres of Fun is keen to promote an awareness and respect for environmental issues and to support the children learning about sustainable practices for the environment.

Children explore nature through art and play and learn how to grow and nurture plants in the setting garden and discover all about the food cycle by growing, harvesting, and cooking food. They learn about the world around them and how to protect it and watch the staff members as role models.

At Acres of Fun, we embed sustainability into all aspects of the operations wherever possible including recycling as much waste as possible, recycling materials for art activities, using local suppliers where possible, turning off equipment and lights when not in use, using energy saving light bulbs, minimising the use of single use plastics wherever possible, using rain water butts for outdoor water play and using food that has grown in the vegetable garden.

In addition, Acres of Fun aims to limit the use of harsh chemicals within the setting in order to protect both the environment and the children's developing respiratory systems.

### Green Transport

Car-sharing for staff and parents/carers is promoted within the setting. Cycles are encouraged for local journeys.

## EQUIPMENT AND RESOURCES POLICY

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, stimulating age and stage appropriate resources, toys and equipment.

We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

Play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children will be available.

Resources may be child or adult-led and will cover all areas of children's learning and development.

Books, equipment and resources which promote positive images of people of all races, cultures, religion and beliefs, gender and abilities etc, and which are non-discriminatory and avoid stereotyping will be provided within the setting.

We provide manmade, natural and recycled materials which are clean, in good condition and safe for the children to use.

Appropriate furniture for children and adults is provided. Resources and equipment are stored and displayed in locations that enable children to independently choose and select them.

All resources and equipment (indoor and outdoor) are checked regularly as they are set out at the beginning of each session and, unless they are permanently outdoors, checked again as they are put away at the end of each session. We repair and clean or replace any unsafe, worn out, dirty or damaged equipment.

Risk assessments and maintenance checks are routinely carried out on all outdoor equipment.

Children are encouraged to respect the equipment and resources and to help tidy these away when

## FAMILY FRIENDLY POLICY

Acres of Fun complies with the following state entitlements;

- Maternity/Paternity Rights and Leave  
<https://www.gov.uk/maternity-pay-leave>  
<https://www.gov.uk/working-when-pregnant-your-rights>  
<https://www.gov.uk/paternity-pay-leave>
- Adoption Rights and Leave  
<https://www.gov.uk/adoption-pay-leave>  
<https://www.gov.uk/shared-parental-leave-and-pay/eligibility-for-adopters>
- Shared Parental Rights and Leave  
<https://www.gov.uk/shared-parental-leave-and-pay>
- Parental Leave  
<https://www.gov.uk/parental-leave>

## FAMILY

'Family' is a safe and secure online program through which we communicate with parents/carers, and upload all observations and assessments relating to each child.

Staff regularly add observations, 'wow' moments and photographs to each child's record. They also assess the child's developmental stage. Family is used in conjunction with Development Matters, which is non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS.

Parents/carers have full online access to their child's 'learning journey' as it is available 24/7 for parents/carers to view, and read, to keep them informed and aware of their child's progress. They are encouraged to add their own comments and photographs in order to record their child's achievements at home to enhance the two-way flow of communication between home and setting. This creates a fully holistic view of the child and strengthens the parent/nursery partnership.

Parents/carers are asked to sign upon enrolment that they agree to and understand the confidentiality rules before accessing Family.

As part of our commitment to safeguarding our children all learning journeys are password protected so that parents/carers can only access the account of their child.

We encourage parents/carers to share the journals at home with their child. If appropriate, children are encouraged to take their own photos.

For parents/carers without access to the internet, we will print all of the information from Family and put it into a scrapbook. This will be in the setting for the parents/carers to view at all times.

## **FIRE SAFETY**

If an emergency evacuation is required the following procedure will be followed:

- In the event that we need to evacuate the premises, the alarm will be sounded.
- The staff member discovering the fire and or needing to trigger an emergency evacuation is to activate the alarm and make sure 999 is called if necessary.
- All the staff will reassure the children and immediately and calmly take them out of the nearest accessible exit and assembling at the Fire Evacuation Point by Baby Room Garden.
  - The Baby Room have an evacuation cot to wheel the babies out as quickly as possible.
  - A tablet, a mobile phone and the Visitors Log will be collected from reception and taken outside.
- The last member of staff leaving a room/building must check that it is empty.
- The Room Leaders will take their register and parent/carer contact details with them and check that their rooms are empty, closing all doors as they exit the rooms, if they are indoors-
- Once outside, the Room Leaders will call their register, ensuring that all their children and staff are present and correct. The Manager will check with every room that all staff and children are present and correct.
- The Manager will liaise with the relevant emergency services.
- The parent(s)/carer(s) will be contacted and children will be collected from the bottom gate at the rear of the garden.
- The Director will be informed.
- After the event a full report will be written up.

Emergency evacuation will be practiced on a regular basis which is recorded in the Fire Log Book, which is kept in the office.

### **Remember**

- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back into the building.

The Fire Officers (Claire Tucker and Teresa Waugh) and the Manager are responsible for checking that the following is adhered to;

- The setting premises are compliant with fire safety regulations
- Fire drills and evacuation procedures are carried out and recorded regularly and occur at different times/days to ensure evacuations are possible under different circumstances and all children and staff participate.
- Regular checks take place of fire detection and control equipment, fire exits, escape routes, fire extinguishers and blankets, smoke/heat alarms, fire alarm and fire doors. Fire doors must be easily opened from the inside.

If a fire is discovered in the garden, the lockdown procedure is to be followed so that children and staff come indoors immediately. Any member of staff who discovers a fire is to immediately shout out to other staff the specific sentence (already known to all staff) in order to commence the setting-wide response.

## FOOD PLAY

Food in the form in which it is eaten is not used as a play material. However, learning experiences are provided through exploring different malleable materials (e.g. dried pasta, cornflour etc) which is carefully supervised. We will also use the following procedures to ensure children are kept safe:

- Small objects such as dried pasta and pulses will only be used under supervision and all staff are to consider if the activity presents a choking hazard
- Allergies and intolerances will be checked by the staff and activities (including cooking activities) will be adapted to suit children's needs

## GDPR PRIVACY NOTICE

At Acres of Fun we take the privacy and security of your personal information seriously and only collect and use your personal information if we have a legitimate reason for doing so.

Your data may be stored on internal databases, spreadsheets, emails and/or paper. The information we hold does not get sold. Data is only shared with relevant third parties, outside agencies and professionals or when required by law. Examples include: Local Authority, schools, HMRC, Pensions Company and Family etc.

Your data is:-

- Processed lawfully, fairly and transparently
- Collected only for specific legitimate purposes;
- Adequate, relevant and limited to what is necessary;
- Accurate and, where necessary, kept up to date;
- Stored only as long as is necessary; and
- Processed in a manner that ensures appropriate security.

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*This privacy statement was prepared by Stephenson Solicitors LLP, 1st Floor Sefton House, Northgate Close, Bolton, BL6 6PQ on behalf of the National Day Nurseries Association.*

This privacy notice describes how the Setting collects and uses personal information about employees of the Setting ("Employees"), children attending the Setting ("Child" or "Children") and the parents/carers of the Children ("Parents") (known collectively as "You" or "Your"), in accordance with the General Data Protection Regulation (GDPR).

Acres of Fun is the data controller. We are responsible for deciding how we hold and use personal information about You. We are required under data protection legislation to notify You of the information contained in this privacy notice.

### Information Held

Personal data, or personal information, means any information about an individual from which that person can be identified.

Examples of personal information we will collect, store and use;

- Employees - personal contact details, next of kin and emergency contact information, National Insurance number, personnel files etc.
- Children - name, date of birth, dietary requirements, emergency contact details, observations etc.
- Parents - name, address, telephone number, email address etc.

There are "special categories" of more sensitive personal data which require a higher level of protection, such as information about a person's health or religious beliefs etc.

### How is Your Personal Information Collected?

- Employees – through the application and recruitment process. We may sometimes collect additional information from third parties including former employers or other background check agencies. We will collect additional personal information in the course of job-related activities throughout the period of when an Employee works for us.
- Children and Parents – through the enrolment process and until the Children stop using the Setting's services.

### How we will use Information About You

We will only use Your personal information when the law allows us to - most commonly, where we need to perform the contract we have entered into with You, where we need to comply with a legal obligation, where it is necessary for our legitimate interests (or those of a third party) and Your interests and fundamental rights do not override those interests. We may also use Your personal information where we need to protect Your interests (or someone else's interests) and where it is needed in the public interest or for official purposes.



Some of the above grounds for processing will overlap and there may be several grounds which justify our use.

If Employees and Parents fail to provide certain information when requested, we may not be able to perform the respective contracts we have entered into with Employees and Parents, or we may be prevented from complying with our respective legal obligations to Employees, Children and Parents.

#### Change of Purpose

We will only use Your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use Your personal information for an unrelated purpose, we will notify the Employee, Child or Parent, as is appropriate in the circumstances, and we will explain the legal basis which allows us to do so. Please note that we may process an Employee's, a Child's or a Parent's personal information without their respective knowledge or consent, as relevant to the circumstances, in compliance with the above rules, where this is required or permitted by law.

#### Sensitive Personal Information

"Special categories" of particularly sensitive personal information require higher levels of protection for which we need to have further justification for collecting, storing and using this type of personal information. We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data. Processing can be done in certain circumstances. 'Safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

#### The Setting's Obligations as an Employer

We will use particularly sensitive personal information of Employees in a number of ways. For example, absences to comply with employment and other laws; health to provide appropriate workplace adjustments, to monitor and manage sickness absence and to administer benefits including statutory maternity pay, statutory sick pay, pensions etc; race, religion etc to ensure meaningful equal opportunity monitoring and reporting etc.

#### Do we Need Employee Consent?

We do not need the consent of Employees if we use special categories of personal information in accordance with our written policy to carry out our legal obligations or exercise specific rights in the field of employment law. In limited circumstances, we may approach Employees for their written consent to allow us to process certain particularly sensitive data. If we do so, we will provide Employees with full details of the information that we would like and the reason we need it, so that Employees can carefully consider whether they wish to consent. Employees should be aware that it is not a condition of their contract with the setting that they agree to any request for consent from us.

#### Information About Criminal Convictions

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where such processing is necessary to carry out our obligations and provided we do so in line with our data protection policy.

Less commonly, we may use information relating to criminal convictions where it is necessary in relation to legal claims, where it is necessary to protect the interests of You (or someone else's interests) and You are not capable of giving your consent, or where an Employee or a Parent, as is relevant to the circumstances, has already made the information public.

We envisage that we will hold information about criminal convictions. We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so, which includes but is not limited to Disclosure and Barring Service ("DBS") checks. Where appropriate, we will collect information about criminal convictions as part of the recruitment process or we may be notified of such information directly by you in the course of you working for us. We will use information about criminal convictions and offences to conduct a DBS check on each Employee, to record the date of the DBS check, the number of the DBS check and the name of the body conducting the DBS check etc. We are allowed to use your personal information in this way to carry out our obligations. We have in place an appropriate policy and safeguards which we are required by law to maintain when processing such data.

### Automated Decision-Making

Automated decision-making takes place when an electronic system uses personal information to make a decision without human intervention. We are allowed to use automated decision-making where we have notified Employees or Parents of the decision and given the Employee or the Parent as is appropriate 21 days to request a reconsideration, where it is necessary to perform the contract with an Employee or a Parent and appropriate measures are in place to safeguard the Employee's, the Child's or the Parent's rights as is appropriate, and in limited circumstances, with explicit written consent from the Employee or the Parent, as is appropriate, and where appropriate measures are in place to safeguard Employee or Parent rights.

If we make an automated decision on the basis of any particularly sensitive personal information, we must have either explicit written consent from an Employee or a Parent as is appropriate, or it must be justified in the public interest, and we must also put in place appropriate measures to safeguard an Employee or a Parents rights as is relevant in the circumstances.

You will not be subject to decisions that will have a significant impact on You based solely on automated decision-making, unless we have a lawful basis for doing so and we have notified the Employee or the Parent as is appropriate in the circumstances.

### Data Sharing

We may have to share Employee, Child or Parent data with third parties, including third-party service providers and other entities in the group. We require third parties to respect the security of Your data and to treat it in accordance with the law.

We will share Your personal information with third parties where required by law, where it is necessary to administer the working relationship with You or where we have another legitimate interest in doing so.

### Which Third-Party Service Providers Process my Personal Information?

"Third parties" includes third-party service providers (including contractors and designated agents), local authorities, regulatory bodies, schools and other entities within our group. The following thirdparty service providers process personal information about you for the following purposes:

- Local Authorities – for funding and monitoring reasons (e.g. equal opportunities and uptake of funded hours)
- Regulatory bodies – for ensuring compliance and the safety and welfare of the children
- Schools – to provide a successful transition by ensuring information about the child's progress and current level of development and interests are shared

We will share personal data regarding your participation in any pension arrangement operated by a group company with the trustees or scheme managers of the arrangement in connection with the administration of the arrangements.

### How Secure is my Information with Third-Party Service Providers?

All our third-party service providers are required to take appropriate security measures to protect Your personal information in line with our policies. We do not allow our third-party service providers to use Your personal data for their own purposes. We only permit them to process Your personal data for specified purposes and in accordance with our instructions.

### What About Other Third Parties?

We may share Your personal information with other third parties, for example in the context of the possible sale or restructuring of the business, with a regulator or to otherwise comply with the law.

### Data Retention

We will only retain Your personal information for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of Your personal data, the purposes for which we process Your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements. In some circumstances we may anonymise Your personal information so that it can no longer be associated with You, in which case we may use such information without further notice to You. Once you are no

longer an Employee, or a Child benefiting from the Setting's services or a Parent, as is appropriate, we will retain and securely destroy your personal information in accordance with applicable laws and regulations.

#### Rights of Access, Correction, Erasure and Restriction

It is important that the personal information we hold is accurate and current. You have a duty to keep us informed if Your personal information changes during your working relationship with us.

Your Rights in Connection with Personal Information Under certain circumstances, by law You have the right to:

- Request access to Your personal information (commonly known as a "data subject access request").
- Request correction of the personal information that we hold about You.
- Request erasure of your personal information.
- Object to processing of Your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about Your particular situation which makes You want to object to processing on this ground. You also have the right to object where we are processing Your personal information for direct marketing purposes.
- Request the restriction of processing of Your personal information.
- Request the transfer of Your personal information to another party.

If You want to review, verify, correct or request erasure of Your personal information, object to the processing of Your personal data, or request that we transfer a copy of Your personal information to another party, please contact the Manager in writing.

We will need to request specific information from You to help us confirm your identity and ensure Your right to access the information (or to exercise any of Your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

#### Right to Withdraw Consent

In the limited circumstances where You may have provided Your consent to the collection, processing and transfer of Your personal information for a specific purpose, You have the right to withdraw Your consent for that specific processing at any time. To withdraw Your consent, please contact the Manager. Once we have received notification that You have withdrawn Your consent, we will no longer process Your information for the purpose or purposes You originally agreed to, unless we have another legitimate basis for doing so in law.

#### Changes to this Privacy Notice

We reserve the right to update this privacy notice at any time, and we will provide You with a new privacy notice when we make any substantial updates. We may also notify You in other ways from time to time about the processing of your personal information.

## GRIEVANCE PROCEDURE

We believe that all employees should be treated fairly and with respect. We encourage all employees to try to resolve any grievance with the individual concerned on an informal basis, as most grievances can be resolved quickly through discussion. If this does not resolve the problem you could initiate the formal process. Acres of Fun will follow Acas guidelines for grievance procedure matters.

### Grievances Linked to Disciplinary Matters

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

Grievances raised while you are subject to disciplinary proceedings will usually be heard when the disciplinary process has been completed.

If a grievance has any bearing on the disciplinary proceedings, it will be dealt with as part of the disciplinary hearing or disciplinary appeal, as appropriate.

## HEALTH AND SAFETY

The health, safety, and welfare of everyone using the premises are of paramount importance.

Both employers and employees have a duty of care with regards to health and safety obligations. Employees have a Duty of Care to themselves and others and have the responsibility to cooperate with others to achieve a healthy and safe setting. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter.

The Manager has overall responsibility for health and safety at the setting, supported by Health and Safety Officer(s).

If a member of staff notices a health or safety problem which they are not able to rectify, they must immediately report it to the Manager or the Health and Safety Officer(s). Parents/carers and visitors are requested to report any concerns they may have to the Manager.

Daily contact and staff meetings provide opportunities for consultation between management and employees.

### Risk Assessments / Daily Health and Safety Checks

Daily safety checks must be carried out on a daily basis on all areas of the setting, indoors and outdoors, and for all equipment and resources before the children access any of the areas and any issues. These checks must be recorded and initialled by the staff responsible and reported to the office. All staff should be aware of the setting environment and monitor safety at all times. Unsafe areas will be made safe/removed. If this cannot be achieved the Manager will be notified immediately

Risk assessments are carried out and reviewed at regular intervals and when arrangements change.

Acres of Fun promotes health and safety in the setting via the following procedures;

- Rigorous hygiene.
- Staff must demonstrate good personal hygiene at all times and encourage children to do the same.
- When appropriate, exclusion of children and adults with infections from the childcare setting, see Sickness & Illness Policy.
- Prompt and appropriate treatment of infections and accidents. See Sickness & Illness Policy, Infection Control Policy and Accidents & First Aid Policy.
- Ensuring procedures are in place to assess the likelihood of accidents and, if necessary, implementing these procedures in order to prevent accidents or deal with them in the most effective way.
- The majority of our staff hold relevant First Aid qualifications from an accredited provider.
- Ensuring that all staff have read and are fully conversant with all health and safety procedures.
- Ensuring that all accidents and incidents are recorded on an Accident/Incident form in accordance with the Accidents & First Aid Policy.
- Ensuring the provision of sufficient information, instruction and supervision to enable all people working in or using the setting to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training.
- Following the Allergies and Allergic Reactions policy for children who have allergies, and prohibiting any nuts or nut products from being brought onto the premises.
- Following the Fire Safety policy including regular practice drills and ensuring all fire exits are clearly identifiable and remain clear at all times.
- Limiting the use of harsh chemicals within the setting.

### Control of Substances Hazardous to Health Regulation (COSHH)

- The setting will adhere to the Control of Substances Hazardous to Health Regulations (COSHH) to ensure all children, staff, parents/carers and visitors are safe in relation to any chemicals we may use on the premises.
- COSHH safety data sheets and assessments are available to staff for all substances on the premises. Staff are to make themselves aware of the contents of these documents and act in accordance.
- Arrangements have been made for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances.
- Staff are reminded never to smoke (not permitted at Acres of Fun anyway), eat or drink while using substances.
- Always wash hands after using substances.
- Any contaminated clothes should be removed if necessary and washed before re-using.
- Avoid contact of substances with skin and face.

- All necessary and compliant PPE is available for staff use
- Ensure all cleaning materials are placed out of the reach of children and kept in their original containers.
- Always ensure the area is well ventilated where the product is being used.
- Any incident requiring a COSHH data sheet must be immediately reported to, and dealt with, by the Manager.

#### General Cleanliness (also see Infection Control policy)

Room Leaders complete daily risk assessments for their rooms to ensure it is clean and safe before the children arrive each day. The outside premises are checked every morning.

All staff follow a daily cleaning routine for the premises. Toileting facilities are cleaned regularly as per the Infection Control policy.

All surfaces and floors are regularly cleaned.

All staff follow a rota system for cleaning toys and equipment as per the Infection Control policy.

#### Cloths

GREEN/YELLOW – for the kitchen and food areas. Micro-fibre BLUE – for general use. Micro-fibre. RED – for toilets ONLY. Disposable

#### Mops

String type – YELLOW – for kitchen only

BLUE - General usage (paint, water spills etc)

RED - Toilets and urine and sickness accidents ONLY

Micro-fibre mops for all hard floor areas

Do not leave mops in dirty water

#### Hand Washing

Staff and children wash and clean their hands frequently and including but not limited to:

- Whenever visibly dirty
- After touching any potentially contaminated surface (e.g. drains, cleaning cloths)
- After using the toilet, changing nappies or handling potties
- After touching animals
- After outdoor play
- After contact with blood or body fluids
- Before handling food, and after in certain circumstances
- After sneezing or blowing noses
- Before and after dressing a wound, giving or applying any medication

Staff should supervise children's hand washing.

- Don't assume children know how to wash their hands.
- Don't use a single cloth to clean a group of children's hands.

#### How to wash hands

- Wet hands under running water.
- Apply one squirt of foam soap.
- Rub hands together vigorously, ensuring soap and water is applied to all surfaces of the hands. Be sure to rub between fingers, under fingernails and around the tops of the fingers, the palms and the back of the hands.
- Rinse hands under running water.
- Dry hands, preferably using disposable paper towels.
- Turn the tap off. Try to avoid touching the tap directly, as there is a risk of recontamination. For rigorous hygiene, turn the tap off using a paper towel.

### Toilet Hygiene

All toilets (adults and childrens) and frequent hand contact surfaces (flush handles, taps, door knobs etc) are cleaned and disinfected regularly. Staff must wash their hands once they have finished cleaning.

### Staff Room

It is the responsibility of every member of staff to ensure that their staff room is kept clean and tidy. The fridge and microwave are to be cleaned regularly. Surfaces are to be wiped down daily and all implements used for lunch or breaks are to be washed and tidied away.

### Food and Hygiene in the Kitchen

The setting chef holds a food hygiene qualification. All other staff who handle food will be given food hygiene training.

All staff are to follow these procedures:

- No jewellery is to be worn in the kitchen, except a plain wedding band in which case gloves must be worn.
- No nail varnish/false nails to be worn in the kitchen unless gloves are worn.
- Ensure hands are always washed on entering the kitchen, before touching foods and after handling raw meat and poultry.
- Ensure all cooking and eating utensils and work surfaces are spotlessly clean before use.
- Wash salads and raw vegetables well to remove all traces of soil and insects.
- Check use-by dates and avoid damaged food or packaging. Exercise stock rotation to ensure oldest stock is used first.
- Keep the fridge between 0-5°C and the freezer at or below -18°C. Temperatures are to be recorded twice daily on the fridge/freezer temperature sheet.
- Avoid contact between raw and cooked foods.
- Cover raw meat or defrosting food and store uncooked meat at the bottom of the fridge.
- Care must be taken to ensure that food is correctly stored in fridges
- Ensure food is cooked and or reheated thoroughly using a food probe in accordance with food hygiene regulations.
- Ensure cooked food is eaten immediately or cooled and refrigerated in accordance with food hygiene regulations. Food should not be re-heated more than once.
- Food probes are to be wiped after every use, using a probe antibacterial wipe.
- Food probes are to be calibrated on a monthly basis and recorded in Safer Food Diary.
- Check the signs in the kitchen to verify colour coding of chopping boards and use correctly to avoid risk of cross-contamination of foods.
- The setting's kitchen including but not limited to surfaces, taps, handles, appliances, equipment and utensils will be cleaned regularly in accordance with food hygiene regulations.
- Only use YELLOW cloths in the kitchen
- Never use cloths used in the kitchen in other areas of the setting.
- Maintenance issues are to be logged in the maintenance book and reported to the management team.
- The 14 allergens are to be labelled on all food products that are not being used immediately.
- Windows protected by fly guards to be opened as often as possible.
- All plugs to be pulled out of their sockets at the end of each day and switches switched off where practicable.

Staff must ensure that the following rules are observed in the setting:

- Aprons to be worn when dealing with food.
- All hot food from the kitchen is to be carried on a tray or trolley and must be covered.
- Children must not be given raw or lightly cooked eggs or uncooked dishes made with them.
- Children must not eat meat that is undercooked or still pink.
- Pets must not be allowed in the kitchen.
- Food must not be re-frozen once it has defrosted.
- Children must not be allowed into the kitchen unless it is being used solely for a supervised children's activity.
- Food to be labelled once opened with appropriate use by date and date opened.
- The bottom half of the kitchen door is to be kept closed during the day, and both halves of the door are to be shut at night.

## HEALTH AND SAFETY IN THE OFFICE

Acres of Fun takes the welfare of our employees seriously and put safeguards in place to help protect the health and safety of all employees and provide appropriate equipment. This includes any staff who are required to undertake office duties as part of their role including sitting at a computer.

Staff using computers can help to prevent health problems in the office by:

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen
- Maintaining a good posture which may include foot support
- Avoiding repetitive and awkward movements
- Keeping frequently used items within easy reach
- Staff should allow space in front of keyboard to support hand/wrists during pauses in typing.
- Changing position regularly
- Allowing space for postural change – staff should not leave obstacles under the desk
- Using a good keyboard and mouse technique with wrists straight and not using excessive force
- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light
- Adjusting the screen controls to prevent eyestrain
- Keeping the screen clean
- Planning work so that there are breaks away from the workstation.
- Reporting to the Manager any problems associated with use of the equipment or if any additional support is needed



## HOLIDAY CLUB AND TEMPORARY / HOLIDAY STAFF

During school holidays, Acres of Fun operates a Holiday Club for children after they have started at primary school and until they are 11. The Holiday Club tends to run for the West Berkshire school term dates and often private school holiday dates in addition.

Holiday Club is open for the same hours as Acres of Fun – 8am until 6pm Monday to Friday (closed on bank holidays).

Holiday Club is based outside in our Fairy House and the focus is on outdoor activities. Children are to bring wellies, raincoat, plenty of warm clothes, trainers and plenty of spare clothes.

All children bring their own water bottle to refill throughout the day. Acres of Fun provides breakfast, snacks, lunch and tea and the children get involved with the food preparation. No food is to be brought to Acres of Fun.

The 'family feel' at Acres of Fun extends to the Holiday Club, and siblings within the nursery setting and Holiday Club are welcome to visit/play with each other (subject to approval from both necessary staff teams).

### Temporary / Holiday Staff

Acres of Fun tends to employ extra staff particularly during holiday periods, to help with Holiday Club and or to cover staff holidays and help with all the extra outdoor activities.

These temporary staff may therefore work within the Holiday Club or within the wider nursery and preschool setting.

Temporary staff tend not to be qualified in childcare – though some are – and we like to try and employ those who are studying for a related degree or have an interest in working with children.

In accordance with the Safe Recruitment of Staff policy, positions are subject to satisfactory enhanced DBS and reference checks. An induction programme will be followed.

**All Holiday Club staff and families must adhere to the setting's applicable policies and procedures.**

## IMMUNISATIONS

Acres of Fun expects that children are vaccinated in accordance with the government's health policy and their age.

Acres of Fun does not discriminate against children who have not received their immunisations.

### Staff Vaccinations Policy

It is the responsibility of all staff to ensure they keep up-to-date with their vaccinations, as recommended by the NHS vaccination schedule. If a member of staff is unsure as to whether they are up-to-date, then we recommend that they visit their GP or practice nurse for their own good health.

## INCLUSION AND EQUALITY / DEALING WITH DISCRIMINATORY BEHAVIOUR

Acres of Fun is committed to providing equality of opportunities for all children, families and staff. Discrimination on any grounds has no place within the setting.

The setting acknowledges, promotes and respects the diversity of children's backgrounds.

No child/family shall be refused admission to the setting on the grounds of 'protected characteristics' (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) of the child and/or the child's parent(s)/carer(s). Refer to our Admissions / Settling in policy and Special Educational Needs and Disabilities policy.

If little or no English is spoken by the family joining the setting, the key person will liaise with the family to find out how much the child understands. The key person will ask parents/carers to write down any familiar words.

The care and education in our setting reflects the multi-cultural nature of our society in order to help eliminate discrimination, prejudice or stereotyping.

Children will experience different cultures through topics, mealtimes and activities. Books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities etc, are non-discriminatory and avoid stereotyping will be provided within the setting, as stated in our Equipment and Resources policy. Early learning opportunities offered in the setting encourage children to develop positive attitudes to people who are different from them.

Parents/carers who wish to share their cultures with the setting are actively encouraged to do so.

The setting welcomes recruitment applications from people of any sex, race, sexuality, religion, disability etc and there are equal opportunities in all stages of the recruitment process. Recruitment and promotion within the setting is based solely on skills/merit.

However, there must be careful consideration with regards to our recruitment responsibilities. Acres of Fun has a responsibility for ensuring that staff will only be employed, or remain in employment, where they have the physical and or mental health and capacity to teach, care for and or work with or alongside children at the setting, and will not put the children at risk of harm.

All staff should uphold this policy and challenge any acts or attitudes which are oppressive or discriminatory, and help children to understand that discriminatory behaviour and remarks are unacceptable. Staff should immediately report any discriminatory behaviours/remarks to the Manager. The Manager is responsible for ensuring that incidents are recorded and handled appropriately and sensitively. Acts of discrimination or harassment on the grounds of any protected characteristics by employees will result in disciplinary action.

Parents/carers are also encouraged to report and or challenge any discriminatory behaviours/remarks made.

We aim to create an atmosphere where the victims have confidence to report such behaviour and feel positively supported by the nursery.

All new staff receive induction training which includes the Inclusion and Equality policy, and all staff participate in equality and inclusion training.

Family circumstances are respected in all situations, and Acres of Fun aims to provide a secure environment in which all our children can flourish and all contributions are valued.

## INFECTION CONTROL

Viruses and infections can be easily passed from person to person by breathing in air containing the virus which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses. It is therefore imperative that we maintain the highest standards of first aid and hygiene and that these are practised at all times to reduce the chances of infection being spread.

Staff are to follow the guidance below to prevent a virus or infection from moving around the setting:

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way and we encourage all children and staff to wash their hands, or use antibacterial gel, once the tissue is disposed of
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- Attend regular necessary training
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- Clean changing mats and potties after each use
- Clean toilets at least daily and check them throughout the day
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal etc and explain the reasons for this
- Clean all toys, equipment and resources on a regular basis
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Provide labelled individual bedding for children that is not used by any other child and wash this regularly
- Follow the Sickness and Illness policy when children/staff are ill. The Manager retains the right of refusal of all children, parents/carers, staff and visitors.
- Each room will be deep cleaned regularly.
- We will follow any government health guidance, legal advice and information from our insurers on any national outbreak of a virus/ pandemic and keep parents/carers informed.

### Blood, Urine and Vomit Spillages

This applies in the case of any type of bodily fluid spillage, as Acres of Fun may not be aware that a child attending the setting has a condition that may be transmitted via bodily fluids.

- The staff member attending to the spillage must wear disposable gloves and a disposable apron.
- The spillage must be cleaned up immediately with disposable cloths, or paper towels, and the area cleaned appropriately e.g. steam cleaned, disinfected etc.
- The paper towels, disposable cloths, gloves and apron that have been in contact with the spillage must be placed in a sealed plastic bag and put in the hazardous waste dustbin for collection.
- Any items of contaminated clothing must be bagged up, clearly labelled and sent home.

## LATE COLLECTION AND NON-COLLECTION

The Manager will always adopt a sensitive approach when dealing with the circumstances around the late collection of a child. We are aware that emergencies can occur, but it is important for the Manager to have as much information as possible; therefore the following procedures are in place:

- If a child is not collected by 6pm the parents/carers will be telephoned on mobile, work and home numbers.
- If the Manager is unable to contact either parent/carer, the emergency contact will be telephoned. The situation will then be reviewed in the light of the information received.
- If contact has been made with the parents/carers and there has been an emergency but the parents/carers are unable to collect the child straight away, two members of staff will remain with the child until the parent/carer arrives.
- If the child is collected by someone other than a parent/carer, if possible under the circumstances, the designated person is to provide the setting with the family's password before they can collect the child, in accordance with our Arrivals and Departures policy. If the designated person does not know the family's password, we must be provided with their name and they must provide proof of ID before they can collect the child.
- The child's welfare and needs will be met at all times and staff will distract, comfort and reassure the child during the process.
- If the Manager is unable to contact either parent/carer or the emergency contact, and has received no further information, then CAAS (Contact Advice and Assessment Service) will be informed. Social Services then assume responsibility for the care of that child while the police try to trace the parents/carers. Two members of staff will remain with the child until suitable arrangements have been made for collection.
  - Acres of Fun has a regulatory responsibility to inform CAAS in the event of a child not being collected from the setting. CAAS is available on 01635 503090
  - When CAAS is closed, contact West Berkshire out of hours social care emergencies is 01344 351 999

Parents/carers who are routinely late collecting their child will be charged. Parents/carers will be asked to sign the late book, indicating their time of arrival, and will be invoiced at the end of the month for the excess fees.

## LOCKDOWN

The lockdown procedure is to be activated when children and staff need to come indoors immediately in an emergency situation. This may be in response to any number of situations when the safety of the children and staff is at risk, including;

- A reported incident in the local community
- An intruder on the setting site
- A warning being received regarding a risk locally of air pollution (smoke, gas cloud etc)
- A major fire in the vicinity of the setting
- Alarm activated at Hermitage Army Barracks – Alarm is tested every Monday at noon. If activated any other time office staff to contact the Guard Room on 204288 and ask for a reason
- Drone sightings

Any member of staff who witnesses a situation where a lockdown needs to be triggered, is to immediately shout out to other staff the specific sentence (already known to all staff) in order to commence the setting-wide lockdown response.

On hearing the sentence, any member of staff should go to a phone and dial 331\* to activate the loudspeaker on all phones in the setting and then state the specific sentence to alert as many people as possible.

All staff are to alert other nearby staff by shouting out the specific sentence so that it is passed around the setting as fast as possible.

If any staff and children are outside, staff are to bring the children inside to the nearest building by walking quickly and remaining calm and going upstairs if this will not endanger them. Those inside are to remain inside and go upstairs if this will not endanger them.

All external doors and windows are to be shut and locked and blinds/curtains drawn if remaining downstairs. All individuals will keep away from the windows and doors. Staff should remain calm and encourage the children to remain quiet and calm, and entertain the children, for example by reading a story to them so that the children are distracted and not able to see any potential situation developing outside.

All staff and children must be accounted for.

If any children are not accounted for, the Manager **must** be informed immediately.

There must be communication between the two buildings.

As appropriate, Management will dial 999 and or contact Hermitage Army Barracks (01635 204288) for assistance. Where the situation has been alerted by the police or local area authority, the setting will await further instructions.

If it is necessary to evacuate the building, the fire alarm will be sounded. Staff and children should leave by the nearest exit and assemble at the Fire Evacuation Point.

Depending on the circumstances, children may not be released to parents/carers during a lockdown.

## LONE WORKING

At Acres of Fun, our preference is for no staff member to be left alone on site. However, there may be occasions when this is not always possible, for instance, early or late cleaning routines at the staff member's request, opening and closing the setting etc.

It is the responsibility of both the employee and management to identify the hazards and minimise the risks of working alone. Employees should ensure they have access to a telephone at all times in order to call for help. The lone worker must report any concerns for working alone to the management as soon as possible.

Management responsibilities include ensuring staff working alone are competent and confident to carry out any safety procedures e.g. fire evacuation, ensuring that the employee has the ability to contact a member of the team even if their lone working is outside normal office hours.

Risk assessments are completed for lone working.

## LOOKED AFTER CHILDREN

At Acres of Fun, we are committed to providing a welcoming and inclusive quality environment for all children and families.

### Definition and Legal Framework

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

The term 'looked after child' denotes a child's current legal status. The setting never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC.

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

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

### Our Policy

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

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

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

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

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

Where necessary, a member of the management team and/or the child's key person will develop a care plan with the child's carers and any relevant professionals. This will include:

- The child's emotional needs and how they are to be met
- How any emotional issues and problems that affect behaviour are to be managed



- The child's sense of self, culture, language/s and identity - how this is to be supported
- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- Where applicable, how any special educational needs and/or disabilities will be supported.

In addition, the care plan may also consider:

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

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

The key person and/or a member of the management team will work together to ensure any onward transition to school or another setting is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of artwork and mark making will be passed on to the carer at this stage.

Key contact details will be kept on the child's file

#### Private Fostering

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

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

- The parents
- A person who is not a parent but has parental responsibility
- A close relative
- The local authority

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

## LOST CHILD

The safety and security of every child within the setting is paramount at Acres of Fun.

In the unlikely event of a child going missing whilst in the care of Acres of Fun the following procedure outlined below will be implemented immediately;

- A register or headcount will be carried out immediately.
- The Manager and all staff present will be informed.
- A description of the child, their clothes, name, age etc. will be given to all staff.
- It would be ascertained when the child was last seen, and by whom.
- A systematic search of the building and grounds (or area where the children are on an outing) will be organised, whilst ensuring that the other children remain supervised, calm and supported.
- If it is established that the child is definitely missing the Manager will contact the Police ringing 999 and follow police guidance.
- Parents/carers will be contacted.
- There will be a thorough enquiry.
- All staff involved will give a full statement as to how the incident occurred.
- Incident forms will be completed.
- In any cases with media attention, staff will not speak to any media representatives.

Steps will be taken to ensure that the incident could not be repeated

## MANUAL HANDLING

It is compulsory that all staff complete an annual moving and handling training session. It is the responsibility of each member of staff to follow the guidance given in these training sessions to minimise the risks of injury and never put themselves or others at risk.

### Carrying Children

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Carry them directly in front of you in order to balance their weight equally
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a child. Make two journeys or ask for help.
- If a child is struggling whilst you are carrying them, stop, place them down and reassure to calm them before continuing
- Keep the child close to the body
- Make sure that you can see where you are going
- Always avoid awkward movements such as stooping, reaching or twisting

## MEDICATION

*For allergies, see Allergies and Allergic Reactions policy.*

We promote the good health of children attending Acres of Fun and take necessary steps to prevent the spread of infection (see Sickness and Illness policy).

Parents/carers must share with us all information about their child's medication and health condition(s).

### Action Plans

Children with any special medical requirements will have an action plan devised for them in conjunction with their parent(s)/carer(s) and the Manager. This will be reviewed periodically.

### Prescribed Medication

The child must have been taking the medicine for 48 hours at home (in case of any reaction) prior to Acres of Fun being able to administer the medication.

All children's medicines are stored using the guidelines provided and all long-term medication is stored in a named red box, with the child's individual action plan.

- Only Room Leaders or management are to administer the medication.
- Parent/carer is to complete and sign a prescribed medication form with a senior member of staff.
- Medication must be in the original container, with the prescription label attached and with the instructions printed in English.
- Staff administering medication are to check the prescribed date, name, expiry date and dosage before administering medication.
- Prescribed medication form is to be signed by the person who administers the medication and signed by a witness.
- Medication is to be stored out of the reach of children as follows; Babies, Toddlers, Explorers, Adventurers – cupboard behind Reception desk, Pre-School - cupboard above sink in downstairs room
- Any items needing to be in a fridge are to be stored in the Office fridge or Pre-School fridge.
- The Allergy Action Plan and any medication/treatment required will be kept in the child's 'allergy box' in their room.
- Parent/carer must notify us immediately if the child's circumstances/medication changes.
- If the dosage changes or antibiotic name changes etc, a new form will need to be completed by the parent/carer with a senior member of staff.
- If the child refuses to take the appropriate medication, a note will be made on the form.

Senior members of staff must be familiar with the use of inhalers or nebulisers before administering treatment.

Staff working with children are not legally obliged to administer medication. In some circumstances, staff may administer specialist medication following medical and specialist training.

### Unprescribed Medication

- Staff will only administer unprescribed medications e.g. antihistamines, teething gel, nappy creams if the parent/carer has given permission upon enrolment, unless in an emergency.
- The unprescribed medication form must be completed.
- Staff administering medication are to check the expiry date and dosage on the label before administering medication.

Calpol Policy – please refer to Sickness and Illness Policy

### Staff Medication

All staff have a responsibility to work with children only when they are fit to do so. This includes circumstances where any medication affects their ability to care for children.

If a staff member has any medical conditions, is on any regular prescribed medication and or believe that their condition/medication is affecting their ability to care for children they must inform the Manager.

Where staff may need medication, this is to be kept in the Office or Staff Room (in the fridge if necessary) and labelled with the staff member's name.

## MOBILE PHONE AND ELECTRONIC DEVICE USE

*This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically capable of connecting us to the outside world, therefore this policy covers all these devices.*

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

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

This policy should be used in conjunction with our Online safety policy and Acceptable internet use policy, to ensure children are kept safe when using the nursery devices online.

Staff must adhere to the following:

- No personal device which contains a camera facility including, but not limited to, mobile phones, smartwatches, and fitness watches are not to be accessed during working hours and can only be accessed on a designated break, and only while in the staff room or in the staff member's car, as this must be away from the children
- No personal device is allowed to be connected to Wi-Fi or Bluetooth during working hours. Both Wi-Fi and Bluetooth settings must be disabled during working hours. The device can only be worn during working hours for counting steps and time-keeping
- The use of nursery devices, such as tablets, must only be used for nursery purposes
- The nursery devices will not have any social media or messaging apps on them, except those used by management for nursery purposes only
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age and content appropriate apps are accessible to staff, or children using them
- Passwords for nursery devices must not be shared or written down, and will be changed regularly
- During outings, staff will only use mobile phones belonging to the nursery whenever possible
- Only nursery owned devices will be used to take photographs or film videos

Staff are reminded of the Whistleblowing Policy if they observe others not following our safeguarding procedures.

### Use of Mobile Phones and Electronic Devices by Parents/Carers

Parents/carers and visitors are not permitted to use their devices whilst in the setting or when collecting/dropping off their children. Parents/carers are not permitted to take photographs or videos of their child when on the setting premises as another child could feature in the footage. Exceptions may apply for some setting events. Where exceptions do apply, parents/carers are not permitted to post photos/videos online including on social media if they feature any other child/children.

If found to be using their device on the premises, parents/carers will be asked to stop or to finish the call/take the call outside. This is to ensure all children are safeguarded and the time for dropping off/picking up is a quality handover opportunity where we can share details about your child.

### Visitors' use of mobile phones and smartwatches

Visitors are not permitted to use their mobile phones or smart watches whilst at nursery and are asked to leave them in their car or the nursery office for the duration of their visit.

### Parent use of mobile phones and smartwatches

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

### Photographs and Videos

We ask for parental permission for photographs and video recordings to be used for a range of purposes, including in the child's learning journal ('Famly') and for promotional materials etc. We ensure that parents/carers understand that their child may feature in another child's learning journal. For this reason, we ask parents/carers to agree in writing upon enrolment that they will not publish any observations, photographs or videos from their child's learning

journey online including on social media. This should stop footage of children from within the setting appearing on the internet.

Staff may only use devices provided by the setting to take any photographs or recordings of a child. Photographs or videos recorded on setting devices will be transferred to the online learning journal/storage device and deleted.

Parents/Carers are made aware by signage and enrolment documentation that there is CCTV at the setting.

Refer also to Family policy and Social Networking policy.

## **MODERN SLAVERY AND CHILD TRAFFICKING**

Child trafficking and modern slavery is a form of child abuse. Child trafficking is when children are recruited, moved, transported and then exploited, forced to work or are sold on. Modern slavery is a term that covers slavery, servitude and forced or compulsory labour, and human trafficking.

Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. This policy should therefore be used alongside the Safeguarding / Child Protection policy.

### **Procedure**

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

## MONITORING STAFF BEHAVIOUR / CODE OF CONDUCT

### Staff Behaviour

Acres of Fun take the safety and welfare of our children and staff seriously. This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care. This includes ensuring that any changes to staff behaviours or ways of working are closely monitored, discussed and supported to ensure all children are safeguarded throughout their time here.

#### Expected Staff Behaviour:

- To put our children first - their safety, welfare and ongoing development is the most important part of every member of staff's role
- To behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- To work as part of the wider team, cohesively and openly
- To be aware of their requirements under the EYFS Statutory Framework and the setting's policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development
- To react appropriately to any safeguarding concerns quickly and concisely in accordance to the setting / Local authority procedures and training received
- To not share any confidential information relating to the children, setting or families using the facility
- To maintain the public image of the setting and do nothing that will put the setting into disrepute
- To ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional. Where possible, staff should not be linked to parents/carers on social media during their time at setting – refer to Social Networking policy.
- To report to Management immediately any changes in personal life that may impact on the ability to continue the role. These may include (but not limited to) changes in police record, medication, any social service involvement with their own children.
- To move as instructed between different Rooms within Acres of Fun in order to accommodate the demands and nature of the setting.

### Monitoring Staff Behaviour

#### Acres of Fun will;

- Conduct regular peer observations, during which we will look at interactions with children and their peers
- Have regular supervisions with all staff in which ongoing suitability will be monitored and recorded
- Use a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues
- Operate staff suitability forms and clauses in staff contracts to ensure any changes to their suitability to work with children are reported immediately to management
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the Safeguarding / Child Protection policy.

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

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



### Procedures to be Followed

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

If any behaviours cause concern about the safety or welfare of the children then the procedure on the Safeguarding / Child Protection policy will be followed.

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

### Personal Presentation

The setting regularly receives visits from parents, potential parents and others, and naturally wishes to convey an impression of efficiency and organisation. Therefore staff are required to look smart in appearance at all times. This also presents a good, positive image to the children and colleagues.

High standards of personal hygiene must be adhered to at all times and special attention should be given to hair, teeth and nails.

- All nails must be short and tidy. Long nail extensions and or chipped nail varnish is not permitted.
- Staff must wear minimal jewellery. One pair of small, stud earrings permitted.
- Any tattoos or piercings which are deemed (or could be deemed) to be offensive are to be removed or covered at all times as applicable.
- Staff must wear the setting uniform of polo shirt and/or sweatshirt and/or fleece.
- Staff must wear black tailored trousers - or in summer, smart tailored knee length shorts or tailored three quarter length trousers.
- Staff must wear black shoes - or black open sandals, with a strap around the back entirely at their own risk.
- If the Manager deems the choice of clothing or shoes to be unsuitable, they will not be allowed.
- In the summer months a vest top (colour to match Acres of Fun polo shirts) with wide shoulder straps can be worn. The setting will determine the appropriate make of the vest tops each year, and staff are to purchase these themselves if they do not wish to wear a polo shirt.

For the outdoors environment, staff must provide their own additional outdoor appropriate clothing and wellingtons.

In the summer months, all staff are encouraged to wear sun screen (provided by the setting) and a sunhat when outside with the children.

## NAPPY CHANGING / INTIMATE CARE

Acres of Fun aims to support each child's care and welfare on a daily basis in line with their individual needs. Wherever possible, each child's key person will change nappies and carry out other intimate care routines e.g. supporting with toileting, changing clothes etc.

### Nappy Changing

The nappy changing area is to be kept clean at all times. Nappy changing areas are separate areas, away from food preparation and serving areas, and children's play areas.

- Aprons must be worn for every nappy change.
- Disposable gloves must be worn for soiled nappies and if an adult has an open wound.
- Before changing the nappy, ensure that you have all the equipment you need. Use only those items that are relevant to the child you are changing.
- Place the child safely on the changing mat. Never leave the child unattended on the mat; if the mat is off the ground, one hand must be placed on the child at all times.
- Change the nappy, using clean disposable wipes which are placed in the nappy after use and disposed of with the nappy.
- Apply nappy cream, if appropriate, using a clean glove.
- When the nappy has been disposed of and the child removed from the mat, the mat must be cleaned with soapy water spray and a disposable paper towel.
- The paper towel should be disposed of along with the disposable gloves.
- Staff members should then wash their hands, with the child.
- Staff members must record the nappy change.

We aim to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm, as well as ensuring the staff member is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following;

- Promoting consistent and caring relationships through the key person system.
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change
- Ensuring that the nappy changing area is inviting and stimulating
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks
- Training all staff in the appropriate methods for intimate care routines
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No intimate routines take place behind closed doors.
- Ensuring hygiene procedures are followed appropriately
- Working closely with parents/carers on all aspects of the child's care and education as laid out in the Parent and Carers as Partners Policy so that information is shared about nappy changing and toilet training. Parents/carers will be engaged in the process of potty training and supported to continue potty training with their child at home.
- Ensuring all staff have an up-to-date understanding of Safeguarding / Child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse.
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers, and helping staff develop confidence in raising worries if they arise.
- Conducting observations to identify any areas for development or further training and to ensure that procedures are working and all children are supported fully by the staff.

### **NO SMOKING**

Acres of Fun has a strict no smoking policy for the entire setting, this includes the grounds and gardens, as we are committed to promoting children's health and well-being. All persons must abstain from smoking while on the premises. This applies to staff, students, parents/carers, contractors and any other visitors to the premises. This policy also applies to electronic cigarettes.

Staff are not permitted to smoke while wearing uniform. Anyone found smoking in uniform will be subject to our disciplinary procedure. If staff choose to smoke during breaks they are asked to change into their own clothing and smoke away from the premises.

## NUTRITION AND MEALTIMES

At Acres of Fun we regard snack and meal times as an important part of the setting day. Mealtimes represent a social time for children and adults, and help children to learn about healthy eating.

At meal times we provide healthy, nutritious food which meets the children's individual dietary needs. We cater for all dietary needs and allergies, offering nutritious alternatives. Refer to the Allergies and Allergic Reactions policy for more information.

Parents/carers are responsible for informing us about their child's dietary needs when the child starts at the setting and if anything changes throughout their time at the setting.

It is the duty of all members of staff to ensure that children with specific dietary requirements are not given any inappropriate food. The Room Leader in each room is responsible for ensuring the awareness of their staff and the Chef of food restrictions for each child in their room. This information is displayed in the relevant children's rooms and in the kitchen.

We require staff to show sensitivity in providing for children's diets and allergies.

All our meals are homemade and prepared on site and menus are planned in advance, taking into consideration all areas of nutritional needs. Menus are displayed for the information of parents/carers. We include foods from different cultures offering different tastes and textures as well as familiar foods. We take into account current recommendations on the provision of food and drinks. Sugar, salt, artificial additives, preservatives and colourings are restricted. The daily menu always includes lots of fruit and vegetables, some of which is grown in our garden. Children are involved with the growing of fruit and vegetables and their preparation for eating.

We aim to use local suppliers where possible.

Meal times are social occasions enjoyed by children and staff together. We encourage and help children to develop independence by making choices and feeding themselves. The older children also help to distribute servings of food and clear away. We promote good manners by example, as we encourage the staff to eat with the older children. We sit in small groups and encourage conversation, but no shouting. Children not on special diets are encouraged to try eating a small piece of everything.

If a child is a poor eater we will discuss with their parents/carers the best strategy for encouraging them to eat.

We provide children with appropriate utensils for their ages and stages of development.

It is the responsibility of the staff member who gives any food to a child to ensure that it has been appropriately cut/prepared according to the child's eating ability in order to prevent choking.

Milk and water are offered to children at various times throughout the day.

Children will have the opportunity to prepare their own birthday cake at Acres of Fun and share it with their friends at pudding time.

We promote positive attitudes to healthy eating through play opportunities and discussions.

### Baby Milks

For babies who are on breast milk, parents/carers are required to bring in their labelled, filled bottles each day as required which are kept in the fridge. Milk is warmed in bottle warmers.

For babies who are on formula milk, parents/carers are required to bring in pre-measured milk powder, and labelled, clean, sterile bottles. This is prepared by the setting using the Perfect Prep machine.

Step-by-step guide to preparing a formula feed:

- Step 1 - Clean the surface that is going to be used
- Step 2 - Wash hands and put on an apron

- Step 3 - Get the sterilized bottle from the child's bag, checking that it is labelled clearly with the child's full name
- Step 4 - Prepare the bottle, according to instructions, using the Perfect Prep machine.
- Step 5 - Test the temperature of the formula on the inside of your wrist. It should be body temperature, which means it should feel warm or cool, but NOT hot.
- Step 6 – After feeding, rinse the bottle out, then put the bottle in the child's bag ready for the parents/carers to take home.
- If there is any made-up formula left after a feed, use within 2 hours then throw it away.
- As manufacturers' instructions vary as to how much water and powder to use, it's important to follow the parents/carers instructions very carefully regarding quantity of water to formula.
- Never warm up any baby milk in a microwave, as it can heat the feed unevenly and may burn a baby's mouth.

We sterilise dummies and teething rings using a microwave steriliser.

#### Food Preparation with Children

As part of our curriculum, children will also sometimes be encouraged to help prepare the food. Health and hygiene standards are not compromised in this instance. When this occurs, the following procedure will be followed before the children help with preparation:

- Tidy area to be used
- Wipe tables with cloth and hot soapy water
- Children and staff must wash their hands and wear gloves if they are wearing nail varnish/nail extensions.
- Wear aprons
- Encourage children to be seated at all times whilst food is being prepared and supervise them closely.

## ONLINE SAFETY

At Acres of Fun, we are aware of the growth of internet use and the advantages this can bring. However, we are also aware of the dangers and strive to support children, staff and families in using the internet safely.

The Designated Safeguarding Lead is ultimately responsible for online safety concerns. Refer to Safeguarding / Child Protection policy.

The use of technology has become a significant component of many safeguarding issues - child sexual exploitation, radicalisation and sexual predation etc. Technology often provides the platform that facilitates harm.

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

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

Acres of Fun aims to keep children (and staff) safe online by:

- Having appropriate antivirus and anti-spyware software on devices
- Having content blockers and filters on devices
- Keeping passwords safe and secure
- Monitoring internet activities
- Locking away all setting devices at the end of the day
- Ensuring no social media or messaging apps are installed on setting devices. Management to have control of any downloads.
- Using setting devices only to record/photograph
- Reporting emails with inappropriate content to the internet watch foundation ([www.iwf.org.uk](http://www.iwf.org.uk))
- Ensuring children are supervised when using devices
- Talking to children when age appropriate about the dangers of the internet
- All staff abiding by our Acceptable Use policy at all times including ensuring staff only using the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated.
- Children's screen time is monitored and staff will ensure they remain safe online and have access to material that promotes their development.
- The setting is aware of the need to manage our digital reputation, including the appropriateness of information and content that we post online.
- We refer to the following online safety guidance - [Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners](#) and [Safeguarding children and protecting professionals in early years settings: online safety considerations for managers](#)
- Refer also to our Mobile Phone and Electronic Device policy, Acceptable IT Use policy, and Family policy.

All electronic communications between staff and parents/carers should be professional and take place via the official setting communication channels, e.g. email and telephone to protect all parties. In accordance with the Social Networking policy, staff (including volunteers), parents/carers and other professionals who use the setting should be aware that it is not appropriate to be friends with each other on any social media platforms.

If any concerns arise relating to online safety then we will follow the same reporting procedure used for incidents offline, and follow our Safeguarding / Child Protection policy and report all online safety concerns to the DSL. The DSL will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral if they feel it is needed.
- All concerns are logged, assessed and actioned upon using the Safeguarding / Child Protection procedure

## OUTDOOR PLAY

Acres of Fun is committed to the importance of daily outdoor play and the physical development of all children regardless of their age, ability and stage of development. We provide outdoor play in all weathers as we recognise that children need regular access to outdoor play in order to keep fit and healthy, develop their gross and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively.

The outdoor areas offer a wealth of experiences and resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem. Outdoor play opportunities complement the indoor activities and provide children with purposeful activities that support and follow individual children's interests.

We check all areas are safe and secure through risk assessments and safety checks, and the children are supervised. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners.

## PARENTS AND CARERS AS PARTNERS

Acres of Fun recognises that parents/carers are the first, most important and continuing educators of young children. Our ultimate aim is to work in partnership with parents/carers to lay foundations from which children will grow into happy, self-confident, well-adjusted individuals. It is our policy that all staff will work in partnership with parents/carers, enabling the parents/carers to feel confident that they are receiving the highest quality care for their child.

All setting staff make parents/carers feel welcome. The setting encourages parents/carers to participate in the curriculum, annual festivals and all events, which create opportunities for parents/carers to talk to other adults in a supportive environment.

Newsletters are regularly produced to keep parents/carers up-to-date with activities in the setting. An annual Calendar of Events and a copy of the Monthly Topics are provided.

Acres of Fun operates a key person system to enable parents/carers to establish a close, working relationship with a named practitioner and to support regular two-way information sharing about each child's needs both in the setting and at home. Refer to Early Learning Opportunities policy.

Parents/carers contribute to initial assessments of children's starting points on entry and they are kept well informed about their child's progress. We encourage parents/carers to be involved in their child's Family account by adding photos, experiences of their home life and achievements etc. These are then used to extend their child's learning.

We welcome any feedback and suggestions from parents/carers and are always grateful for any offers from parents/carers to contribute their own skills and interests to the activities of the setting.

### Separated Families

During the enrolment process we collect details about both parents/carers including who has parental responsibility, as this could avoid any future difficult situations. Current families at the setting are to inform us of any potential custody battles or family concerns as soon as they arise so that we can support the child. If a parent does not have parental responsibility or, has a court order in place to prevent this, we must have a copy of this documentation for the child's records. We must be updated with any changes to this too. See Arrivals and Departures policy re. absent parents arriving to collect their child.

We respectfully ask parents/carers not to put us in the position of restricting the other parent/carer with access to parental responsibility unless a formal court order is in place.

In the event of a court order being in place, details on the child's progress and invitations to setting events will cease to the relevant parent/carer.

Matters known by the staff pertaining to the family and any separation will remain confidential. Members of staff will not take sides and will treat both parents/carers with due respect. Equally, we ask parents/carers not to involve the setting in any disputes (we will only take the side of your child and this will require us to be neutral at all times) and to work with us to ensure continuity of care and support for your child.

If parents/carers wish to talk to their key person or the Manager, we can arrange this away from the child (either as a formal meeting or an informal chat) to avoid the child becoming upset.



## PERSONNEL

It is the policy of Acres of Fun to promote an enabling professional working environment. We aim to have a high quality team that will always act in the best interest of all the children in our care, and we strive for compatibility between all members of staff and the building of a good team spirit. In order to achieve this we have policies to support our recruitment and development of our team. New members of staff will be provided with all the policies and procedures and must confirm their understanding and adherence to these over an induction period.

### Appraisals/Supervisions

Annual appraisals between staff and management are compulsory. This is for the purpose of assessing and improving performance, exchanging ideas and suggesting training input where appropriate. Room Leaders will complete supervisions with their staff on a regular basis feeding back to the management team.

### Staff Meetings and Training

It is compulsory for all staff to attend staff meetings and training.

### Staff Absences

Refer to Absence Management policy.

### Annual Leave

Annual leave is as per government guidelines and is outlined in staff contracts. Any requests to change or cancel annual leave are at the discretion of the Manager and dependent on the individual's circumstances.

Family Leave – Maternity Leave, Paternity Leave, Adoption Leave Refer to Family Friendly Policy.

## THE PREVENT DUTY & RADICALISATION / EXTREMISM

At Acres of Fun we strive to protect children from the risk of radicalisation and extremism and we promote acceptance and tolerance of other beliefs and cultures.

According to the NSPCC, 'Radicalisation is the process through which a person comes to support or be involved in extremist ideologies... Extremism is vocal or active opposition to fundamental British values'.

All organisations that work with children and young people have a responsibility to protect children from harm. This includes becoming radicalised and/or being exposed to extreme views. Under the Counter-Terrorism and Security Act 2015 we have a duty to prevent people from being drawn into terrorism and refer any concerns of extremism and or radicalisation. This is known as the Prevent Duty.

There may be a cause for concern relating to a change in behaviour of a staff member, child or family member; any comment made to a member of staff (or other persons in the setting); or actions that lead staff to be worried about the safety of a child in their care.

We will tackle radicalisation by:

- Training all staff to understand what is meant by the Prevent Duty and radicalisation.
- Radicalisation is a form of harm. The process may involve:
  - Being groomed online or in person
  - Exploitation, including sexual exploitation
  - Psychological manipulation
  - Exposure to violent material and other inappropriate information
  - The risk of physical harm or death through extremist acts.
- Ensuring staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately.
- Making any referrals to the police or the Government helpline (details below) in a timely way.
- Ensuring our setting is an inclusive environment, tackle inequalities and teach children about tolerance through British Values (see British Values policy)
- Using the Government document Prevent Duty Guidance for England and Wales and ensuring all staff are aware of their duty to read and understand this -  
<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-dutyguidance-for-england-and-wales>

### Advice from the Counter-Terrorism and Security Act 2015

'If you have a concern about a particular pupil at your school or setting – you should follow the school's normal safeguarding procedures, including discussing this with the school's Designated Safeguarding Lead.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns, help you gain access to support and advice. Dial 999 if you have any immediate concerns or someone is in immediate danger.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk) Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

## PROMOTING POSITIVE BEHAVIOUR (includes BITING)

The Manager is responsible for managing behaviour and will advise and support other staff on behaviour issues alongside each Room Leader.

The Manager will keep the setting up-to-date with legislation regarding positive behaviour. The Manager will research and support changes to policies and procedures in the setting and ensure all staff attend relevant training for behaviour management. A record will be kept of all staff that have completed this training.

We believe that children need to have set boundaries for their own safety and the safety of their peers. Children thrive in an orderly environment; where they know what is expected of them and how they are expected to behave; where they can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, others, our property and their surroundings.

We encourage positive behaviour - building each child's confidence and self-esteem. We ensure that the children feel happy; safe and secure; valued and trusted. Restrictions on the children's natural desire to explore and develop their own ideas and concepts are kept to a minimum. Children are encouraged to participate in a wide range of activities to enable them to develop their social skills.

Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them to understand how others might be feeling.

Children need to be encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. Any discriminatory behaviours are challenged, and support is given to children to help them learn how to treat others with respect. We want children to understand that certain actions are right and others are wrong. Children are encouraged to deal with conflict peacefully.

Activities and stories are provided to help children learn about accepted behaviours when age/stage appropriate. Children are supported to develop self-regulation and empathy.

### Course of action in situations of unacceptable behaviour

- Identify the unacceptable behaviour.
- Identify how to communicate with the child that the behaviour is not acceptable and explain the consequences of their action in an age appropriate manner.
- Identify why the behaviour needs to be discouraged.
- Identify a way of avoiding repetition of similar behaviour.
- Offer encouragement and praise when the child behaves appropriately.
- Be consistent and enforce clear limits of acceptable behaviour from the child. Do not make unfair demands on the child.
- De-escalation techniques are used and alternative strategies created, specific to the individual child. The child is removed from the situation to another area within the room engaging their attention with another activity. This is designed to be a distraction and not a punishment/reward.
- Explain to the child why the behaviour is not acceptable and give the reasons for the sanctions applied.
- The situation will be monitored and reviewed.
- Parents/carers will be notified of an incident and asked to sign an Incident Form and we will work together to encourage better behaviour. This will be addressed sensitively and in confidence.
- The setting staff will deal with recurring problems in partnership with the child's parents/carers, using observations to establish an understanding of the cause.
- Staff and parents/carers of children involved will agree on the course of action to be taken - we will implement an individual behaviour plan where a child's behaviour involves aggressive actions. Parents/carers are encouraged to be positive role models and challenge any undesired behaviour shown.

Staff are to act as positive role models for children and are encouraged to ensure that all children feel safe, happy and secure. They are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way. Staff are to help the child to understand that using

aggression to get things is inappropriate and to encourage them to resolve problems in another way. By positively promoting good behaviour, valuing co-operation, and a caring attitude we hope to ensure that children will develop as responsible members of society.

No child is to be physically punished by any means, including smacking, slapping or shaking. Nor will any child be shouted at, singled out or humiliated in any way. Discussions with the children will take place respecting their level of understanding and maturity.

Staff will not raise their voices in a threatening way, use sarcasm, inappropriate humour, slang or swear words in front of the children.

Any staff disregarding the above will be subject to a disciplinary procedure which could result in dismissal.

Staff understand that children's poor behaviour may be a sign that they are suffering harm or abuse. If this is suspected, the Safeguarding / Child Protection policy will be followed.

#### Anti-Bullying & Biting

Bullying involves the persistent physical or verbal or emotional abuse of a child or children, it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We take bullying and biting very seriously and will always intervene.

We understand that children may use certain behaviours such as biting as part of their development. Often very young children who bite do it out of affection or frustration and don't really understand what they are doing; this is normal behaviour in young children. It is not often that a child does it out of malice.

Acres of Fun uses the following strategies to help prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. If a child hurts/bites another child or children:

- We intervene where possible to stop the child harming the other child or children.
- Comfort any child who has been hurt/bitten and check for any visual injury. Administer any first aid where necessary.
- We explain to the child who has caused the hurt why their behaviour is inappropriate and help them understand how others might be feeling. We show the child that it makes staff and the child who has been hurt/bitten sad.
- We give reassurance to the child or children who have been hurt.
- We help the child who has carried out the bullying/biting to say sorry for their actions if developmentally appropriate and or help to develop their empathy skills by giving the child who they have hurt/bitten a hug or comforter.
- We make sure that children who bully/bite receive praise when they display acceptable behaviour.
- We do not label children who bully/bite and it is made clear that it is the behaviour not the child that is unacceptable.
- We fill in Incident Forms to be shared with the parent(s)/carer(s) at the end of the child's session. For confidentiality purposes and possible conflict we do not disclose the name of the child who has caused the bite to the parents/carers.
- We share what has happened with their parents/carers, explaining that the child who did the bullying/biting is being helped to adopt more acceptable behaviour.
- When children bully/bite, we work in partnership with their parents/carers discussing what has happened and work out with them a plan for handling the child's behaviour. Parents/carers will be reassured that it is part of a child's development and not made to feel that it is their fault.
- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs.

If a parent has a concern about their child, a member of staff will be available to discuss these concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the setting.

In some cases we may request parental permission to seek additional advice and support from other professionals such as an educational psychologist or child guidance counsellors.

## QUALITY PROVISION

Acres of Fun aims to provide high quality care and education for all children. High quality care leads directly to better outcomes for children.

It is the intention of Acres of Fun to maintain a higher than legally required staff to child ratio.

The deployment of staff within the setting allows for supervision and support to ensure children's needs are met. Staff ensure children must usually be within sight and hearing and always within sight or hearing.

As part of our quality practice we do the following to ensure children receive the best care and education;

- Have high expectations for children to realise their best outcomes
- Make staff aware of what is meant by quality practice and how to deliver it
- Ensure an understanding of the importance of the approach to teaching and child development
- Value continuous professional development to support all staff to be confident in their roles
- Conduct regular supervision meetings with all team members to ensure all staff are supported
- Use peer to peer observations to share, discuss and improve practice across the setting
- Monitor all practice and feedback ideas for improvement
- Ensure all planning, observation, assessment and next steps are linked to each individual child's needs and interests and are evaluated for effectiveness
- Engage with families and link across the home learning environment to provide consistency of care and education (see Parents and Carers as Partners policy)
- Tackle poor performance using our staff procedures to ensure high quality remains forefront at all times.

## SAFE RECRUITMENT OF STAFF

All applicants are made aware of our Safeguarding / Child Protection Policy. We are vigilant in our recruitment procedures so that we can aim to ensure all people working with children are suitable to do so.

Applicants applying for positions are repeatedly made aware during the recruitment process of the need for the setting to carry out enhanced DBS and reference checks, and that positions are exempt from the Rehabilitation of Offenders Act 1974. The Disclosure and Barring Service (DBS) helps us make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.

Job offers are subject to satisfactory enhanced DBS and reference checks. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

An overseas criminal records check must be provided for applicants who have lived overseas - <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants> The applicant is responsible for obtaining and providing this (in English) to Acres of Fun.

Each new staff member will only be offered a job if they meet these requirements and have at least two references, one of which must be from a previous employer, who will be asked to provide a written and verbal reference. Proof of qualifications and of eligibility to work in the UK needs to be provided and identity checks will be carried out. A record of information will be kept about all staff including qualifications, vetting processes, DBS reference number, date of disclosure and who obtained the disclosure. All staff will complete safeguarding training online and or face to face. All staff are requested to complete the Update Service. Management are to complete a safer recruitment course.

On the rare occasion that we are awaiting a DBS result the candidate will not be allowed sole access to any child – they will be supervised at all times by staff who already hold an enhanced check.

Volunteers do not work unsupervised.

Job descriptions and job specifications, clearly stating responsibilities, will be issued to all applicants for positions at Acres of Fun and the induction programme must be followed, which includes safeguarding training, reading the setting's policies and procedures and an introduction to the daily running of the setting.

All new staff must complete a declaration on induction confirming that they are healthy, safe and fit to work with children. All existing staff have to complete this annual declaration too. All staff are responsible for notifying the Manager if there are any changes to their circumstances, including any incidents occurring outside setting. Staff will face disciplinary action should they fail to notify the Manager immediately. Acres of Fun reserves the right to take further advice if a person's physical and mental fitness to carry out their role causes concern.

New members of staff will have meetings, reviews and appraisals with their Room Leader and or the management team to discuss their performance, progress and any training needs.

Positions are not made permanent until the probationary period has been passed.

### Employing Setting Staff

Parents/carers shall not employ or attempt to employ any member of the staff team without the written consent of Acres of Fun until twelve months from the date that the parent's/carer's youngest child leaves Acres of Fun. Failure to adhere to this will result in Acres of Fun invoicing parents/carers for all recruitment costs to find a suitable replacement member of staff.

This does not include babysitting outside the Company's normal operating hours, which the Company permits staff to organise entirely at their own risk if they wish to do so. Acres of Fun is not responsible in any way whatsoever for any private arrangements or agreements that are made between parents/carers and staff. Staff members are strictly prohibited from babysitting children who attend Acres of Fun in the staff member's own home unless they have the legally required insurances and registration.

## **SAFEGUARDING / CHILD PROTECTION**

We have named persons within the setting who take lead responsibility for safeguarding and coordinating child protection and welfare issues, these people are known as the Designated Safeguarding Leads (DSL). There is always at least one designated person available during the opening hours of the setting. They are reachable via telephone if they are not on the premises. All staff have access to their telephone numbers. These numbers are displayed at the setting.

Our Designated Safeguarding Leads (DSLs) are **Rebecca Pritchard and Julie Huntley**. They are supported by our Deputy DSLs (DDSLs) **Laura Hutchins and Carolyn Bint**.

It is the responsibility of every staff member, student and volunteer to report any breaches of this policy to a Designated Safeguarding Lead (DSL), or a DDSL in their absence.

In the unlikely event of both the DSLs not being contactable and to ensure immediate action can be taken, contact the Local Safeguarding Partnership (LSP).

### The role of the DSL

The DSL does not investigate whether or not a child has been abused or investigate an allegation or disclosure. Investigations are for the appropriate authorities, usually the police and social services.

The DSLs liaise with the local authority children's social care team and undertake specific training, online and or face to face. The DSLs will receive comprehensive training at least every two years and update their knowledge on an on-going basis, but at least once a year. They in turn support the ongoing development and knowledge of the staff team with regular safeguarding updates.

The role of the Designated Safeguarding Lead:

- Ensure that the setting's Safeguarding/Child Protection policy and procedures are reviewed and developed in line with current guidance; and develop staff understanding of the setting's safeguarding policies.
- Take the lead on responding to information from the staff team relating to child protection concerns
- Provide advice, support and guidance on an on-going basis to staff, students and volunteers.
- To identify children who may need early help or who are at risk of abuse
- To help staff to ensure the right support is provided to families
- To liaise with the local authority and other agencies with regard to child protection concerns
- Ensure the setting is meeting the requirements of the EYFS statutory requirements
- To ensure policies are in line with the local safeguarding procedures and details
- Disseminate updates to legislation to ensure all staff are kept up to date with safeguarding practices
- To manage and monitor accidents, incidents and existing injuries; ensuring accurate and appropriate records are kept
- Attend meetings with the child's key person
- Attend case conferences and external safeguarding meetings, as requested, by external agencies.

### **PART 1: Safeguarding children and child protection procedures**

#### **PART 2: Definitions of abuse**

#### **PART 3: Reporting procedures**

### **PART 1: Safeguarding children and child protection procedures**

At Acres of Fun, we work with children, parents/carers, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, strive to protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our setting we strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs and cultures (please refer to our

Inclusion and Equality policy for further information). Safeguarding children is everybody's responsibility. All staff, students and volunteers have a responsibility to safeguard children and young people and are made aware of, trained and asked to adhere to the policy.

Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with all our other policies and procedures as most of them have a safeguarding element.

#### Policy Intention

This policy applies to all children up to the age of 18 years whether living with their families, in state care, or living independently (*Working together to safeguard children*, 2018).

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes. (*Definition taken from the HM Government document 'Working Together to Safeguard Children 2018'*).

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image regardless of sex, race, colour, nationality, ethnic origin or ability.
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- Give all staff the necessary training (online and or face to face) to be able to identify the signs and indicators of abuse, including the softer signs of abuse, and know what action to take
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Promote tolerance and acceptance of different beliefs, cultures and communities
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling
- Always listen to children
- Provide an environment where practitioners are supported to feel confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate.

The setting staff are aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Staff working on the frontline with children and families are often the first people to identify a concern, observe changes in a child's behaviour or receive information relating to indicators of abuse. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents/carers and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, family support, health professionals including health visitors or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The setting aims to:

- Keep the child at the centre of all we do, providing sensitive interactions that develops and builds children's well-being, confidence and resilience. We will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships



- Ensure staff are trained right from induction to understand the Safeguarding/Child Protection policy and procedures, are alert to identify possible signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children (peer on peer) through bullying or discriminatory behaviour.
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND), isolated families and vulnerabilities in families; including the impact of toxic trio on children (domestic abuse, mental ill-health and substance misuse. These issues often co-exist, particularly in families where significant harm to children has occurred) and Adverse Childhood Experiences (ACEs).
- Ensure that all staff feel confident and supported to act in the best interest of the child; maintaining professional curiosity around welfare of children and share information, and seek the help that the child may need at the earliest opportunity.
- Ensure that all staff are familiar and updated regularly with child protection training (online and or face to face) and procedures and kept informed of changes to local/national procedures.
- Ensure meeting agendas include opportunities to discuss safeguarding and child protection issues.
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with local authority procedures.
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest.
- Keep the setting safe online, we refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations' and use appropriate filters, checks and safeguards, monitoring access at all times and maintaining safeguards around the use of technology by staff, parents and visitors in the setting.
- Ensure that staff identify, minimise and manage risks while caring for children.
- Identify changes in staff behaviour and act on these as per the Monitoring Staff Behaviour Policy.
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the premises including reporting such allegations to Ofsted and other relevant authorities including the local authority.
- Ensure parents are fully aware of our Safeguarding/Child Protection policy and procedures when they register with the setting and are kept informed of all updates when they occur.
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance.

#### Sharing low-level concerns

On occasion, inappropriate, problematic or concerning behaviour by staff or other adults is observed but does not meet the threshold for significant harm. This may be classed as a 'low-level' concern, although this does not mean that it is insignificant.

We define a low-level concern as:

- Any concern, no matter how small, that an adult working with children may have acted in a way that is inconsistent with our Monitoring Staff Behaviour Policy, including inappropriate behaviour outside of work
- A concern that may be a sense of unease or a 'nagging doubt' and does not meet the harm threshold or is serious enough to refer to the LADO.

We encourage a culture of openness, trust and transparency, with clear values and expected behaviour, monitored and reinforced by all staff. All concerns or allegations, however small, will be shared and responded to. All concerns will be shared with the DSL, or other nominated person, as in our reporting procedures. We encourage concerns to be shared as soon as reasonably practicable and preferably within 24 hours of becoming aware of it. However, it is never too late to share a low-level concern.

It is not expected that staff will be able to determine whether the behaviour in question is a concern, complaint or allegation before sharing the information. If the DSL is in any doubt as to whether the information meets the harm threshold, they will consult the LADO.

Occasionally a member of staff may find themselves in a situation which could be misinterpreted or appear compromising to others. If this occurs, staff are encouraged to self-report to the DSL. Equally, a member of staff may have behaved in a manner which, on reflection, falls below the standards set in our Monitoring Staff Behaviour Policy.

If this occurs, staff are encouraged to self-report to the DSL. We encourage staff to be confident to self-refer and believe it reflects awareness of our standards of conduct and behaviour.

When the DSL receives the information, they will need to determine whether the behaviour:

- Meets, or may meet, the harm threshold (and so contact the LADO)
- Meets the harm threshold when combined with previous low-level concerns (and so contact the LADO)
- Constitutes a 'low-level' concern
- Is appropriate and consistent with the law and our Monitoring Staff Behaviour Policy.

The DSL will make appropriate records of all information shared, including:

- With the reporting person
- The subject matter of the concern
- Any relevant witnesses (where possible)
- Any external discussions such as with the LSP or LADO
- Their decision about the nature of the concern
- Their rationale for that decision
- Any action taken.

This constitutes a record of low-level concern. We retain all records of low-level concerns in a separate low-level concerns file, with separate concerns regarding a single individual kept as a chronology. These records are kept confidential and held securely, accessed only by those who have appropriate authority. Records will be retained at least until the individual leaves their employment.

If the low-level concern raises issues of misconduct, then appropriate actions following our Disciplinary procedures will be taken. Records will be kept in personnel files.

### Monitoring Children's Attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

We ask parents/carers to inform the setting prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the setting the same day so management are able to account for a child's absence.

This should not stop parents/carers taking precious time with their children, by keeping us informed parents/carers can help us to meet our statutory requirements and let us know that children are safe.

If a child has not arrived at the setting for their normal start time the parents/carers will be called to ensure the child is safe and healthy. If the parents/carers are not contactable then the emergency contacts numbers listed will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family. It is a parent's responsibility to keep their emergency contact details updated. If contact cannot be established, we would assess if it would be appropriate to contact relevant authorities in order for them to investigate further.

Where a child is part of a child protection plan, or during a referral process, any unexplained absences will be reported to the local authority children's social care team to ensure the child remains safe and well.

### Informing Parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents/carers are informed at the same time as the report is made, except where the guidance of the local authority children's social care team/police does not allow this to happen. This will usually be the case where the parent/carer or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents/carers.

### Support to Families

The setting takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the setting.

The setting continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents/carers and families will be treated with respect in a nonjudgmental manner whilst any external investigations are carried out in the best interest of the child.

#### Confidentiality

Confidentiality must not override the right of children to be protected from harm. However, every effort will be made to ensure confidentiality is maintained for all concerned if an allegation has been made and is being investigated.

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority. All staff, students and volunteers are bound by confidentiality and any information must not be discussed out of work, or this will become a disciplinary matter.

The setting has due regard to the data protection principles as in the Data Protection Act 2018 and General Data Protection Regulations (GDPR). These do not prohibit the collection and sharing of personal information, even without consent if this would put the child at further risk. We will follow the principles around data collection and information sharing, and ensure any information is recorded and shared in an appropriate way.

#### Record Keeping

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate and in line with guidance of the local authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

The setting keeps appropriate records to support the early identification of children and families that would benefit from support. Factual records are maintained in a chronological order with parental discussions. Records are reviewed regularly by the DSL to look holistically at identifying children's needs.

Our Data protection and confidentiality policy will be applied with regards to any information received from an individual. Only persons involved in the investigation should handle this information although any investigating body will have access to all information stored in order to support an investigation.

#### **PART 2: Definitions of abuse Definition of significant harm**

The Children Act 1989 introduced the concept of significant harm as *'the threshold that justifies compulsory intervention in family life in the best interests of children'*. It gives LAs a duty to make enquires to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm. Whilst there are no absolute criteria to rely on when judging what constitutes significant harm, consideration should be given to:

- The severity of the ill-treatment, including the degree of harm
- The extent and frequency of abuse and/or neglect
- The impact this is likely to have, or is having, on the child involved.

This may be a single traumatic event, such as a violent assault, suffocation or poisoning, or it can be a combination of events (both acute and long-standing) that impairs the physical, intellectual, emotional, social or behavioural development of the child.

#### Definitions of abuse and neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or more rarely, a stranger. This could be an adult or adults, another child or children. (Taken from *What to do if you're worried a child is being abused, advice for practitioners (2015)* and *Working Together to Safeguard Children (2018)*)

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

#### Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

Other signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

**Emotional states:** Fearful, withdrawn, low self-esteem.

**Behaviour:** Aggressive, habitual body rocking.

**Interpersonal behaviours:**

Indiscriminate contact or affection seeking  
Over-friendliness to strangers including healthcare professionals  
Excessive clinginess, persistently resorting to gaining attention  
Demonstrating excessively 'good' behaviour to prevent parent disapproval  
Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed  
Coercive controlling behaviour towards parents  
Lack of ability to understand and recognise emotions  
Very young children showing excessive comforting behaviours when witnessing parental or carer distress.

#### Child-on-child abuse

Child-on-child abuse is also known as peer-on-peer abuse; children are included as potential abusers in our policies. Child-on-child abuse may take the form of bullying, physically hurting another child, emotional abuse or sexual abuse. Reporting procedures in these instances remain the same although additional support from relevant agencies may be required to support both the victim and the perpetrator. Children who develop harmful behaviours are also likely to be victims of abuse or neglect.

**If child-on-child abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

#### Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

**If physical abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

#### Fabricated or induced illness (FII)

This abuse is when a parent fabricates the symptoms of, or deliberately induces, illness in a child. The parent may seek out unnecessary medical treatment or investigation. They may exaggerate a real illness and symptoms, or deliberately induce an illness through poisoning with medication or other substances, or they may interfere with medical treatments. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

**FII** is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures.

### Female genital mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed with no medical reason. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy, according to the community.

It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother, and/or death (definition taken from the *Multi-agency statutory guidance on female genital mutilation*). Other consequences include shock, bleeding, infections (tetanus, HIV and hepatitis B and C) and organ damage.

**FGM** is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures. In addition, there is a mandatory duty to report to police any case where an act of FGM appears to have been carried out on a girl under the age of 18.

### Breast ironing or breast flattening

Breast ironing, also known as breast flattening, is a process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or to delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. These actions can cause serious health issues such as abscesses, cysts, itching, tissue damage, infection, discharge of milk, dissymmetry of the breasts, severe fever.

**Breast ironing/flattening** is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures.

### Emotional abuse

*Working together to safeguard children* (2018) defines emotional abuse as 'the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.' Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur separately.

Examples of emotional abuse include:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed, such as interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- A child seeing or hearing the ill-treatment of another.

A child may also experience emotional abuse through witnessing domestic abuse or alcohol and drug misuse by adults caring for them. In England, The Domestic Abuse Act (2021) recognises in law that children are victims of emotional abuse if they see, hear or otherwise experience the effects of domestic abuse.

Signs and indicators may include delay in physical, mental and/or emotional development, sudden speech disorders, overreaction to mistakes, extreme fear of any new situation, neurotic behaviour (rocking, hair twisting, self-mutilation), extremes of passivity or aggression, appearing to lack confidence or self-assurance.

**If emotional abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### Sexual abuse

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

Sexual abuse can take place online and technology can be used to facilitate offline abuse. Adult males are not the sole perpetrators of sexual abuse; women also commit acts of sexual abuse, as do other children. This policy applies to all children up to the age of 18 years.

Action must be taken if staff witness symptoms of sexual abuse including a child indicating sexual activity through words, play or drawing, having an excessive preoccupation with sexual matters or having an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. This may include acting out sexual activity on dolls or toys or in the role-play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words.

Additional signs of emotional and physical symptoms are shown below.

| Emotional signs   | Physical signs   |
|---|--|
| <ul style="list-style-type: none"><li>• Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age or stage of development</li><li>• Personality changes, such as becoming insecure or clingy</li><li>• Regressing to younger behaviour patterns, such as thumb sucking or bringing out discarded cuddly toys</li><li>• Sudden loss of appetite or compulsive eating</li><li>• Being isolated or withdrawn</li><li>• Inability to concentrate</li><li>• Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer</li><li>• Becoming worried about clothing being removed.</li></ul> | <ul style="list-style-type: none"><li>• Bruises</li><li>• Sexually transmitted infections</li><li>• Bleeding, discharge, pains or soreness in their genital or anal area</li><li>• Pregnancy</li></ul> |

**If sexual abuse is suspected, then any concerns must be reported in line with our safeguarding procedures.**

### Neglect

*Working together to safeguard children* (2018) defines neglect as 'the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.'

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve adults involved in the care of the child failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect them from physical harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment
- Respond to their basic emotional needs.

An NSPCC briefing (July 2021) found neglect to be the most common form of abuse, with one in ten children in the UK having been neglected. Concerns around neglect have been identified for half of children who are the subject of

a child protection plan or on a child protection register in the UK. Younger children are more likely than older children to be the subject of a child protection plan in England because of neglect, although research suggests that the neglect of older children is more likely to go overlooked.

Signs of neglect include a child persistently arriving at the setting unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at the setting in the same nappy they went home in, or a child having an illness or identified special educational need or disability that is not being addressed. A child may be persistently hungry if a caregiver is withholding, or not providing enough, food. A child who is not receiving the attention they need at home may crave it from other adults, such as at the setting or school.

**If neglect is suspected, then any concerns must be reported in line with our safeguarding procedures.**

#### Domestic abuse

The definition of domestic abuse from the Domestic Abuse Act, 2021 is:

*Behaviour of a person (A) towards another person (B) is 'domestic abuse' if:*

- *A and B are each aged 16 or over and are personally connected to each other*
- *The behaviour is abusive.*

*Behaviour is 'abusive' if it consists of any of the following:*

- *Physical or sexual abuse*
- *Violent or threatening behaviour*
- *Controlling or coercive behaviour*
- *Economic abuse (any behaviour that has a substantial adverse effect on B's ability to acquire, use or maintain money or other property and/or obtain goods or services)*
- *Psychological, emotional or other abuse.*

*It does not matter whether the behaviour consists of a single incident or a course of conduct.*

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

Signs and symptoms of domestic abuse include:

Changes in behaviour (for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.)

Visible bruising or single, or repeated, injury with unlikely explanations

Change in the manner of dress (for example, clothes to hide injuries that do not suit the weather)

Stalking, including excessive phone calls or messages

Partner or ex-partner exerting an unusual amount of control or demands over work schedule

Frequent lateness or absence from work.

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

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

**If domestic abuse is suspected, then any concerns must be reported in line with our safeguarding procedures.**

#### Contextual safeguarding

As young people grow and develop, they may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

As part of our safeguarding procedures, we will work in partnership with parents and other agencies to work together to safeguard children and provide the support around contextual safeguarding concerns.

### Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation (*Keeping children safe in education*, 2022).

### Child Sexual Exploitation (CSE)

CSE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into **sexual** activity. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology and may be without the child's immediate knowledge such as through others copying videos or images they have created and posted on social media.

Signs and symptoms include:

- Physical injuries such as bruising or bleeding
- Having money or gifts they are unable to explain
- Sudden changes in their appearance
- Becoming involved in drugs or alcohol, particularly if it is suspected they are being supplied by older men or women
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language beyond that expected for their age or stage of development
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer
- Nightmares or sleeping problems
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend or girlfriend
- Losing contact with family and friends or becoming secretive
- Contracting sexually transmitted diseases.

### Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any **criminal** activity. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Other examples include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Signs and symptoms of CCE are similar to those for CSE.

**If CSE or CCE is suspected, then any concerns must be reported in line with our safeguarding procedures.**

### County Lines

The National Crime Agency (NCA) defines county lines as gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of 'deal line.' Customers live in a different area to the dealers, so drug runners are needed to transport the drugs and collect payment.

Perpetrators often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. A child is targeted and recruited into county lines through schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Signs and symptoms include:



- Changes in dress style
- Unexplained, unaffordable new things (for example, clothes, jewellery, cars etc.)
- Missing from home or school and/or significant decline in performance
- New friends with those who don't share any mutual friendships with the victim, gang association or isolation from peers or social networks
- Increase in anti-social behaviour in the community including weapons
- Receiving more texts or calls than usual
- Unexplained injuries
- Significant changes in emotional well-being
- Being seen in different cars or taxis driven by unknown adults
- A child being unfamiliar with where they are

**If involvement in county lines is suspected, then any concerns must be reported in line with our safeguarding procedures.**

#### Cuckooing

Cuckooing is a form of county lines crime. In this instance, the drug dealers take over the home of a vulnerable person in order to criminally exploit them by using their home as a base for drug dealing, often in multi-occupancy or social housing properties.

Signs and symptoms include:

- An increase in people, particularly unknown people, entering or leaving a home or taking up residence
- An increase in cars or bikes outside a home
- A neighbour who hasn't been seen for an extended period
- Windows covered or curtains closed for a long period
- Change in resident's mood and/or demeanour (for example, secretive, withdrawn, aggressive or emotional)
- Substance misuse and/or drug paraphernalia
- Increased anti-social behaviour.

**If cuckooing is suspected, then any concerns must be reported in line with our safeguarding procedures.**

#### Child trafficking and modern slavery

Child trafficking and modern slavery is when children are recruited, moved, transported and then exploited, forced to work or are sold.

For a child to have been a victim of trafficking there must have been:

- *Action*: recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation
- *Purpose*: sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs.

Modern slavery includes slavery, servitude and forced or compulsory labour and child trafficking. Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse.

Signs and symptoms for children include:

- Being under control and reluctant to interact with others
- Having few personal belongings, wearing the same clothes every day or wearing unsuitable clothes
- Being unable to move around freely
- Appearing frightened, withdrawn, or showing signs of physical or emotional abuse.

**If child trafficking or modern slavery are suspected, then any concerns must be reported in line with our safeguarding procedures.**

#### Forced marriage

A forced marriage is defined as 'a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.'

Where incidents of forced marriage are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

**If it is suspected that a forced marriage is being planned, then any concerns must be reported in line with our safeguarding procedures.**

#### Honour based abuse (HBA)

HBA is described as 'incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.' (*Keeping children safe in education*, 2022). Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their 'honour' code. It is a violation of human rights and may be domestic, emotional and/or sexual abuse such as being held against their will, threats of violence or actual assault. It often involves wider family networks or community pressure and so can include multiple perpetrators.

Signs and symptoms of HBA include:

- Changes in how the child dresses or acts, such as not 'western' clothing or make-up
- Visible injuries, or repeated injury, with unlikely explanations
- Signs of depression, anxiety or self-harm
- Frequent absences
- Restrictions on friends or attending events.

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

**If honour based abuse is suspected, then any concerns must be reported in line with our safeguarding procedures.**

#### Child Abuse Linked to Faith or Belief (CALFB)

Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- Ritual or multi-murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation
- Children's actions are believed to have brought bad fortune to the family or community.

**If CALFB is suspected, then any concerns must be reported in line with our safeguarding procedures.**

#### Extremism and radicalisation - the Prevent Duty

Under the Counter-Terrorism and Security Act 2015, there is a duty to safeguard vulnerable and at risk children by preventing them from being drawn into terrorism. This is known as the Prevent Duty.

Children can be exposed to different views and receive information from various sources and some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism; usually it's a gradual process so those who are affected may not realise what's happening. Radicalisation is a form of harm. The process may involve:

- Being groomed online or in person

- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts.

For further information visit [The Prevent Duty website](#).

If **radicalisation or extremism** is suspected, then any concerns must be reported in line with our safeguarding procedures. This includes reporting concerns to the police.

#### Online safety

While the growth of internet and mobile device use brings many advantages, the use of technology has become a significant component of many safeguarding issues such as child sexual exploitation and radicalisation.

There are four main areas of risk associated with online safety:

- Content - being exposed to illegal, inappropriate or harmful material such as pornography, fake news, racist or radical and extremist views
- Contact - being subjected to harmful online interaction with other users such as commercial advertising or adults posing as children or young adults
- Conduct - personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images and online bullying
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Report **online safety concerns** to the DSL and to the Child Exploitation and Online Protection Centre (CEOP): <https://www.ceop.police.uk/Safety-Centre/>

**Inappropriate content** received via email must be reported to the DSL and to the Internet Watch Foundation (IWF): <https://www.iwf.org.uk/>

#### Up skirting/down blousing

Up skirting and down blousing are criminal offences. They involve taking pictures of someone's genitals, buttocks or other intimate images under their clothing without them knowing, either for sexual gratification or in order to humiliate, or distress, the individual.

If **up skirting or down blousing** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### **PART 3: Reporting procedures Public interest disclosure (whistleblowing)**

Whistleblowing is the term used when a worker passes on information concerning wrongdoing. All safeguarding allegations, internal or external, current or historical, must be passed on the DSL. We will cooperate fully with the authorities involved and follow any guidance given.

We believe keeping children safe is the highest priority and if, for whatever reason, concerns cannot be reported to the DSL, concerns can be reported anonymously to the NSPCC, the police or the LA social services safeguarding children team.

#### Allegation against our staff

An allegation against our staff may relate to a person who has:

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

We will make every effort to maintain the confidentiality of all parties while an allegation or concern is being investigated. Dealing with an allegation can be a stressful experience and, to support the staff member, a named

person (usually the DSL) to liaise with will be offered. The time frames for an investigation will follow the guidelines of other involved authorities.

We reserve the right to suspend a staff member until the investigation is concluded. Further action will be determined by the outcome of the investigation.

*Founded allegations* are considered gross misconduct, in accordance with our disciplinary procedures, and may result in the termination of employment. DBS will be informed to ensure their records are updated and Ofsted will be informed. We retain the right to dismiss any member of staff in connection with founded allegations following an inquiry.

All safeguarding records are kept until the person reaches normal retirement age or for 21 years and 3 months, if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids unnecessary reinvestigation.

*Unfounded allegations* will result in all rights being reinstated. A return to work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the staff member and the nature of the incident such as more frequent supervisions, coaching and mentoring or external support services.

If the member of staff resigns during the investigation, we will inform DBS, Ofsted and the police, where appropriate.

#### Support for staff during safeguarding incidents

The DSL will support staff throughout any of the processes listed above and will organise appropriate counselling should this be required.

Any member of staff who has concerns about the content of this policy and its procedures, should speak to the DSL as soon as possible. If any member of staff wishes to talk confidentially about any safeguarding concern or any other issue relating to child protection or personal circumstance, it is important to do this as soon as possible.

#### Reporting procedure

We will always act on behalf of the child and will do everything possible to ensure the safety and welfare of any child and so will take all allegations of potential abuse seriously. All concerns reported to staff will be pursued, regardless of the nature of the concern and to whom the allegation relates.

All staff have a responsibility to report safeguarding and child protection concerns and suspicions of abuse. These concerns will be discussed with the DSL as soon as possible, as follows:

|               | <b>Staff member role</b><br>on receiving information that causes a safeguarding concern  | <b>DSL role</b><br>on receiving information that causes a safeguarding concern   |
|---------------|--|--|
| <b>Step 1</b> | <ul style="list-style-type: none"> <li>• Contact the DSL immediately. This must be a verbal conversation to ensure the concern is clearly understood and action is taken.</li> <li>• If the DSL is unavailable, contact the Deputy DSL, NSPCC, social services or police until you are able to have a verbal conversation</li> <li>• For children who arrive at the setting with an existing injury, a form will be completed. Staff will have professional curiosity around any explanations given. If there are queries or concerns regarding the injury or information given, follow these procedures.</li> </ul> | <ul style="list-style-type: none"> <li>• If it is believed a child is in immediate danger, contact the police</li> </ul> |

|               |  |   |
|---------------|--|---|
| <b>Step 2</b> | <p>Write an objective report including:</p> <ul style="list-style-type: none"> <li>• Child's name and address</li> <li>• Age and date of birth</li> <li>• Date, time and location of the observation or disclosure</li> <li>• Exact words spoken by the child (as close to word-for-word as possible) and non-verbal communication</li> <li>• Outline of the concern</li> <li>• Exact position and type of any injuries or marks seen</li> <li>• Exact observation of any incident or concern reported and the names of any other person present at the time</li> <li>• Any known confidentiality issues</li> <li>• Signature and date of person making the report and the DSL or other nominated individual receiving the report</li> </ul> | <ul style="list-style-type: none"> <li>• Sign and date report received from staff member</li> <li>• Securely store the information.</li> <li>• If the safeguarding concern relates to a child, contact the Local Authority children's social care team, report concerns and seek advice immediately, or as soon as it is practical to do so</li> <li>• If the safeguarding concern relates to an allegation against an adult working or volunteering with children, contact the Local Authority Designated Officer (LADO) and request a confirmation email of the report, then report the concern to Ofsted</li> <li>• A full investigation into any allegation will be carried out by the appropriate professionals to determine how this will be handled</li> <li>• Note any actions requested by LADO / Ofsted and follow any instructions received</li> </ul> |
| <b>Step 3</b> | <ul style="list-style-type: none"> <li>• If you feel the report is not being taken seriously or are worried about an allegation getting back to the person in question, then it is your duty to inform the Local Authority children's social care team yourself directly</li> <li>• Follow all instructions from the Local Authority children's social care team and/or Ofsted, co-operating where required</li> </ul>   | <ul style="list-style-type: none"> <li>• If appropriate, discuss the concerns or incidents with parent(s), unless it is believed that this would place the child at greater risk of harm</li> <li>• Record all discussions (remember parents will have access to these records on request in line with GDPR and data protection guidelines)</li> <li>• Follow all instructions from the Local Authority children's social care team and/or Ofsted, co-operating where required</li> <li>• Record information and actions taken</li> </ul>   |
| <b>Step 4</b> |  | <ul style="list-style-type: none"> <li>• If the DSL is not the owner/manager and there is an allegation against a member of staff, then the owner/ manager must be informed as they have a duty of care for their employees</li> </ul>  |
| <b>Step 5</b> |  | <ul style="list-style-type: none"> <li>• If the Local Authority children's social care team have not been in contact within the timeframe set out in Working Together to Safeguarding Children (2018), it must be followed up</li> </ul>  |

|               |   |   |
|---------------|---|---|
|               |   | <ul style="list-style-type: none"> <li>• Never assume that action has been taken</li> </ul> |
| <b>Step 6</b> | <ul style="list-style-type: none"> <li>• Safeguarding procedures will be reviewed to ensure the process has been applied in line with the policy</li> </ul> |   |

If a concern is raised anonymously and we have no contact details, we will treat the concern as valid and follow the procedures as above. If a malicious call is suspected, the procedures will still be followed: a child may be in danger. The Information Commissioners Office (ICO) will be contacted to ensure permitted data sharing.

#### Responding to and recording disclosures

Staff, volunteers or students may receive a safeguarding disclosure. If a child starts to talk it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately.

Any disclosure must be reported to a DSL and will be referred to the local authority children's social care team immediately, following our reporting procedures. It is not the setting's role to investigate, it is the role of statutory services to complete this.

#### **Responding to a child's disclosure of abuse - what to do and say**

Stay calm and listen carefully

Give full attention to the child or young person and listen without interrupting. This is really important as it might be the only time that the child divulges important information

Try not to look shocked, keep your body language open and encouraging and reassure them that they are doing the right thing

Find an appropriate opportunity to say that the information will need to be shared and do not promise to keep the information shared a secret

Take time and slow down: show respect, pause and do not interrupt – let them go at their own pace

Make it clear you are interested in what the child is telling you

Only ask questions for clarification and use their language to show it's their experience

Avoid asking any questions that may suggest a particular answer

Reassure the child that they have done the right thing, let them know what you will do next and with whom the information will be shared

Record the disclosure in writing using the child's own words as soon as possible, but not while the child is talking

Includes the date and time, any names mentioned and to whom the information was given

- Sign and date the record, store it securely and refer the disclosure to the setting DSL and/or manager immediately.

### **Recording a case of disclosure or suspicions of abuse in the community**

If you observe a concern or receive a disclosure, make an objective record. Where possible include:

Child's name and address  
Age of the child and date of birth  
Setting name and address  
Date and time of the observation or disclosure and location  
Details of the concern using factual information, including the exact words, if relevant  
Accurate details of the observation, including actions of the child or adult involved  
Accurate details of an injury or wound seen, including position and size  
The names of any other person present at the time  
Name of the person completing the report, and signed  
Name of the person to whom the concern was shared, with date and time.

Discuss the record with the setting DSL or manager and follow the procedures. We expect all members of staff and stakeholders to co-operate with relevant agencies to ensure the safety of children.

These records should be signed by the person reporting this and a DSL, dated and kept in a separate confidential file. The parent(s)/carer(s) would see the disclosure and sign it too, unless we are advised not to do this by the local authority children's social care team and or we felt it might put the child at risk of greater harm.

Staff involved in a safeguarding case may be asked to supply details of any information/concerns they have with regard to a child. The setting expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent/carer, child or member of staff.

#### Parental Concerns

If parents/carers have a safeguarding concern about an adult and or child, they are to report this immediately to the DSL who will report as per the procedures. Parents/carers may be asked to cooperate with any investigation.

#### Early Help Services

When a child and/or family would benefit from support but do not meet the threshold for Local Authority Social Care Team, a discussion will take place with the family around early help services.

Early help provides support as soon as a concern/area of need emerges, helping to improve outcomes and prevent escalation onto local authority services. Sometimes concerns about a child may not be of a safeguarding nature and relate more to their individual family circumstances. The setting will work in partnership with parents/carers to identify any early help services that would benefit your child or your individual circumstances, with your consent, this may include family support, foodbank support, counselling or parenting services.

Acres of Fun has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of a DSL at the earliest opportunity.

#### Legal framework

We adhere to all current legislation, as below:

Children and Social Work Act 2017  
Criminal Justice and Court Services Act 2000  
Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015)  
Freedom of Information Act 2012  
Keeping Children Safe in Education 2022

Safeguarding Vulnerable Groups Act 2006  
 The Childcare Act 2006  
 The Children Act 2004  
 The Children Act (England and Wales) 1989  
 The Counter-Terrorism and Security Act 2015  
 The Data Protection Acts 1984, 1998 and 2018  
 The Domestic Abuse Act 2021  
 The Human Rights Act 1998  
 The Police Act 1997  
 The Sexual Offences Act 2003  
 Working together to safeguard children 2018

Relevant non-statutory guidance:

Child sexual exploitation, DfE 2017  
 Information sharing, DfE 2015  
 What to do if you're worried a child is being abused, DfE 2015

| Useful Contacts  |  |
|--|--|
| Duty DSL at Acres of Fun                                   | 01635 203300   |
| West Berkshire Contact, Advice & Assessment Service (CAAS) | 01635 503090 Out of hours: 01344 351 999   |
| Local Authority Designated Officer (LADO)                  | <a href="mailto:LADO@westberks.gov.uk">LADO@westberks.gov.uk</a> .   |
| Berkshire West Safeguarding Children Partnership           | <a href="http://www.berkshirewestsafeguardingchildrenpartnership.org.uk/scp">www.berkshirewestsafeguardingchildrenpartnership.org.uk/scp</a> |
| <a href="#">Ofsted</a> (England)                           | 0300 123 1231  |
| Emergency police   | 999  |
| Non-emergency police                                       | 101  |
| Child exploitation and online protection (CEOP)            | <a href="http://www.ceop.police.uk/safety-centre/">www.ceop.police.uk/safety-centre/</a>   |
| DfE counter-extremism helpline                             | 020 7340 7264  |
| NSPCC Child Protection Helpline                            | 0808 800 5000  |
| Childline  | 0800 1111  |
| Kidscape   | 020 7823 5430  |
| National Domestic Abuse helpline                           | 0808 2000 247  |
| Modern slavery helpline                                    | 08000 121 700  |
| Crimestoppers  | 0800 555 111   |
| Internet Watch Foundation (IWF)                            | 01223 20 30 30   |
| Information Commissioners Office (ICO)                     | 0303 123 1113  |



## SICKNESS AND ILLNESS

The Manager must be informed by parents/carers if their child is unwell.

Acres of Fun uses government guidelines for most illnesses and infectious diseases to protect others in the setting - <https://www.gov.uk/government/publications/health-protection-in-schools-and-otherchildcare-facilities/chapter-9-managing-specific-infectious-diseases>

Below are some of the more common illnesses which may affect those within the setting. To limit the spread, we insist parents/carers and staff observe the following;

- Chicken pox – The exclusion period is 5 days but children must not return to the setting until blisters have scabbed over and no new blisters or spots are appearing.
- Sickness and diarrhoea – Children must not return to the setting until they have been clear for at least 48 hours.
- Hand, foot and mouth disease – No exclusion needed unless the child is very poorly and/or has raw/weeping sores.
- Impetigo – Exclusion until lesions are crusted or healed.
- Measles – Exclusion for at least 4 days after rash appears.
- Mumps – Exclusion for at least 5 days after onset of swollen glands, but only if well
- Ringworm – Proper treatment by the GP is important. Exclusion until treated.
- Rubella (German measles) – Exclusion for at least 5 days after the onset of the rash.
- Scarlet fever – Exclusion for 48 hours after commencing antibiotics (in case of reaction to antibiotics)
- Head lice and threadworms – Parents/carers are required to inform a member of staff if their child has either of these conditions so that we can warn other parents/carers to check their children. Children must be excluded until the condition has been treated.
- Coughs and colds – Subject to your discretion, your child may attend nursery with a mild cough or cold providing that they meet the 'Well child policy' criteria (see below). However, children who are clearly unwell or who are running a temperature must be kept at home (see below).
- COVID-19 – Exclusion as per government guidance. Refer to separate policy
- Ticks – Parents are advised to seek medical advice, if a tick is found on a child. Due to the risk of Lyme disease.

### Temperatures

A child with a temperature cannot return to Acres until their temperature has remained normal without medication for 24 hours.

### Calpol Policy

- Calpol has been administered for a temperature  
A child cannot return until their temperature has remained normal for 24 hours without medicine – i.e. they cannot come back until 24 hours after their last dose of Calpol – and they are well and can cope with a full nursery day. See 'Well child policy' below.
- Calpol administered for anything other than a temperature  
A child cannot come into the setting that day if they have been given Calpol after midnight.
- Parents/carers will be contacted by telephone to get authorisation to administer Calpol/similar.  
We will only administer the medication if it is deemed to be absolutely essential.
- Parents/carers will also need to collect their child immediately.
- Should parents/carers be uncontactable, and it be deemed essential to administer the medication, the Manager will make the decision as authorised on the child's records.

### Sticky Eyes and Conjunctivitis Policy

We will not accept any child into the setting who shows ANY signs of sticky eyes or conjunctivitis. The signs may include reddened and weepy eyes. The discharge forms dry yellow crusts in the eyelashes after sleep. There may be some pain or gritty discomfort. Children must be totally clear of infection before returning to the setting. Conjunctivitis is very unpleasant, highly contagious and can cause eye damage. This policy has been devised to keep the setting free from infection and protect everyone. Several years ago we had an outbreak, and had all our Baby Room staff off sick. Ever since then, we have been insistent on this policy to reduce any outbreaks and therefore reduce the number of parents/carers having to be off work with their children.

The setting is not able to accept any child with abnormal discharge – e.g. from the ears.

Staff are to inform the Manager if a child becomes unwell or develops a rash during the day.

Parents/carers will be informed of occurrences of infection within the setting.

In the event of a notifiable disease being identified, the Manager will liaise with the appropriate authorities.

#### 'Well Child' Policy

A 'well child' is;

- A child who is happy and able to cope with, and fully take part in, a nursery/pre-school day
- A child who does not have a temperature
- A child who is not dependent on Calpol (or similar medication)
- A child who is not reliant on 1:1 care.

We hope this will help parents/carers to understand if/when their child cannot attend the setting.

- We ask parents to keep their children at home if they are unwell. If a child is unwell, it is in their best interest to be in a home environment rather than at nursery.
- If a child becomes ill during the nursery day, we contact their parent(s) and ask them to pick up their child immediately.
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the Manager on duty and is non-negotiable.
- We will accept into the setting any child who has almost recovered from an illness (but is not infectious) providing the child can cope with a full day at nursery.
- We will endeavour to keep children in the setting if they are 'a little under the weather' as we are fully aware of the implications for working parents/carers, but we are unwilling to retain any child who is obviously unwell in our professional judgement.
- As per our Terms and Conditions, fees are payable during periods of absence, sickness and holiday.
- Acres of Fun accepts no liability for the contraction of any illness at the Nursery.

#### Medical Procedures policy

- Parents/carers must make Acres of Fun aware in writing in advance of any planned medical procedure/operation that their child will be having including if general anaesthesia is involved. Parents/carers are asked to give as much information as Acres of Fun may reasonably require so that the actions of Acres of Fun are not prevented or delayed as a result of parents/carers withholding information.
- Parents/carers must make Acres of Fun aware in writing of any post operation information and instructions regarding aftercare required at the setting prior to the child's return to Acres of Fun.
- On receipt of the aforementioned post operation update, parents/carers will complete a risk assessment with a member of the management team prior to the child's return to Acres of Fun in order to assess the risk and timing of the child returning, particularly if general anaesthesia was involved. The risk assessment will be reviewed as necessary.
- Any post operation areas must be covered during the healing process whilst at the setting. Every situation is different so this must be regularly reviewed with the setting. If parents/carers choose not to cover the area of healing, they do so at their own risk.
- Parents/carers must take into account the busy, 'full on' and outdoor environment at Acres of Fun.
- Parents/carers must take their child to the correct drop off point on their first day back to the setting and must meet with their child's key worker (or, if this is not possible, the Room Leader or Deputy Manager of their child's room) for a face to face handover and update. This is encouraged regularly during the healing process, as things can change on a daily basis. Parents are welcome to telephone and enquire about their child during the day.
- In the event of a child having a medical emergency or any unplanned medical attention/procedure/operation when away from the setting, parent/carers must follow the above procedure and make Acres of Fun aware in writing as soon as possible and prior to the child returning to the setting so that the setting is fully informed and a risk assessment can be completed as necessary.
- In the event of a child having a medical procedure/operation, medical emergency or medical attention shortly prior to their start date, parents/carers must follow the above procedure and make Acres of Fun aware in writing as soon as

possible prior to the child's start date so that the setting is fully informed and a risk assessment can be completed as necessary.

## SLEEP

Babies sleep outside in coach built prams, which are covered with a pram net for safety reasons. Our staff place babies on their back to sleep, as this is recommended to be the safest position - if a parent wishes for their baby to sleep on their front, written consent is required.

All other children (Toddlers and above) sleep on bed mats that are covered with a sheet. The amount of bedding given to a child is dependent on the temperature but care must be taken to ensure that the child does not become completely covered by the blankets. Each child has their own labelled bedding, which is washed regularly. Babies sleep in their own sleeping bags which are to be brought in from home and sent home for washing.

Unwell children are given fewer clothes, never more. If a child is ill, their temperature may rise very quickly, in which case we remove some clothes or bedding. We check the child's temperature and breathing and feel the child. To feel how warm the sleeping child is, we feel the nape of its neck - it should feel warm, not hot.

Sleeping children are checked every ten minutes. A staff member must supervise the sleeping children at all times. To check a sleeping child: watch the chest to ensure the child is breathing normally. Place a hand on the chest and feel for chest movements if it is hard to detect breathing because a child has shallow breaths. Check that they are the correct temperature - adjust bedding accordingly. Report any concerns immediately. Failure to do so will result in disciplinary proceedings.

We ask parents/carers to inform us about their child's sleeping routine when the child starts at the setting. We recognise parents'/carers' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his/her will. It is the policy of Acres of Fun to allow a child to sleep for a minimum of one hour before being woken in order to ensure that all children have enough sleep to support their development and natural sleeping rhythms.

Staff record information about the child's daily sleep(s).

## SOCIAL NETWORKING

This policy applies to parents/carers, members of staff, students and volunteers etc.

This policy includes (but is not limited to) the following technologies:

- Social networking sites e.g. Facebook, Twitter, Instagram, TikTok
- Blogs
- Discussion forums
- Collaborative online spaces
- Media sharing services e.g. You Tube

Social media is becoming a large part of the world we live in. As part of our duty to safeguard children it is essential to maintain the privacy and security of all our families.

We therefore, require that:

- Photographs or videos are not permitted to be taken within the setting by parents/carers. Observations/images/videos from Family are not permitted to be posted online including on social media. Parents/carers agree to this in writing upon enrolment. These rules in place should stop footage of the setting children from appearing on the internet. Refer also to Mobile Phone and Electronic Device Use policy.
- Where exceptions apply for setting events and parents/carers are permitted to take photographs or videos, parents/carers are not permitted to post these online including on social media unless only their own child features.
- Acres of Fun asks for parental permission for photographs and video recordings to be used for a range of our own purposes, including on our website and or social media.
- In order to ensure professional boundaries, staff, parents/carers and other professionals who use the setting should be aware that it is not appropriate to be friends with each other on any social media platforms. Friendship invitations must not be sent or accepted. Social media friendships are only permitted if the parties already knew each other in a personal capacity prior to both joining the setting.
- Parents/carers are reminded of the Complaints and Compliments Procedure should they have any issues or concerns that they wish to discuss. We request that this procedure is followed rather than resorting to social media.

Any member of staff found to be posting remarks, comments, photographs, videos etc that breach confidentiality and or that is, or could be, deemed to be of a detrimental nature to the setting or other employees will face disciplinary action. Students on placement may be asked to leave immediately and their college informed. Staff must be aware of the need to manage their digital reputation, including the appropriateness of information and content that they post online. Staff must not name the setting as their place of work on their social media.

If a parent/carer contacts a staff member(s) via social networking sites (and or email, phone call, text message or WhatsApp etc) staff should ask them to use an appropriate communication channel and report any such incidents to the management team. All electronic communications between staff and parents/carers should be professional and only take place via the official nursery communication channels (e.g. work email or telephone) to protect all parties.

We would like everyone to work alongside the setting to maintain privacy and security for us all.

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2021)

### Special Educational Needs and Disability (SEND) code of practice.

Acres of Fun has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

At Acres of Fun, we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

The code identifies four broad "areas of need" to clarify appropriate support and sources for advice. These areas are:

- Communication and interaction (speech, language and communication needs, autistic spectrum disorder, Asperger's syndrome, autism)
- Cognitive and learning (specific learning difficulties including dyslexia, dyscalculia, dyspraxia, moderate and severe learning difficulties, profound and multiple learning difficulties, likely to include physical, sensory impairment as well as complex learning difficulties)
- Social, emotional and mental health difficulties (being withdrawn, isolated, disruptive, being anxious, attention deficit disorder, attention deficit hyperactive disorder, attachment disorders) • Sensory and/or physical needs (visual impairment, hearing impairment, multi-sensory impairment)

It is unlikely that a child's needs will fit neatly into any of these areas – most are likely to span one or more.

The benefits of early identification are widely recognised. Identifying need at the earliest point and then making effective provision improves long term outcomes for children. At Acres of Fun, we take a holistic approach to learning and development.

### Statement of Intent

We are committed to the inclusion of all children at our setting. We aim to ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique and we do not attempt to categorise children.

We are committed to working in partnership with parents/carers to endeavour to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make use of the setting's facilities - the setting is an inclusive environment which supports children and families with a range of special educational needs and disabilities. However, in some cases we will not be able to make the necessary adjustments to meet the needs of a child. The welfare, safety and development of children are our primary concerns and we will recognise if we are unable to meet these fundamental requirements. In these cases, we will work with relevant support services to identify the right alternative provision that can best meet the needs of your child and ensure they achieve their potential.

We undertake a Progress Check of all children at age two in accordance with the Code of Practice (2015) and statutory framework for the EYFS.

We will also undertake an assessment at the end of the Early Years Foundation Stage for any children that remain with us in the final term of the year in which they turn five, as per the statutory framework for the EYFS.

We will work closely with the child's parents/carers and any relevant professionals if we identify any areas where a child's progress is less than expected to establish if any additional action is required. This may include:

- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and assessing such observations regularly to monitor progress.
- EHCP beginning applications where appropriate

All new children will be given a full settling in period when joining the setting according to their individual needs.

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice (2015)
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the setting day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace e.g. 'most able' are also supported
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice.
- Monitor and review our practice and provision and, if necessary, make reasonable adjustments, and seek specialist equipment and services where required
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning
- Work in partnership with parents/carers and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the setting with parents and support parents in seeking any help they or the child may need.

Our Lead Special Education Needs and Disabilities Co-ordinator (SENCO) is **Laura Hutchins**. She is supported by **Rebecca Pritchard, Julie Huntley and Carolyn Bint**.

The role of the SENCO in our setting includes:

- Imparting knowledge to practitioners to enable them to understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting
- Taking the lead in implementing the graduated response approach and supporting colleagues through each stage of the process.

We will:

- Designate a named member of staff to be the SENCO and share their name/role with all staff and parents/carers
- Have high aspirations for all children and support them to achieve their full potential
- Develop respectful partnerships with parents/carers and families
- Ensure parents/carers are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible/appropriate
- Signpost parents/carers and families to our Local Offer in order to access local support and services - <https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0>
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January (2015) / statutory framework for the EYFS (2021)
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents/carers and other professionals - <https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=9WxKhtStC74&localofferchannel=2>
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the setting through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools. (See our Transitions policy).
- Use the graduated approach response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents/carers are consulted at all stages of the graduated response, taking into account their levels of ability
- Review children's progress and support plans regularly and work with parents/carers to agree on further support plans
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints.
- Provide a complaints procedure and make available to all parents/carers in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.

### Effective Assessment of the Need for Early Help

We are aware of the process for early help and follow the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an interagency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them; • A teacher, GP, health visitor, early



years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and

- If parents/carers and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (*Working Together to Safeguard Children 2018*).

#### Graduated Response Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents/carers, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

#### Assess

In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents/carers, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents'/carers' agreement.

#### Plan

Where it is decided to provide SEND support, and having formally notified the parents/carers, the key person and the SENCO, in consultation with the parents/carers, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents/carers will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

#### Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

#### Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents/carers and taking into account the child's views. Information will be shared with parents/carers about the impact of the support provided.

#### Education and Health Plan (EHCP)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including:

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEND
- evidence of the action already being taken by us as the early years provider to meet the child's SEND
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.

We will review this policy regularly to ensure it continues to meet the needs of the children/parents/carers and our setting.

## STAFF DEVELOPMENT AND TRAINING

Acres of Fun value our staff highly and recognises the importance of ongoing training, personal and professional development and motivation of all staff in order to provide and maintain high quality childcare.

The majority of our staff working with the children are experienced and trained to Early Years Professional Status, Qualified Teacher Status, Degree, NNEB, DCE, NVQ Level 2, 3 or 4, or equivalent. Those who are not qualified are offered the opportunity to train. Sometimes we might employ an unqualified member of staff while they decide if they want to train, or maybe they are a parent/grandparent themselves and or are highly experienced working with children, or at times (particularly during the school holidays) we employ holiday staff to cover staff holidays and help with all the extra outdoor activities. Holiday staff tend not to be qualified in childcare – but some are – and we like to try and employ those who are studying for a related degree or have an interest in working with children.

Several of our staff have undertaken ELSA (Emotional Literacy Support Assistant) training, which provides staff with the psychological knowledge, skills and resources to recognise, understand and support a child's healthy emotional development.

A programme of Continuous Professional Development (CPD) ensures practitioners are constantly improving their understanding and practice, and we promote a positive learning culture within the setting. All staff receive regular in-house training and or attend relevant courses which may include First Aid, Food Handling, Equality and Diversity, Safeguarding, Curriculum Planning, Female Genital Mutilation, SEND Courses, Health and Safety, Managing Children's Behaviour, Child Development, Manual Handling etc.

More experienced and senior staff are encouraged to pass on their knowledge to those who are less experienced.

All staff attend regular staff meetings. This gives staff the opportunity to contribute to the planning of high quality childcare and to contribute to the running of the setting.

The management team attend regular management meetings, and the Room Leaders attend regular Room Leaders' meetings.

The management team receive additional training, as appropriate, to enable the development of a broad range of managerial skills.

Staff appraisals are carried out where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs. Staff are asked their personal opinions of the setting, what they like and dislike and what they feel could be run differently or improved.

### Supervisions

Supervision meetings are carried out with all staff following their induction and probation period, but the frequency can be adjusted according to individual needs and there may be times when supervision may be increased. These are part of the setting's overall performance management system and promote a culture of mutual support, teamwork and continuous improvement. They provide opportunities for staff to discuss any issues particularly concerning children's development or well-being (including child protection concerns), identify solutions to address issues as they arise and receive coaching to improve their personal practice and effectiveness. It helps staff to develop their own skills in order to progress in their role. A template agenda is used in all meetings to ensure consistency across the setting. This clearly sets out who does what and the timeframe.

## **STAFF WORKING WITH THEIR OWN CHILDREN / CLOSE RELATION**

At Acres of Fun we understand the potential stresses of staff working in the same environment as their child or a close relation.

It is generally not appropriate for staff to care for their own children or those of a close relative whilst working in the setting. The staff member will likely be moved into a different room away from the child. There will be an agreement between the staff member, Manager and Room Leader about contact with the child during the day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again.

However, we recognise that it may not always be possible to split the staff member and child. Where this agreement is not working or is impacting on the care of the child or other children in the room, the Manager will reassess the situation.

Staff caring for another staff member's child will remain neutral and treat them as they would any other parent/child. No special treatment will be offered to any child or parent/carer who has connections with Acres of Fun.

## STUDENTS

Acres of Fun employs students following apprenticeship training. We are committed to sharing good practice with those wishing to pursue a career in childcare.

The apprenticeship students are full time members of staff. They are Trainee Nursery Assistants working towards either an NVQ Level 2 or Level 3. They must attend college regularly and will work as part of the team, supervised by the Room Leader and the Manager. In addition to this, the appropriate training agency will supervise their training and work within the setting. Their tutor will visit the setting and or have communication with the Development Manager to receive feedback about the apprentice's progress. Apprentices will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Apprentices are to undertake all tasks required to keep up to date with the course. If coursework falls behind, their placement in the setting may be at risk.

Apprentices will have an enhanced Disclosure and Barring Service (DBS) check and complete the usual induction process.

Apprentices required to conduct child studies must obtain permission from the parents/carers of the child to be studied. Any information during their time at Acres of Fun about the children, families or other adults in the setting will remain confidential.

### Work Experience Placements/Volunteers

Acres of Fun offers placement opportunities to childcare students from local schools, training agencies and colleges for voluntary work or work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.

- A volunteer is not an employee of Acres of Fun and will not have a contract of employment.
- We will, however, insist that the volunteer follows all setting policies and procedures in the same manner as a paid employee.
- The definition of 'staff' includes volunteers.
- Volunteers will complete a basic induction.
- Volunteers will be supervised at all times.
- Volunteers should not disclose information about the setting, staff, children and families as stated in the confidentiality policy.
- Volunteers required to conduct child studies must obtain permission from the parents/carers of the child to be studied.
- A risk assessment will be completed for work experience placements and students under the age of 18.
- School and college placements must wear their school uniform, or college shirt and jumper with black tailored trousers.

## SUN CARE

At Acres of Fun, the children spend a lot of time outdoors. We are committed to protecting all children from the dangers of too much sun.

We use the following procedures to keep children safe and healthy in the sun:

- Acres of Fun provides legion style sun hats which will be worn whilst outside in the warmer months.
- Acres of Fun provides high factor sun cream, which parents/carers give written consent for staff to apply. Staff must be aware of the expiry date and discard sunscreen after this date. If parents/carers do not give consent for the setting sun cream to be used, they must provide their own.
- Children have sun cream reapplied as necessary during the day.
- 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 approximately 11.00am – 3.00pm on hot days.
- Children are encouraged to drink water more frequently throughout sunny or warm days.
- 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.
- We are very fortunate at Acres of Fun to have such large gardens with natural shady areas – children are still able to go outside in hot weather, and to cool down or escape the sun should they need to.

### Vitamin D

It is important for the body to receive direct sunlight in order to be able to make vitamin D for healthy bones, teeth and muscles. We are very mindful that sun cream can block vitamin D absorption. Therefore, when conditions permit, the children spend a maximum of 15-20 minutes outside with no sun cream. We are careful to find the right balance of protecting children from sunburn as well as allowing their skin to access the sun for the vitamin D benefits.

## SUPERVISION OF VISITORS

Acres of Fun endeavours to protect the children in our care at all times, which includes making sure any visitors to the setting are properly identified and supervised. The buildings and gardens are secured so that entry cannot be gained without the knowledge or consent of a member of staff.

New staff are not allowed to greet parents/carers until they are familiar with them.

All visitors must be signed in/out on arrival and departure. Where applicable, visitors' identity will be checked. Staff should speak to the Manager if an unannounced visitor arrives, and the visitor may be asked to remain in their car while any necessary verification checks are carried out.

Visitors are informed of any relevant policies including the use of mobile phones and electronic devices.

A member of staff must accompany visitors in the setting at all times unless under specific circumstances.

**Parents/carers are reminded not to hold doors open or allow entry to any person, whether they know this person or not.**

The setting will under no circumstances tolerate any form of harassment from third parties, including visitors. The police may be called in these circumstances.

## TRANSITIONS

At Acres of Fun, we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. Examples include starting at a nursery or preschool, moving between different rooms within a setting, family breakdowns, new siblings etc.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents/carers inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

### Starting at Acres of Fun

Refer to the Settling In policy

### Moving Rooms

When a child is ready to move to a different room in the setting, we will try to ensure this is a seamless process in which the child is fully supported at all stages.

- If required, the child will spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings
- A familiar member of staff will go with the child on these initial visits
- Wherever possible at least one staff member from the room will move up with the children for familiarity.
- Parents/carers will be kept informed of all visits and the outcomes of these sessions.

### Starting School

Starting school is an important transition and some children may feel anxious. We will help to facilitate a smooth move and minimise any potential stresses.

- Each key person will talk about the new school with their key children. They will talk through any concerns the child may have and initiate activities or group discussions to help.
- We produce a comprehensive report on every child leaving the setting and make all efforts to contact the new school to pass on all relevant information so that they have a good understanding of the child.
- This will include the child's interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

### Family Breakdowns

Please refer to Separated Families policy.

If parents/carers feel that their child requires additional support because of any changes in their life, we ask that you speak to your key person or the Manager.



## USE OF DUMMIES

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

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

We will discuss the use of dummies with parents/carers as part of babies' individual care plans and only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine.

In accordance with the Infection Control policy, dummies will be stored in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children.

When discouraging the dummy staff will:

- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket

## VISITS AND OUTINGS

Short outings, such as short walks to the park, shops etc. will be covered by the general consent form signed by parents/carers when their child is first registered with the setting.

During all outings the following guidelines must be followed:

- A risk assessment for outings must be carried out by the most senior person going on the outing. This includes a list of all the children, a list of adults and full details of the destination.
- The adult to child ratio for trips is 1 adult : 2 children.
- Each adult will be in charge of two designated children throughout the outing.
- Staff will hold the children's hands or keep hold of the pushchair until they arrive at the destination.
- Staff must carry out head counts at regular intervals during the trip.
- No member of staff should ever take a child anywhere alone. The minimum number of staff, irrespective of number of children on any outing, must be two.
- The team must take a mobile phone, children's details, any medication, a first aid kit, spare clothes and plastic bags.
- Hi vis Jackets must be worn by all children and staff at all times during outings.
- At least one member of staff will hold a valid and current paediatric first aid certificate.
- In the event of a serious accident, an ambulance will be called to the scene, the Manager will be informed of the situation and parents/carers will be contacted.

Outings are only carried out on foot, we do not drive the children to any destinations.

### Lost Children

In the event of a child being lost, the Lost Child Procedure will be followed.

## WHISTLEBLOWING

Whistleblowing is the term used when a staff member passes on information concerning wrongdoing by another person. Acres of Fun wishes to foster a culture of openness and safety. We expect everyone to be professional at all times and hold the welfare and safety of everyone at the setting as their paramount objective.

If a member of staff has a concern to raise they should address Rebecca Pritchard or Julie Huntley. If there is a concern about one of these people then the staff member should contact the other. **If the disclosure relates to Safeguarding / Child Protection, the Safeguarding / Child Protection policy will be followed.**

A worker who makes a disclosure must reasonably believe two things;

- 1) that they are acting in the public interest - personal grievances and complaints are not usually covered by whistleblowing law.
  - You must believe it to be substantially true
  - You must not act maliciously or make false allegations
  - You must not seek any personal gain.
- 2) a worker must reasonably believe that the disclosure tends to show past, present or likely future wrongdoing falling into one or more of the following categories:
  - A criminal offence
  - A miscarriage of justice
  - An act creating risk to health and safety
  - An act causing damage to the environment
  - A breach of any other legal obligation
  - Concealment of any of the above
  - Any other unethical conduct
  - An act that may be deemed as radicalised or a threat to national security

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient. No one who reports a genuine concern in good faith needs to fear retribution.

### Disclosure Procedure

- Where you reasonably believe one or more of the above circumstances listed has occurred, you should promptly disclose this to a staff member detailed above so that any appropriate action can be taken.
- Any disclosure or concerns raised will be treated seriously and will be dealt with confidentially.

Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations will be subject to potential disciplinary action.

Failure to report serious matters can also be investigated and potentially lead to disciplinary action.

### Helplines

If, following all investigations by the setting, anyone has any concerns that Acres of Fun did not deal with an issue appropriately, they can contact the LADO or CAAS (details in Safeguarding / Child Protection policy).