



# Unity Nursery Blackpool



## Nursery Policies & Procedures

This booklet has been created to support parents/carers in understanding the nursery policy and procedures in line with agreements signed as part of the parent/provider contracts.

Parents/carers are encouraged to keep the policies accessible for the duration of the childcare agreement.

Policies and Procedures are also available on the Academy Website

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## **Nursery Attendance Policy**

At Unity Nursery we understand and value the importance of regular attendance in the early years, to support and encourage child's learning and development.

It is our aim to give each and every child the best start possible within their lifelong learning journey.

Regular attendance supports children with:

- Developing positive relationships with peers and caregivers outside of the family unit
- A sense of belonging and being valued as a member of the nursery 'family'
- A secure environment in which the children feel safe
- Boundaries and routines to support in preparation for starting mainstream school
- A positive outlook on learning and accessing learning environments
- Accessing frequent and purposeful learning opportunities targeted specifically to support and extend their learning and developmental progress
- Helps prevent families falling into a pattern of bad habits prior to starting school

### **Nursery Absences**

We understand that on occasions children may be too ill to attend nursery. On these occasions it is the parent's responsibility, to contact the nursery directly, before the session begins, all reasons given for absence must be recorded by the nursery as part of the free funding agreements.

Parents are asked not to pass messages through other parents or members of staff, absences can be notified by telephone, text, email or personal visit.

If a child is receiving the free nursery entitlement, all attendance may be checked by the local authority and parents may be charged for absences if it is deemed to be an unacceptable reason.

Poor attendance could also result in the free childcare being withdrawn by the Local Authority.

Poor attendance due to regular illness may result in referral to the health visitor for assessment of their medical needs impacting on their learning.

If a child's attendance is below 80% in any term, parents will be contacted and if no reasonable explanation is given, the nursery reserves the right to withdraw the childcare.

### **Things to consider**

The Early Years Foundation Stage uses observation, assessment and planning to support children in their learning and development. Your child's Early Years Teacher along with their key person observes your child on a regular basis and then carefully plans new opportunities to extend their learning. Missing nursery could mean that an activity or experience carefully planned specifically for your child could be missed, this means by the time they are next in nursery the learning opportunity could be lost.

Research has shown that children who rarely miss sessions at nursery and come in on time are more likely to feel good about themselves. They develop a clear understanding of boundaries, what to

expect, feel more confident with the adults and the other children, and this provides more opportunities to be valued and praised for their own special contribution to nursery life.

Underachievement in school is often linked to lower attendance, for some children this is linked to a steadily deteriorating trend in attendance which is traceable right back to their time in nursery.

**Support**

If a parent / carer has concerns regarding attendance please come and speak to the nursery manager as soon as possible and we will offer whatever support we can.

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**Late Collection and Uncollected Child Policy**

Prior to a child starting Unity Nursery a Parent/Provider Contract will be completed to highlight the session times a child will be attending, this will highlight the earliest a child can be brought into nursery and the latest that they can be collected. This agreement is used to identify session times and the required ratios of adults needed throughout the course of the day for all children attending nursery.

If your child is not collected on time, our legal liability relating to the staff/child ratio will be infringed as two members of staff must remain at the nursery until the last child has been collected. Any parent/carer who is late collecting their child will have to pay a fine which helps to cover the additional staffing costs incurred for this reason. The fine is £5 for the first 15 minutes, with an additional £5 for every 15 minutes thereafter. Please note that the fine is to deter parents from late collection, additional sessions/hours can be booked in advance to avoid late collection and ensure appropriate ratios are maintained.

We appreciate that there are times when the late collection of children is unavoidable; however this late collection policy applies in all circumstances.

If parents are unable to collect their child on time, they must telephone the main school office to let us know what the situation is and when their child is likely to be collected, in the event of not being contacted we will apply the procedures for an uncollected child

Parents who do not collect their children by the end of a session, at whatever time of day, will be liable for the additional payments.

This policy applies to the late collection of children from both the morning and afternoon sessions.

In the event of parents repeatedly collecting their child late they will be asked by the nursery to review their collection arrangements and parent/provider contract.

Refusal to pay late fines/charges will result in the implementation of the non-payment of fees policy.

**In the unlikely event of a child not being collected from the nursery at the expected time and no contact being made with the parents, the following procedure will apply:**

- Two members of staff will remain on the premises with the child at all times.
  - One of these staff members will be a senior member of staff.
  - The child will be reassured and comforted.
  - The parents will be telephoned on all available contact numbers.
  - If the parents are not contactable the emergency contact person will be contacted and asked to collect the child.
  - Every effort will be made to contact the parents or the emergency contact person.
  - If no contact has been made with either the parents or the emergency contact person within one hour of the time at which the child was due to be collected the nursery will contact the Early Assessment Team for advice.
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## **Nursery Complaint Policy**

Complaints will ideally be dealt with within the Nursery.

We foster and encourage good working relationships between parents and staff. Most problems can be dealt with at an informal level. Many complaints are the result of a lack of understanding or information sharing of the nursery policies and procedures, therefore as part of our partnership working we will ensure parents / carers understand and agree to our policies and procedures prior to accepting a place at Unity Nursery.

When a concern or complaint has arisen the initial point of contact is the Early Years Teacher.

If the parent/carer feels they cannot approach their key person they can speak to the Early Years Lead by calling the main school office.

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

If a problem cannot be resolved through discussion then it is necessary to:

- 1) Put a written complaint into the Early Years Lead or Primary Headteacher, Kelly Shaw. The complaint will be discussed with all members of staff and evaluated. The parent will be informed of the outcome within 20 working days.
- 2) Should the matter still not be resolved a written complaint can be made to the Headteacher at Unity Academy Blackpool, Mr Stephen Cooke.
- 3) In some circumstances, it may be necessary to take the matter further. Complaints can be passed on to OFSTED's Early Years Directorate, who have a duty to ensure a full investigation of the complaint followed by appropriate action.

If the outcome reached by all of the aforementioned is unsatisfactory then you may contact Ofsted:

The National Business Unit

Ofsted, Piccadilly Gate , Store Street , Manchester

M1 2WD

Helpline: 0300 123 1231

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

Other helpful contacts :

**Blackpool, Wyre and Fylde Directory**

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

**Tel: 0800 092 233 - 9am to 5pm Monday to Friday**

**Email [fis@blackpool.gov.uk](mailto:fis@blackpool.gov.uk)**

An Ofsted Parent information poster regarding complaints is also located by the reception desk.

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## **Payment of Nursery fees**

### **Method of payment:**

ALL fees for Childcare will be **due in advance** unless special arrangements are made.

Weekly Nursery fees and payment methods including the frequency of payments are agreed in advance of the child starting, this agreement is recorded in the Parent / Provider Contract.

Any extra (one off) days/sessions, i.e. emergency cover, special circumstances, etc. requested, will be given subject to availability and paid for in advance or on the day when your child arrives.

Late charges must be paid by the first day of the next payment period as agreed in the parent /Provider Contract , late charges will be included on the invoice

### **Changes to fees or childcare arrangements**

A minimum of 4 weeks' notice in writing will be given for any proposed fee increase. If you wish to cancel paid childcare as a result of this no additional charges will apply if notified within 7 days of the letter.

As a nursery we aim to be flexible to parents/carers needs and will change session's long term if the need occurs. Any decrease in sessions may result in the place being filled by another child therefore we cannot guarantee that if after a few days a parent/carer wishes to revert back to the old sessions they will be available.

Due to long term planning of rooms and ratios we cannot keep changing and swapping sessions adhoc and need to have appropriate notice, a half term, to check availability of the space, this is to meet our legal duty within the Early Years Foundation Stage Statutory Requirements.

### **Charges for holiday periods and absence:**

All fees **are not payable** during school holiday periods. Term Time fees **will still** be charged if the child is on holiday during the school term.

#### **What if my Child is Absent?**

If your child is absent, charges will apply as normal with the exception of nursery lunches which will be charged for at least the first day of absence unless 1 weeks notice is given.

However, in special or exceptional circumstances, you may request a meeting with the Nursery Manager to discuss your child's absence, who will review the fee position relative to the period of absence.

#### **What if I pay my fees late?**

We understand that on occasions you may need to pay your fees later than the agreed payment date, by speaking to our nursery manager or administrator in advance, an agreed alternative payment date will be made and no additional charges will be incurred.

If you do not pay your fees on time and have not discussed this with the nursery then an additional charge of £1.00 per day will be added to the fees.

#### **What if I Can't Pay my Fees on Time?**

Fees for childcare in the nursery are due in advance on the first working day of the week/month. If you are unable to make payment of your fees on time it is important that you contact us on 01253 355493 immediately to let us know. Where possible, we will work with you to organize and agree a short-term payment plan to enable you to keep your child's place at the Nursery.

#### **What Happens if I Don't Contact You?**

If fees for childcare are not paid on the first working day of the week/month due, and no contact has been made by you regarding your fees, we will contact you to discuss this matter. If we are unable to contact you and the fees remain unpaid, the following procedure will apply:

### **FEES ONE WEEK OVERDUE:**

We will write and advise you of the outstanding balance and remind you of the terms and conditions of our Parent/Provider Contract.

A request in writing will be made that you settle your account; this will include a date that fees will need to be paid before childcare is withdrawn.

### **FEES TWO WEEKS OVERDUE:**

We will again write to you advising that the outstanding balance on your account requires to be cleared as soon as possible and by the identified date. If you do not pay the balance by the date, we will unfortunately be unable to accept your child into Nursery for the additional paid hours with immediate effect and an administration charge may be added to your account.

### **FEES THREE WEEKS OVERDUE:**

Although paid childcare will have been withdrawn due to non-payment of fees, we will write to you again advising that if all fees and arrears are not cleared in full by (date) we will have no alternative but to terminate your contract.

At this point the details of the arrears will be passed onto Unity Academy Finance Team who will take steps to recover the debt.

### **ARREARS DEBT:**

At this stage you should note that consideration will be given to forwarding your debt to a Debt Recovery Services Agency and we will also notify Inland Revenue if you are claiming tax credits.

### **How will I know if my account is in arrears?**

You will be issued with a statement / invoice which will allow you to view your fees and payments, enabling you to manage your account more efficiently. Outstanding payments will be shown as due for immediate payment and we would refer you to the process above, whereby you will be putting your child's place with us at risk.

### **If I am having Financial Difficulties and can't clear my account by the due date – Will childcare stop?**

We review each case individually and do understand that without childcare, parents/carers would often not be able to work. However, we do need to ensure that parents/carers continue to pay their on-going fees in order that any arrears due by them do not increase.

We can arrange payment plans to support parents/carers in clearing their arrears this will be agreed between the nursery manager and parent/carer on an individual basis.

**It is important to note that whilst things go wrong occasionally, we would not be able to allow accounts to be paid late on a regular basis.**

### **Is there any other financial help, support and advice I can get?**



Unity Nursery will offer support and advice wherever possible.  
We have detailed below some organizations which may be able to give you further advice.

**National Debt Line**     <https://www.nationaldebtline.org/>

Call for free debt advice on 0808 808 4000

Monday to Friday 9am to 9pm, Saturday 9.30am to 1pm

**Step to Change**     <http://www.stepchange.org/Howwecanhelpyou/Debtadvice.aspx>

0800 138 1111     Freephone (including all mobiles)

**Citizens Advice**

<https://www.citizensadvice.org.uk/debt-and-money/help-with-debt/>

National phone service – Adviceline     In England the service is currently being rolled out area by area. If it is not yet available in your area, you will hear options for recorded information for England call 03444 111 444

**Help with Childcare Costs**     <https://www.childcarechoices.gov.uk/>

## **Nursery Fee Structure**

Morning Session	8.40am to 11.40am	£15.00
Afternoon Session	12.10pm to 3.10pm	£15.00
Full Day	8.40am to 3.10pm	£32.50
Extra sessions	Minimum 3 hrs	£15.00
Nursery Lunch	Per day	£2.00
Nursery lunch session	30 minutes	£2.50
Late fees	Per 15 minutes	£5.00

## **Parental Involvement**

Parents are the first educators of their young children. The aim of the nursery is to support their essential work, not to replace them.

We will:

- Develop positive relationships from the outset
- Value the information that parents have about their child and use this information as the basis for each child's starting points
- Ensure parents have understanding of the Early Years Foundation Stage and how it relates to their child and attending nursery
- Acknowledge each family is different and value this using different approaches to engage and develop information sharing processes
- Share the nursery routine and settling in process
- Support parents to become familiar with the nursery policies and procedures
- Ensure that parents are informed on a regular basis about all aspects of their child's day, including activities, sleep patterns and food intake.
- Make sure all parents are kept up to date on their child's progress and development through a variety of different mediums
- Ensure all parents have the opportunity to contribute from their own skills, knowledge and interests to the activities on-going within the nursery.
- Involve parents in shared record keeping about their own child, either formally or informally.
- Welcome the contributions of parents, whatever form these may take.
- Make known to all parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents to learn about the Early Years Foundation Stage Framework.
- Invite parents to Termly Consultations to discuss each child's developmental progress and achievements
- Have an open door policy for parents to discuss concerns with their key person, the Early Years Teacher.
- Ensure that Parents know the Nursery Procedure for the collection of children, including identification of individuals who collect children. Inform staff if different person picking child up
- Introduce all parents/carers to the nursery key worker system.
- Seek regular feedback from parents through consultation and questionnaires

- Make parents aware of the suggestion and comments box situation in Reception. Encourage visitors to fill in the significant comments book.

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## **Unity Nursery Safeguarding and Child Protection Policy**

Full Copy available on Request

Aims:

- To inform all adults working or volunteering in Unity Nursery of the regulations that must be followed in order to ensure the safeguarding of children and young people in our setting.
- To clarify the procedures for reporting suspected wrongdoing or bad practice in respect of the protection of children and young people within our setting.
- To support the development of safe environments for children and young people to learn, develop and grow up in.
- To safeguard children from extremism and radicalisation and to support the Government's Prevent Strategy.

This policy is informed by statutory guidelines on safeguarding in 'Keeping Children Safe in Education' originally published in March 2015 and subsequently updated in September 2019.

	<b>Academic Year 2023/2024</b>
<b>Referral</b>	<b>My Concern</b> - via desktop icon or start menu <b><a href="https://www.myconcern.education/Account/Login">https://www.myconcern.education/Account/Login</a></b>
<i>Designated Safeguarding Lead and contact details</i>	Ben Mashiter
<i>Deputy Designated Safeguarding Lead and contact details</i>	Karen Whittam Laura Bradsahw

## **Pan Lancashire Safeguarding Procedures and Children's Boards**

From 29 September 2019 the arrangements for local safeguarding children boards ceased to exist and in their place is the new 'Safeguarding Children Partnership Arrangements for Blackburn with Darwen, Blackpool and Lancashire'.

The procedures for the Pan Lancashire Consortium, which include those of the Children's Boards for Lancashire, Blackpool and Blackpool with Darwen can be found at: <http://panlancashirescb.proceduresonline.com/index.htm#top>

## 1. Introduction

FCAT and our partner organisations, Hodgson Academy and The Blackpool Sixth Form College, are committed to safeguarding children and young people within our areas of responsibility and recognise the importance of ensuring that all adults working or volunteering in our organisations clearly understand their legal responsibilities, specific roles and the procedures to follow in order for this to happen.

We also understand that, because of the day to day contact with children and young people, we and our colleagues are well placed to observe the outward signs of abuse and are in a position to provide support at an early opportunity. In addition, for some children experiencing, or at risk of, abuse, the academy/college may be the only stable secure and predictable element in their lives and key to providing them with the support needed to ensure their safety and wellbeing.

This policy provides the procedures for staff, volunteers and trainees to carry out in order to protect children and young people in our care and explains what to do when concerns about the safety and welfare of children and young people are identified or suspected. It outlines the procedure and support for managing any allegation made against person(s) working in or on behalf of an FCAT organisation and provides guidance on the promotion of safer environments for our children and young people.

The FCAT Safeguarding Board, made up of Designated Safeguarding Leads (DSLs) and Safeguarding Governors from each FCAT academy and FCAT's sponsor organisations monitors safeguarding practices across the Trust and provides scrutiny and challenge as required.

## 2. Scope of the Policy

This policy applies to all staff, volunteers and trainees within Unity Nursery. **Everybody working for, Unity Nursery is responsible for the safeguarding of children and young people in those organisations.**

## 3. Definition of Safeguarding

Safeguarding and protecting the welfare of children and young people involves:

- Protecting them from maltreatment, abuse and/or neglect. Specific types of abuse are defined in Appendix A.
- Preventing impairment of health and/or development.
- Ensuring the provision of safe and effective care.
- Enabling the best possible outcomes for children and young people.

## 4. General Principles of the Policy

5. The rest of this policy is divided into the following sections:

- Safeguarding information that all staff, volunteers and trainees need to know in order to protect children, young people and ensure their own safety in respect of working with children and young people.
- Actions to follow when concerns about the health and wellbeing of a child or young person are raised.
- Developing a safe environment for children and young people.

### 5. Safeguarding information that all staff, volunteers and trainees need to know.

- 5.1 It is the responsibility of **everyone** working, volunteering or training in our setting to ensure the safeguarding of children and young people there. We are in a position to identify concerns early and have a duty to prevent these from escalating and provide support to children and young people when required.
- 5.2 All staff, volunteers and trainees should be prepared to identify children and young people who may benefit from early help i.e. by providing support as soon as the problem emerges at any point in that child/young person's life. In the first instance discussions about requirements should be had with the Designated Safeguarding Lead (DSL).
- 5.3 All staff, volunteers and trainees are required to attend safeguarding awareness as part of their induction to the organisation. This training covers Part 1 of the statutory guidance on safeguarding 'Keeping Children Safe in Education'. Staff, volunteers and trainees are also required to attend refresher training on an annual basis and any supplementary training as required.
- 5.4 All staff, volunteers and trainees must know the name of their DSL and how to contact him/her should it become necessary to raise any concerns about the health and wellbeing of a child or young person.
- 5.5 All staff need to be aware of the different types of abuse and specific safeguarding issues as outlined in Appendix A and be prepared to report any suspected cases of abuse, neglect or bad practice to their DSL.
- 5.6 All staff, volunteers and trainees working in our setting have a responsibility to provide a safe environment in which children and young people can learn. This is a legal duty of care in accordance with the Department for Education (DfE) statutory guidance 'Keeping Children Safe in Education'. Training will be provided to staff, volunteers and trainees in how they can fulfil this responsibility.
- 5.7 All staff, volunteers and trainees need to recognise that some children and young people may be especially vulnerable to abuse, for example, those with Special Educational Needs and those living in adverse circumstances and to be mindful of this as part of their working

practice. All staff need to also understand that children and young people that are abused or neglected may find it difficult to develop a sense of self-worth or to view the world in a positive way and to take this into consideration if their behaviour becomes challenging.

- 5.8 All staff, volunteers and trainees must maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child or young person, staff, volunteers or trainees must always act in the best interests of the child or young person.
- 5.9 Staff, volunteers and trainees must be aware that failure to act in accordance with their duty of care to safeguard children (the law, professional guidelines or organisational policies and procedures) may result in criminal and/or for staff disciplinary action up to and including dismissal being taken.
- 5.10 All staff, volunteers and trainees are responsible for their own actions and behaviour and must avoid any conduct which would lead any reasonable person to question their motives or intentions. (Appendix B: Safeguarding Acceptable Behaviour Code)
- 5.11 Any person working or training in or on behalf of the organisation has a legal duty to report any concern(s) they may have regarding another individual working in or on behalf of the academy/college. It is understood this may be difficult as it may relate to a colleague or a person may feel that the concern is not serious enough. However all concerns must be reported to the DSL and any individual that does raise a concern will be supported to do so.
- 5.12 If an allegation against a member of staff is made, the procedures identified in Appendix D will be instigated.
- 5.13 If, as a result of a disciplinary investigation, a member of staff is dismissed, or removed from working in a regulated activity with children and young people because it is believed that they:
- harmed or pose a risk of harm to a child/young person under the age of 18 through their action or inaction or
  - received a caution or conviction for a relevant offence

the organisation, has a legal duty to refer that individual to the Disclosure and Barring Service (DBS) for them to consider whether or not that person will be listed on the DBS's Children's or Adults' Barred Lists, preventing them from engaging in regulated activity with children, vulnerable adults or both in the future.

The DBS must be informed immediately if a person has been dismissed or removed due to safeguarding concerns, or would have if they had not resigned. This is a legal duty and failure to do so is a criminal offence.

- 5.14 In line with the revised Common Inspection Framework 2015, all Ofsted inspections will report on whether or not arrangements for safeguarding children and young people on site are effective.

## 6. Actions to follow when there are concerns about the health/wellbeing of a child or young person

- 6.1 If, at any point, there are concerns about or there is a risk of immediate serious harm to a child or young person, the DSL at the organisation must be informed. Staff will immediately report:
- any suspicion that a child/young person is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
  - any explanation given which appears inconsistent or suspicious
  - any behaviours which give rise to suspicions that a child/young person may have suffered harm (e.g. worrying drawings or play)
  - any concerns that a child/young person may be suffering from inadequate care, ill treatment, or emotional maltreatment
  - any concerns that a child/young person is presenting signs or symptoms known to be indicators of abuse or neglect
  - any significant changes in a child/young person's presentation, including non-attendance
  - any hint or disclosure of abuse from any person
  - any concerns regarding person(s) who may pose a risk to children/young people (e.g. living in a household with children/young people present).

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL.

- 6.2 If neither the DSL nor the FCAT Safeguarding Lead is available, and there is risk of immediate serious harm to a child or young person, a referral to **Children's Social Care**
- 6.3 If the child/young person's situation does not appear to be improving, the staff member with concerns must use the escalation procedures (See Appendix H). **Concerns must always lead to help for the child/young person at some point.**
- 6.4 In cases where a child/young person discloses information, staff must handle this with sensitivity, recognising that this will have been difficult for him/her to do. However, the child/young person disclosing must be made aware that the information cannot remain confidential and that the DSL will need to be notified. Staff must not take it upon themselves to investigate any claim but, where possible, elicit and clarify any information disclosed in order to pass this on to the DSL. A record of the conversation must also be taken. Guidance on how to respond to a disclosure and how to record incidents is at Appendix D.
- 6.5 If a member of staff, volunteer or trainee discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18, this must be reported to the Police as well as the DSL. See Appendix A, for a definition of FGM.
- 6.6 Any child may benefit from early help, but all nursery staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
  - has special educational needs (whether or not they have a statutory education, health and care plan);
  - is a young carer;

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Any Early Help provision should be coordinated by the DSL or Deputy in liaison with external agencies as appropriate.

## **7. Developing and maintaining a safe environment for children and young people**

- 7.1 All recruitment and selection must be carried out in accordance with the Recruitment and Selection Policy and Procedures of our organisation which must comply with safer recruitment statutory guidance. As part of this process, DBS checks must be carried out prior to a new employee starting in post. For the majority of appointments, an enhanced DBS check will be required. In certain exceptional circumstances, for example, where it may not be possible for educational provision to be maintained, it may be necessary for employment to start prior to receipt of DBS disclosure, and in such instances a risk assessment must be completed to ensure sufficient control measures are in place.
- 7.2 DBS checks for existing members of staff need to be carried out every five years. In addition, each organisation must ensure that individuals appointed to carry out teaching work are not prohibited from teaching or disqualified from working with children and young people under the Childcare (Disqualification) Regulations 2009.
- 7.3 All staff members must undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with any published local multi-agency safeguarding arrangements. In addition, all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 7.4 Regulations also apply in terms of appointment of casual and temporary employees, volunteers, contracted workers, governors, regular visitors and students in placements across the setting.
- 7.5 All governors need to be enhanced DBS checked on appointment and every five years.
- 7.6 All staff are required to work in an open and transparent way and to discuss and/or take advice from management over any incident which may give cause for concern.



- 7.7 Any incidents and/or decisions in respect of safeguarding practice must be recorded.
- 7.8 Children and young people need to be made aware of how best to keep themselves safe and to counteract danger. They must be provided with age appropriate information on how to do this and of their right to be listened to should they suspect danger to themselves or their peers.
- 7.9 Children and young people must also be made aware of appropriate people within the organisation that can provide them with support in respect of safeguarding issues and/or any matters they would like to disclose and how to contact them.
- 7.10 All staff must ensure that children and young people are protected from potentially harmful and inappropriate online material and are taught online safety. Governors must ensure that appropriate filters and monitoring systems are in place to protect children and young people from potentially harmful and inappropriate online material.
- 7.11 The setting must implement a clear, holistic approach to mobile technology in relation to the impact on online safety.
- 7.12 We are committed to working with parents and carers in a positive, open and honest way and will discuss any concerns with them as far as possible. However, **we will not** discuss concerns with parents/carers in the following circumstances:
- where sexual abuse or sexual exploitation is suspected
  - where organised or multiple abuse is suspected
  - where Fabricated or Induced Illness (previously known as Munchausen by proxy syndrome) is suspected
  - where female genital mutilation (FGM) is suspected
  - in cases of suspected forced marriage
  - in cases of where a child/young person is suspected of being subjected to radicalism and/or extremism
  - where contacting the parents/carers would place a child, young person or others at immediate risk.

In these cases, staff must contact the DSL or DDSL Safeguarding Lead for advice and support.

- 7.13 We are committed to inter agency working and the sharing of valuable information in order to provide a co-ordinated offer of help when additional needs of children and young people are identified.
- 7.14 All staff, volunteers and trainees must feel able to raise concerns about poor and unsafe practice and potential failures within organisations' safeguarding procedures and be assured that those concerns will be taken seriously. Concerns need to be raised firstly with the DSL. If neither the DSL or DDSL available, concerns should be raised to the Unity Academy Headteacher.

Valid concerns and revisions to safeguarding practice must also be reported to the FCAT Safeguarding Board. If a member of staff or volunteer feels unable to raise the issue within

their organisation or feels their concern is being overlooked, they need to report the matter to the Chair of the FCAT Safeguarding Board at [david@sandersconsulting.co.uk](mailto:david@sandersconsulting.co.uk)

- 7.15 All staff should be aware of systems within the setting which support safeguarding and these should be explained to them as part of staff induction. This should include:
- a. the safeguarding and child protection policy;
  - b. the behaviour policy;
  - c. the FCAT Code of Conduct
  - d. the safeguarding response to children who go missing from education; and
  - e. the role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and deputies)

## **8. Supporting Children with Special Educational Needs and Disabilities (SEND)**

- 8.1 Staff need to be aware that children and young people with SEND can face additional safeguarding challenges and that there are barriers to recognising when these pupils are being subjected to abuse and neglect. Children and young people with SEND are more prone to peer group isolation and indicators of abuse might be put down to a child's behaviour, mood or injury relating to his/her disability.
- 8.2 When applying disciplinary measures such as restraint, physical intervention or isolation to children and young people with SEND, staff need to be aware of the vulnerability of this group and safeguard against the use of these as far as possible by planning positive and proactive support to reduce the risk of dangerous behaviour in the first place.

## **9. Supporting the Government's Prevent Strategy**

- 9.1 All staff, volunteers and trainees must be aware of the organisation's duty in terms of safeguarding children and young people against radicalisation as identified in the Government's Prevent Strategy (published in 2010) and the CONTEST strategy updated in 2018. Everyone working, volunteering and training in the organisation is expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We believe that children and young people need to be given the opportunity to explore diversity and understand that Britain is a multi-cultural society and that everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need or disability.
- 9.2 All staff, volunteers and trainees must be aware of the indicators of vulnerability that may put children/young people at risk of radicalisation and be prepared to identify any concerns about individuals/groups to the DSL.
- 9.3 All staff, volunteers and trainees must be aware that numerous factors can contribute to, and influence, the range of behaviours that define violent extremism but that this does not necessarily mean that children/young people become involved in extremist action. Appropriate

interventions may not, therefore, relate to the threat of radicalisation but to other issues, for example, mental health, relationship and/or abuse of drugs and alcohol issues etc.

Unity Nursery recognises its key responsibilities in fulfilling the Prevent Duty (Jun 2015) to:

- 1) Protect young people from being drawn into extremism or terrorism by having in place robust safeguarding policies which:
  - Identify young people at risk of radicalisation
  - Report any risks or concerns
  - Promote and exemplify British values
  - Build resilience in young people to radicalisation
- 2) Implement robust ICT policies
- 3) Assess the risk of radicalisation across the organisation
- 4) Train staff

Work in partnership with agencies including the 'Safeguarding Children Partnership Arrangements for Blackburn with Darwen, Blackpool and Lancashire'.

## **10. Addressing Peer on Peer Abuse**

- 10.1 All staff, volunteers and trainees should recognise that children are capable of abusing their peers. This can take a number of different forms including physical abuse such as hitting, biting or causing physical harm through any other means;
- 10.2 Nursery must ensure procedures are in place to monitor, investigate and address peer on peer abuse in an age appropriate way.
- 10.4 Nursery has a responsibility to ensure that children and staff, volunteers and trainees are aware that peer on peer abuse should never be tolerated or passed off as 'part of growing up'.

## **11. Information Sharing**

- 11.1 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

## **12. Online Safety**

- 12.1 The use of technology has become a significant component of many safeguarding issues. In terms of child sexual exploitation; radicalisation and sexual predation technology often provides the platform that facilitates harm. Nursery must ensure an effective approach to online safety to protect and educate the children their parents/carers in their use of technology and establish mechanisms to identify, intervene in and escalate any incident where appropriate.

12.2 Nursery must be mindful of the content that their children may be exposed to online and do their very best to ensure that they are not able to access illegal, inappropriate or harmful material whilst using technology in their settings.

12.3 Nursery must do their very best to ensure that children using technology within settings are not subjected to harmful online interaction with others

12.4 Nursery must do their very best to ensure that staff and children conduct themselves appropriately when using technology in their settings in order to reduce the likelihood of harm.

12.5 The organisation must ensure appropriate filters and monitoring systems for their hardware and software are in place and be mindful of the proportion of time used.

## 13. Single Central Record (SCR)

13.1 The Nursery is required to have a SCR and to manage and maintain this. The purpose of the SCR is to act as a register to demonstrate that the Nursery has carried out all mandatory pre-employment checks on people working there in line with safer recruitment requirements. The SCR will be kept in electronic form in accordance with FCAT's template issued and updated by FCAT's Safeguarding Lead. Unity Academy will assist in maintaining the Unity Nursery SCR.

13.2 The following pre-employment details should be included in the SCR for each of the above groups of people:

- an identity check
- a barred list check
- an enhanced Disclosure and Barring Service (DBS) check
- a prohibition from teaching check
- a Section 128 check (for those in management positions)
- further checks on people living or working outside the UK, including checks for restrictions or sanctions imposed by a European Economic Area (EEA) regulating authority
- a check of professional qualifications
- a check to establish the person's right to work in the UK
- date 2 satisfactory references received and checked
- disqualification by association check
- safer recruitment and safeguarding training completion date (optional)

The SCR should be updated daily to demonstrate that mandatory pre-employment checks have been satisfactorily carried out on everyone working in the academy/college that day and record specifically:

- whether the check has been carried out and its outcome
- the name of the person carrying out the check
- the date on which each check was carried out or the certificate was obtained

13.3 For any people working in the academy/college who are employed by a third party e.g. supply staff or contractors, the academy/college is required to seek confirmation from the third party employer that they have satisfactorily completed mandatory pre-

employment checks and that these have been recorded in the SCR. The confirmation needs to be provided by a manager or the Human Resources Department of the organisation concerned and not the individual working in the academy/college in order to ensure the information has been verified by an appropriate source. For any people working in the academy/college employed by a third party, the following additional information must be recorded on the SCR:

- that written confirmation that the third party employer has satisfactorily carried out the pre-employment checks on the individual(s) concerned and has obtained documentation to evidence this;
- whether any enhanced DBS check certificate has been provided
- the date the confirmation was received.

The third party employer must also be asked to provide a photograph of the individual(s) who will be working in the academy/college. Upon arrival at the academy/college, the person will be asked to present photo ID to reception to confirm their identity. The ID check should be recorded by the person at the academy/college performing this check.

## **14. Unity Nursery Specific Safeguarding Issues**

### **Injury on Arrival (also see Injury On Arrival Policy)**

Systems are in place to ensure effective identification and information sharing in relation to a child arriving at nursery with an injury incurred outside of the nursery provision. When commencing nursery information is shared with parents/carers in relation to their duty to inform on arrival at nursery sessions any bumps, cuts or bruises that a child has received since last attending nursery.

Nursery has a duty to record such injuries and monitor concerns through effective and accurate recording including date, time, medical treatment and any follow up care required. Each case is triaged by the DSL or DDSL who will identify if any follow up action is required. Within the recording process parents will inform staff if their child is under social care and if professionals are aware of the injury, staff are obliged to follow up this information by informing the DSL or DDSL who will telephone the Social Worker to inform them of the injury.

Parents are made aware that by completing the form any member of staff who suspects a child in their care that may have been abused or neglected has a duty to report concerns to Children's Social Care.

### **Early Help**

Systems are designed to identify students who may be especially vulnerable and in need of early help. As part of this, staff must be aware of the fundamental differences between safeguarding and child protection, even though the terminology is sometimes used interchangeably. Safeguarding is the 'wrap around' culture of safety provided for all children and Child Protection refers to the procedures used for children at risk of significant harm or who have been harmed. It is critical to understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm. All staff and adults working with children must seek advice if in any doubt and always share any concern about any student using the procedures set out in this Policy.

Early help will be needs-driven and may take a variety of forms including, enhanced vigilance and monitoring, emotional health support, assigned support and the intervention of other professionals including liaison with Social Care. All colleagues are aware of and additional vigilant towards the needs of Looked After Children attending Unity Nursery.

All staff and adults working in Unity Nursery are aware of and additionally vigilant towards the increased risks of child sexual exploitation (CSE), radicalisation (chiefly 'far right') and other significant local factors include (not limited to) poor overall health, poor mental health, domestic violence, drug and alcohol abuse, transience, low standards of accommodation and poverty. Many children have experienced/continue to experience a number of adverse childhood experiences and support in nursery is tuned to identify and work to minimise the impact of these. The proportion (and number) of children in care and supported by Child Protection Plans is very high in Blackpool and our nursery is no exception. We liaise with all services to support children and their families.

A badge system is in place denoting visitors to our setting, no visitors are left unsupervised with children, they are not permitted to be left unaccompanied with children or support with toileting.

## **Referral**

Unity Nursery has an online system (My Concern) for recording concerns, including Safeguarding concerns about a child or any behaviour incidents. This system provides an important timeline record of reported concerns, injury on arrivals, incidents and subsequent responses. It also automatically alerts DSL deputies when the category 'Safeguarding' is selected. Our procedures state that staff members should also verbally alert the DSL and/or deputies as soon as possible regarding safeguarding concerns. See Flow Chart of school procedures in Appendix J.

All safeguarding concerns must be reported via the My Concern system via the desktop icon, by typing My Concern into the start menu

Please **also** alert the DSL and/or DDSL

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## **Equal Opportunities Policy**

Unity Nursery recognises that everyone has the right to equality of opportunity. No job applicant, staff member, volunteer or service user, will be discriminated against by us on the grounds of:

- Race, colour, nationality, ethnic or national origin
- Gender, marital status
- Age
- Physical, mental disability or health
- Political beliefs or religion
- Criminal conviction unrelated to the job or service

**STATEMENT OF INTENT**

Unity Nursery is committed to treating each individual, adult or child as a person in their own right, with equal rights and responsibilities. Discrimination on the grounds of sex, race, religion, colour, creed, marital status, ethnic or national origin, or political belief, has no place within this nursery. Should any person believe that this policy is not being totally complied with, it is their duty to bring the matter to the attention of the Nursery Manager at the earliest opportunity.

Nursery staffs are committed to:

- 1 Encouraging positive role models, displayed through toys, imaginative play and activities that promote non-stereotypical images.
- 2 Selecting books that promote a range of ethnic backgrounds and cultures
- 3 Taking care to ensure that no child is excluded from any activity. ( see SEND Policy)

Equal Opportunities are taken into account when planning activities and are adapted appropriately to suit the needs of individual children.

**Service Provision**

Nobody will be discriminated against on the grounds of sex, race, religion, colour or creed, Unity Nursery will ensure that by following the Blackpool Guide to Inclusive Practice, we will be accessible to all in the community.

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**ICT Safe use Policy**

**Safe use of Information Communication Technology**

“Throughout the Early Years Foundation Stage [and beyond], children need opportunities to explore information, communication technology (ICT) in a range of meaningful contexts to support their learning, particularly where this reflects their interests and preferred learning style. Practitioners will support children in using ICT resources appropriately, helping them to make sense of the world around them in a range of real situations. Practitioners also find that using photographs, tape and video recording can be helpful to document children’s learning and development, and is an accessible way of sharing observations with children and their parents. In addition, children and parents can be actively involved themselves in the ongoing observation and assessment process by using ICT equipment to capture special moments which celebrate achievements and identify children’s fascinations. This adds a rich layer to the wealth of information that practitioners gather about learning

and development, and will help shape decisions about what needs to be provided in the future to ensure children make the progress they are capable of, within a safe e-learning environment. 'Our challenge, therefore, is to MINIMISE risks whilst MAXIMISING opportunities.'" Paterson (2010)

**ICT Resources currently used to record and access information in the nursery environment include:**

Interactive Whiteboard

Computer

iPad

iPod

Academy Mobile Phones

Digital Camera

**The use of Mobile Phones in Nursery**

Mobile phone technology has become more sophisticated over recent years and will continue to evolve. Wireless connections in particular are to extend the capabilities of mobile phones further; which will allow access to new content and services, such as the internet, social networking sites and instant messaging. Many mobile phones offer camera, video and audio recording as standard.

The aim of this policy is to protect children and young people from harm, by ensuring the appropriate management and use of mobile phones by all individuals who are to come into contact with our early years setting. This is to be achieved through balancing protection and potential misuse. It is therefore to be recognised that alongside the potential risks, mobile phones continue to be effective communication tools. This in turn is to contribute to safeguarding practice and protection.

This policy will apply to all individuals who are to have access to and/or be users of personal and/or work-related mobile phones within the broadest context of the setting environment. This will include children and young people, parents and carers, early year's practitioners and their managers, volunteers, students, committee members, visitors, contractors and community users.

Acceptable use and management of mobile phones within nursery is therefore agreed by all users. There is to be a clear expectation that the personal use of mobile phones is to be limited to specific times and uses as agreed with the Designated Safeguarding Lead. Within the nursery all staff have safe and secure storage facilities to store personal belongings including personal mobile phones.

All service users, including parents, carers, visitors and contractors should be respectfully advised that their mobile phones are not to be used in designated mobile use free areas. Should it be considered necessary for mobile phone calls and/or texts to be taken or made, efforts should be made to avoid any unnecessary disturbance or disruption to children. Under no circumstances are images, video or audio recordings to be made without prior consent by the Designated Safeguarding Officer.

All individuals who are to bring personal devices into the early years setting must ensure that they hold no inappropriate or illegal content.



It is to be recognised that mobile phones provide direct contact to others, and will often provide necessary reassurances due to their ease of access, particularly at difficult times. Agreed acceptable use of mobile phones is to therefore be promoted. This is to afford practitioners peace of mind by reducing stress and worry and therefore allow them to concentrate more fully on their work. Any authorised use of mobile phones within nursery is to be monitored; mobile phones will be stored in the kitchen area only. Such use must be subject to management, monitoring and review.

All staff have signed up to abide by Unity Academy's Mobile Phone policy, this considers personal use of work mobile phones and the safety of students throughout the academy.

### **Internet Access within Nursery**

Our Internet Policy aims to outline safe and effective practice in the use of the internet, it provides advice on acceptable use and effective control measures to enable children, young people and adults to use ICT resources in a safer online environment

The internet should be considered part of everyday life with children and young people seen to be at the forefront of this online generation. Knowledge and experience of information and communication technology (ICT) should be considered an essential life skill. Developmentally appropriate access to computers and the internet in the early years will significantly contribute to children and young people's enjoyment of learning and development. Children and young people will learn most effectively where they are to be given managed access to computers and control of their own learning experiences; however, such a use will carry an element of risk. Our early year's practitioners and managers, consider it to be their duty to make children and young people aware of the potential risks associated with online technologies. This will empower them with the knowledge and skills to keep safe, without limiting their learning opportunities and experiences.

Maintaining password security is to be an essential requirement for early years practitioners and managers particularly where they are to have access to sensitive information. A list of authorised ICT users is to be maintained, and access to sensitive and personal data is to be restricted.

Early years practitioners and managers will be responsible for keeping their passwords secure.

Sharing passwords is not to be considered secure practice. Where children and young people are to be enabled to create their own password however, a copy of such will be kept on file for reference

All ICT users must 'log out' of their accounts should they need to leave a computer unattended. If ICT users become aware that password security has been compromised or has been shared, either intentionally or unintentionally, the concern must be reported to the Designated Safeguarding Officer and ICT Manager.

It is considered essential practice that internet access for all ICT users will be managed and moderated in order to protect them from deliberate or intentional misuse. Every reasonable precaution will be taken to ensure the safe use of the internet. It has to be acknowledged however, that it will be impossible to safeguard against every eventuality.

The following control measures are in place which will manage internet access and minimise risk:

- Secure broadband and wireless access.
- A secure, filtered, managed internet service provider and learning platform.

- Secure email accounts.
- Regularly monitored and updated virus protection.
- A secure password system.
- An agreed list of assigned authorised users with controlled access.

Our computer is sited in an area of high visibility which will enable children, young people and adults to be closely supervised and their online use to be appropriately monitored within nursery.

Should children, young people or adults discover any potentially unsafe or inappropriate material, they are to hide the content from view. For example, the window will be minimised and/or the monitor (not computer) will be turned off. All such incidents must be reported to the Designated Safeguarding Officer and ICT Manager; who will ensure a report of the incident is to be made and will take any further actions which are to be deemed necessary.

All users are to be responsible for reporting any concerns encountered using online technologies to the Designated Safeguarding Lead and ICT Manager.

### **Online Communications**

In line with, 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' it will not be considered appropriate for early years practitioners or their managers to engage in personal online communications with children and young people, parents or carers.

Communications between children and adults by whatever method should take place within clear and explicit professional boundaries. Early years practitioners and managers should not share any personal information with any child or young person associated with the early years setting. They should not request or respond to any personal information from the child or young person other than that might be considered appropriate as part of their professional role. Early years practitioners and managers will ensure that all communications are to be transparent and open to scrutiny.

Where children and young people are to access online communications and communities, it will be considered best practice for them to adopt a nickname which will protect their identity and ensure anonymity.

It is to be recognised that early years practitioners and managers are also likely to use social networking sites in their recreational time on their own personal computers. This form of activity is not to be discouraged however early years practitioners are encouraged to agree and adhere to the 'professional conduct agreement'. It must be ensured that the use of such sites will not compromise professional integrity or bring the early years setting into disrepute. The adding of children and young people, parents and carers as 'friends' to a social networking site should be avoided.

Based on the principles in the document Online Safety: A Toolkit for Early Years Settings (Plymouth EYT, 2011)

## **Smoking, Drug and Alcohol Policy**

### Smoking

Unity Nursery is proactive in discouraging smoking around children.

We have a strict no smoking policy within the building and grounds of the school

- Any staff and visitors who go out at break times must not smoke within sight of the Academy.
- Staff are not permitted to smoke in their uniform.
- Staff are not permitted to smoke whilst in charge of children when off site.
- Children will not be taken off site to an environment where smoking is permitted.

### Drugs and Alcohol

Definition of the word 'drug', and other relevant terms

#### Drug

For the purpose of this policy, the word 'drug' refers to any mood-altering substance: all legal drugs, including tobacco and alcohol, all illegal drugs, volatile substances/solvents and gases, anabolic steroids, alkyl nitrites ('poppers'), over-the-counter and prescription medicines.

#### Drug taking

Drug taking means the consumption of any drug. All drug taking, including medicinal use, carries the potential for harm.

#### Drug use

Drug use is drug taking which may or may not cause harm. Such harm may not be immediately perceptible. Drug use will require the intervention of senior management who may offer information and education advice to reduce the potential for harm.

#### Drug misuse

Drug misuse will harm health or functioning. It may take the form of physical or psychological dependence or be part of a wider spectrum of problematic or harmful behaviour. Drug misuse will require a further range of interventions, which may include treatment.

#### Drug incident

A drug incident is evidence or suspicion of a specific event at the centre involving one or more unauthorised drugs, requiring immediate action by centre staff.

#### Drug situation

A drug situation is an event or series of events involving one or more drugs, including planned events, which require further observation, investigation, monitoring, management or referral by centre staff.

This policy and applies to:

- All legal and illegal drugs and medicines;
- All staff and visitors to the nursery;
- The nursery premises;
- Staff's journeys to and from home;
- Educational visits and extra-curricular activities for staff and children.

Any member of staff suspected of having taken drugs or who is still under the influence of drugs or alcohol will be asked to leave the premises and will be subject to disciplinary proceedings.

The possession, use or supply of any drug is regarded as a breach of nursery rules and the appropriate disciplinary procedure will be initiated, with the exception of:

- The use of medicines for children with parental consent and the agreement of the Early Years Teacher or Early Years 2.
- The appropriate use of medicines by staff. The Nursery Manager must be informed of any medication (and possible side effects) being taken by staff
- Controlled consumption of alcohol by staff and visitors is permitted during social occasions on the premises when there are no children on site e.g. celebration events.

There are no circumstances in which it is appropriate / acceptable for staff or visitors to use tobacco, alcohol, illegal drugs or any drug for non-medical purposes in the presence of children.

Any information about illegal drugs or the illicit sale of legal drugs will be passed on to the police. This includes the sale of tobacco, solvents and alcohol. Any information about the use, possession or supply of illegal drugs will also be passed on to the police.

### **The law**

The laws covering the possession, use and supply of medicines, alcohol, solvents, illegal and other drugs on school premises are complex.

Under the Misuse of Drugs Act 1971, it is an offence for the occupier or manager of premises to knowingly permit:

- The administration or use of a controlled drug which is unlawfully in any person's possession at or immediately before the time when it is administered or used
- The production or supply of a controlled drug.

It is a defence in the law to take action to stop either of these.

There is no legal obligation to inform the police of these offences. No offence is committed if they are not informed.

It is legal to possess an illicit drug in order to prevent an offence or while in the process of handing it to the police.

## **Nursery Food and Drink**

Aims

Meal times should be a happy, social occasion for staff and children alike. We aim to ensure that the standard of table manners and behaviour, which is expected, will be consistent. The nursery provides a balanced, nutritious daily diet for the children attending, an alternative menu can be provided for vegetarians, vegans, religious or medical reasons. We offer regular meals and snacks of milk/water and fruit between meals.

Drinking water is available to children at all times.

Nursery meals are served at the table with a tablecloth and children use appropriate eating utensils. Children will not be separated at meal times according to the type of meal they have. Children will be encouraged to eat and to sample foods. Water is provided at lunch time and is available throughout the day.

Parent/carers are responsible for keeping the staff informed about any food allergies the child may have, for a child to be provided with a substitute / alternative meal option the identified allergy must be confirmed with medical evidence identifying the severity of the allergy. Where a child has a recognised severe food allergy, information will be displayed in the nursery kitchen, all staff have a duty of care to ensure they refer to this list when preparing / serving meals.

General procedures:

- Individual dietary requirements will be respected and planned for in advance.
- If a child does not try his/her first course he/she will only be given a small amount of dessert or offered an option of fresh fruit.
- Staff will whenever possible sit with the children and engage them in discussion as they eat. Conversation between the children will be encouraged.
- Children who eat slowly will be given plenty of time to eat their meal without being rushed and be seated first to allow them more time.
- Daily menus will be displayed
- All children are encouraged to be independent while ensuring they also get the help and assistance they need.
- Staff will set a good example of good table manners.
- Cultural differences in eating habits will be respected.
- Children will be encouraged to say 'Please' and 'Thank you'.
- Children not on special diets will be encouraged to eat a small piece of everything.
- Children who refuse to eat at the mealtime will be offered food later in the day.
- Fruit will be provided daily.
- Milk and water will be provided daily.
- Parents will be discouraged from sending any food other than pack lunches into the nursery and we will actively accommodate each child's requirements to prevent the need for this.



## Aims

Children should have access to healthy and nutritious meals throughout the day, pack lunches from home should continue to support this ethos and culture within the nursery environment

The packed lunch represents approximately a third of the child's daily food intake and therefore it is important that it offers a meal in line with the [Eatwell food profile](#) to ensure that all the nutrients needed are provided.

## Healthy Pack Lunch Guidance

The UK government produced packed lunch guidance to support the implementation of school food standards for lunches and ensure that all children benefit from eating quality food during the school day.

The guidelines are:

- One portion of fruit and one portion of vegetable or salad every day to be included in packed lunches
- Meat, fish or another source of non-dairy protein should be included every day. Non-dairy sources of protein include lentils, kidney beans, chickpeas, hummus, peanut butter and falafel
- An oily fish, such as salmon, should be included at least once every three weeks
- A starchy food, such as bread or pasta, rice, couscous, noodles, potatoes or other cereals, should be included every day
- A dairy food, such as semi-skimmed or skimmed milk, cheese, yoghurt, fromage frais or custard should be included every day
- Snacks such as crisps should not be included. Instead, include seeds, vegetables and fruit (with no added salt, sugar or fat). Savoury crackers or breadsticks served with fruit, vegetables or dairy food are also a good choice
- Confectionery such as chocolate bars, chocolate-coated biscuits and sweets should not be included. Cakes and biscuits are allowed but these should be part of a balanced meal
- Meat products such as sausage rolls, individual pies corned meat and sausages / chipolatas should be included only occasionally

## What to include in your child's lunchbox

A healthier lunchbox should:

- be based on **starchy carbohydrates** (bread, potatoes, rice, pasta)
- include fresh fruit and vegetables/salad
- include a source of protein such as **beans and pulses**, eggs, fish, meat, cheese (or dairy alternative)
- include a side dish such as a low-fat and lower-sugar yoghurt (or dairy alternative), tea cake, fruit bread, plain rice/corn cakes, homemade plain popcorn, sugar-free jelly

Yes	No
One portion of fruit	Crisps
One portion of vegetable or salad	Confectionary
Meat	Chocolate
Fish	Biscuits
Crackers	Cakes
Breadstick	Drinks (these are provided by nursery)
Bread	
Pasta	
Rice	
Cous cous	
Noodles	
Yoghurt	
Fromage frais	

### **Children's Pack Lunches**

Staff will monitor all food included in the pack lunch and any that is not considered an healthy option as directed within the guidance will be removed, this may result in the option for the child to stay for pack lunch being cancelled.

Nursery will endeavour to ensure that pack lunches are stored away from heat sources. Parents and Carers have responsibility to ensure that their child's pack lunch will be clearly labelled with their name and stored in a suitable insulated container with an ice pack to ensure appropriate and safe storage of all contents.



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## **Health and Safety Policy**

### **General Statement**

Our policy is to provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees, and to provide such information, training and supervision as they need for this purpose. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for the matters of safety and the particular arrangements which we will make to implement the policy are set out in this policy and sufficient resources will be made available to honour our commitment.

### **Policy on Health and Safety**

Unity Nursery will follow the following guidelines:

- No smacking or threats of physical punishment
- No hot drinks in any room occupied by a child
- No inappropriate jewellery to be worn
- No running inside the premises (unless for P.E.)
- Children should be encouraged to run outside in a safe environment
- No trailing wires
- All cleaning materials should be kept in a cupboard out of the reach of children
- All fire exits should be clearly marked and free from obstruction
- All fire extinguishers should be clearly labelled.
- Copy of the nursery fire drill and fire procedures should be visible at all times
- Protective clothing should be worn when serving food
- Never leave scissors or potentially dangerous objects lying within the reach of the children
- Nuts of any description are not allowed in the nursery at any time

- Any accident involving body fluid must be reported to the Practitioner/First Aider. All staff should familiarise themselves with the first aid boxes
- Only the Early Years Teacher & Early Years 2 with prior written consent may administer medication to a child (see Medication Policy)
- First Aid to be carried out by a qualified First Aider only
- Under no circumstances must a member of staff take a child from the nursery premises unless prior written consent has been obtained from the parent/carer
- All children are supervised by adults at all times
- A record log is available at each session for the reporting of any accident/incident that occurs during the nursery day
- All adults are aware of the system(s) in operation for children's arrivals and departures
- All staff are responsible for the gates and doors in their area
- Gates and doors are never to be attended to by junior staff, trainees, students, volunteers or casual staff
- The outside area will be checked before the children are allowed outside to play
- The outdoor gate will be locked at all times when the children are playing outdoors
- Children will only leave the nursery with named persons unless prior consent has been given. In emergencies when such arrangements could not have been foreseen a password system will be in operation
- Low level glass, both indoors and out is safety glass
- Outdoor area is securely fenced
- Equipment is checked regularly and any dangerous items are removed, repaired or thrown away
- The layout of the space allows children to move safely and freely between activities.

**In Particular Each Adult Will:**

- Always wash hands under running water before handling food and after using the toilet
- Not be involved with the preparation of food if suffering from any infectious disease, contagious illness or skin disease
- Never smoke on the nursery or academy premises

- Will not smoke in uniform
- Never cough or sneeze over food
- Use different cloths for kitchen, general cleaning, tables and toilet/changing areas
- Always check the food temperature when cooked
- Kitchen cleaning done daily
- Keep food covered and either refrigerated or piping hot
- Ensure waste is disposed of properly and out of the reach of children. Keep a lid on the dust bin and wash hands after using it
- All food waste will be removed from floors, tables and chairs after meal and snacks
- Warning signs will be used when mopping and cleaning is in progress
- Any food or drink that requires heating will be heated immediately prior to serving and not left standing
- All fresh fruit and vegetables will be washed prior to preparation
- All utensils will be kept clean and stored in a dust free place
- Tea towels will be changed daily or more often if necessary
- Cracked or chipped china will be thrown away
- Regular fire drills are carried out
- During staff induction the nursery policy and procedures for fire safety, child protection, specific safety, first aid and accident arrival and departure procedures are covered in the first week. All other policies will follow
- Prohibit any contractor working on the premises without prior discussion with the Nursery Manager to negotiate any risks that may occur as a result of the visit
- Make sure all visitors I.D.s are checked and that they are signed into the visitors book
- All meals and snacks provided by the nursery are nutritious and pay due attention to children's particular dietary requirements.

### **ROLES AND RESPONSIBILITY**

**Providing safe resources and maintaining equipment. Checking that all risk assessment, building maintenance is up to date**

### **Senior Leadership Team Particular Responsibilities**

- That fire escapes are clear at all times
- Do regular fire drills.
- Ensure all new children, parents and staff are aware of relevant nursery procedures for health and safety issues
- That incident/accident books are regularly updated and reviewed. Appropriate action taken as required
- That all new children have emergency contact details in place at the nursery
- That staff are DBS cleared
- Check visitors I.D. and sign visitors entry system
- Staff are aware about communicable disease and time scales for children

### **Health and Safety Co-ordinator for the Academy is Gary Fletcher**

- Ensure that staff follow health and safety guidelines
- Check that cleaning is done to a high standard
- Check the storage of art and craft materials that may be deemed harmful
- Keep an up to date risk assessment record. Review every twelve months.
- Check that the registers for children are complete.
- Check equipment regularly for wear and tear
- To ensure that all staff are aware of Health and Safety procedures and that the correct procedures are being adhered to.

### **All Staff**

- Keep fire escapes clear at all times
- Maintain adequate supervision of children at all times
- Fill in registers daily
- Fill in staff register

### **Well being Self Esteem and Self Confidence**

#### **Well Being and Involvement**

Children's well being and involvement is closely monitored from the outset and is considered a key priority when children are settling into our nursery.

When it is identified that well being or involvement are low then targeted work will be implemented to support this and identify appropriate strategies to support improvement as a priority.

Practitioners will also closely monitor sudden changes in well being or involvement and liaise with home to identify any factors that may be impacting on the child.

When a concern is raised around a child's deterioration in well being or involvement this will be closely monitored for patterns or changes and recorded as appropriate.

### **Emotional Literacy**

The importance of positive mental health and well-being is defined as the ability to;

- Initiate, develop and sustain mutually satisfying personal relationships
- Develop psychologically, emotionally, intellectually and spiritually
- Use and enjoy solitude
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong
- Resolve(face) problems and setbacks and learn from them

In conjunction with our behaviour policy, the nursery will promote the emotional literacy of children by:

- Ensuring children have stable childcare arrangements so that children interact with just a few primary care givers in any one day.
- Try to sustain low staff turnover so that children are cared for by the same individuals over several years
- Good staff training in child development
- Adequate staff to child ratios
- Positive behaviour management

During observations of the children within nursery, we will also be looking at the additional strengths and weakness regarding their emotional competence for example:

- Can children talk freely about the way they feel?
  - Do children have a number of words they can use to describe their feelings?
  - Can children recognise when other people are happy/sad/angry/scared?
  - Can children recall past memories and the way they felt then?
- .....

## **Intimate Care Policy**

### **Aim**

At Unity Nursery we aim to meet the needs of all our children and promote their welfare. We recognise and assist children with intimate care where needed, and ensure that the children are treated with courtesy, dignity, and respect at all times.

Intimate care is defined as care involving washing, touching or carrying out a procedure to intimate personal areas which some children may need support in doing because of their young age, physical difficulties or other special needs.

Where a child has intimate care needs, a designated member of staff takes responsibility to provide their care. We address issues on an individual basis.

Due to the developmental stages of the children that we work with, we support them with their personal care: reminding the children to go to the toilet, hygiene etc to develop their independence. As outlined in the EYFS, we are responsible for children's personal care skills, as an essential part of the physical development within health and self-care.

On some occasions, children come to our setting in nappies. We support children sensitively and with dignity in this matter. Also, from time to time some children will have accidents and need to be attended to.

Parents are asked to supply a bag of clean clothes for their child in a bag to be hung on their child's peg. These are taken into the toilet facilities prior to changing. However a supply of spare clothing is available if necessary and parents are asked to return this as soon as possible.

If a child has needed help with meeting intimate care needs (had an accident). This is treated as confidential and shared with the parents through the daily diary and in person at the end of the day.

### **Implementation**

- Staff training

All staff are knowledgeable about intimate care/personal care. They are aware of their responsibilities, relevant policies and procedures in place (including adhering to Child Protection, Health and Safety, Confidentiality). The designated employed adult is trained, CRB/DBS checked and has received training for very specific intimate care procedures where relevant. They follow the child's care plan and they undertake their duties in a professional manner at all times. They are fully aware of best practice including hygiene.

- Intimate care / personal care plan

If a child requires regular assistance with intimate care, staff meet with the parents to discuss the child's needs and devise an agreed intimate / personal care plan. Relevant health personnel are involved if needed. We monitor and review the plan on a regular basis.

The Key Person in Nursery will deal with these issues.

- Practice

The designated practitioner who provides the care (in most cases: the child's key person) forms a strong, trusting relationship with the child. They ensure that it is a positive experience that is safe and comfortable for all. Whilst the child is having their needs met, it is treated as a time to converse and promote their personal development.

The child is encouraged to undertake as much of the procedure for themselves as possible, including washing intimate areas, dressing/undressing and hygiene.

The early years toilet area is used to attend to a child's needs and every effort is made to ensure privacy and modesty.

Most procedures are carried out by the designated key person. However, careful consideration is given to the child's individual circumstances to determine how many practitioners might need to be present when a child needs help with intimate care.

If a child is unhappy or anxious about the care being provided, the issue will be addressed to ensure that we continually meet a child's needs.

- Working with parents

We work closely with parents to identify and ensure we meet the child's needs. Cultural and religious values are respected when planning for their care. We seek to engage in regular communication with parents, and monitor and review the plan together.

- Working with outside agencies

We work closely with outside agencies and utilize their knowledge and expertise where necessary. The SENCO coordinates this approach.

Disposal of nappies, aprons and gloves safely

We have in place good hygiene practices when disposing waste to stop infection.

We follow stringent nappy changing procedures to ensure the safe disposal of waste, see below.

Changing a nappy

- A clean disposable apron and gloves is worn every time a child is changed, after having washed their hands thoroughly.
- Whilst changing, children's skin is cleaned with a disposable wipe/creams if needed.
- Nappies and 'pull ups', gloves, aprons and wipes are disposed of hygienically and safely by double bagging and placing in a special bin.

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## **Administration of Medication**

### **Philosophy**

Children who are acutely ill or infectious cannot be cared for within an Early Years setting (see Illness Exclusion Policy.)

Medicines should only be administered in early year's settings when essential; that is where it would be detrimental to a child's health if the medicine were not administered during the setting 'day'

### **Principles**

- Medication will only be given to a child following reference to the Administration of Medicines within Early Years Settings and agreement between the EYT and parent/carer.
- Medicines should only be administered if provided in their original container.
- Prescribed medication should be in the original container, clearly labelled with the child's name, and dose to be given.
- Children under 16 should never be given aspirin or medicines containing ibuprofen unless prescribed by a doctor.

### **Administration of Prescribed Medicines**

- Prescribed medication will only be given to a child following agreement between the EYT and parent/carer. **The Parental Agreement to Administer Medicine form should be completed.**



- Non-emergency medicines should be stored in the office kitchen.
- Medicines must always be provided in the original container as dispensed by the pharmacist detailing the prescriber's instructions.
- The container must be clearly labelled with the:
  - Child's name
  - Name of medicine
  - Dose
  - Method of administration
  - Time/frequency of administration
  - Expiry date
- Information regarding administration given by the parents must be consistent with those provided by the prescriber. If there is any doubt no medication will be administered until the EYT or Early Years 2 has clarified the matter.
- All medicines administered must be recorded in the administration of medicines record and parents must acknowledge this by signing.
- Before administering medication the following must be checked by the member of staff giving the medication:
  - Child's name
  - Written instructions provided by prescriber with those of the parent
  - Expiry date
  - Prescribed dose
- Immediately following administration the dose given should be recorded in the administration of medicines record. The parent collecting the child must countersign the record before taking the child home.

### **Refusing Medication**

- If a child refuses to take medicine, staff must not force them to do so, but note this in the child's record.
- Parents must be informed of any refusal on the same day.

### **Person Administering Medication In Early Years Setting**

- The EYT and Early Years 2 will administer medication within the setting.

- Any member of staff who agrees to accept responsibility for administering medicines should have appropriate training and guidance. They should be aware of possible side effects of the medicines and what to do if they occur.

### **Who has parental responsibility?**

Parents as defined in Section 576 of the Education Act 1996 include any person who is not a parent of a child, but has parental responsibility for, or care of a child. In this context, the phrase 'care of the child' includes any person who is involved in the full-time care of a child on a settled basis, such as foster parents, special guardians but excludes baby-sitters, child-minders, nannies and school staff.

The children Act 1989 uses the phrase 'parental responsibility' to sum up the collection of rights, duties, powers, responsibilities and authority that a parent has in law in respect of the law.

The following people have parental responsibility:

- Mother
- Father when married to the mother
- Unmarried father of children born after 1.12.03 provided their name is on the child's birth certificate.

### **Storage of Medication**

- The EYT and Early Years 2 must ensure that all medication is stored safely.
- Only medicines prescribed for individual children should be stored.
- Medicines should be stored strictly in accordance with product instructions and in their original container.
- All non-emergency medication should be stored in the nursery office in an individual container which is clearly labelled with the child's name and date of birth .
- All emergency medication, such as inhalers and adrenaline pens, should be stored safely in a high cupboard in the nursery kitchen in individual containers clearly labelled with the child's name and date of birth. All members of the Nursery staff must be able to access these at any moment in time, the medication must not be accessible to children at any time.
- Medicine, which needs to be refrigerated, should be kept in an airtight container clearly labelled with their name and date of birth.

### **Disposal of Medication**

- Parents are responsible for disposing of date expired medication by returning it to the pharmacist.

### **Administration of Non-Prescribed Medication**

- Staff are not normally permitted to administer non prescribed oral medication. Extenuating circumstances will be considered on an individual basis and in discussion with the EYT.

**No child under the age of 16 should be given aspirin or medicines containing ibuprofen unless prescribed by a doctor.**

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## **Injury, Illness and Exclusion**

As an inclusive provider we do not wish to exclude any children due to injuries or illness but on some occasions this is unavoidable when considering the best interests of the child and other children, staff and parents accessing our nursery.

### **Injury and Wounds**

Children who have suffered an injury or wound will be reviewed on an individual basis to identify if accessing the normal nursery provision and timetable is appropriate. We request that nursery is notified as soon as possible of the injury to ensure a prompt decision on their suitability to attend the provision to avoid undue distress to all parties.

The nursery will require specific information to complete a risk assessment and identify any potential hazards for the child. The information required will include:

The full nature of the injury and treatment received to date

Advice given by the medical professionals to date

Additional care and treatment required relating specifically to the injury

How is the injury protected and dressed

The child's mobility and self help skills

### **Potential complications**

The hazards nursery will need to consider will include:

Other children bumping, touching, banging or knocking the injury

Hazards within the environment including sand, water, malleable material, paints, running and climbing

The level of care and supervision required to ensure the child's well being

Is the child in discomfort or distress

The risk assessment will be discussed with parents/carers and an agreed plan put in place which may include:

A few days at home recovering and review again

A reduced timetable

Parents accessing provision for short sessions with the child to ensure they can still have contact with peers and adults during their recovery..

### **Injury on Arrival at Nursery (also refer to Injury on Arrival Policy)**

All instances of injury incurred outside of the nursery provision must have an Injury on Arrival completed, it is the parent/ carers responsibility to ensure nursery staff are informed on arrival of any bumps, cuts or bruising that the child has received since last attending.

Any accidents and injuries that occur whilst in the care of nursery are recorded on our online first aid form copies of this can be shared with parents/carers on request. Please refer to the Nursery First Aid and Accident Policy for more details

### **Illness Exclusion Periods**

It is important that all parents/carers understand and follow the exclusion periods for illness to ensure the safety and well being of all children and adults accessing our provision and environment.

If parents/carers are unsure if their child should be attending nursery please call us to clarify in the first instance to avoid children being distressed at being sent home upon their arrival.

## **Accident & First Aid Policy**

First Aid Certificates are displayed by the doors to each room, only staff with a relevant first aid certificate are permitted to administer first aid.

In the event of an accident all persons involved must be aware of the needs of the casualty and any other persons/ children present.

One person is to stay with the casualty. A second person will seek additional help and retrieve the First Aid Kit if required.

The Manager must be informed immediately if the accident is of a serious nature and medical attention is needed.

Any children in the vicinity are to be moved away from the incident to minimise distress for all present. Staff must ensure that children are not left unsupervised whilst dealing with the accident/incident.

Cold compresses ice packs are available in the nursery kitchen.

All persons at risk of being in contact with blood must wear disposable gloves. Any blood on flooring must be cleaned using the yellow mop bucket. All cloths and dressings must be placed into a plastic nappy bag and disposed of in a nappy bin.

In the event of a child requiring hospital treatment parents / carers will be contacted immediately and informed of the situation. The child's file containing medical information must be taken. OFSTED will also be informed if this is as a result of an accident on nursery premises.

The Nursery First Aid Co-ordinator is responsible for ensuring all of the nursery first aid kits are replenished and adequately stocked on a regular basis.

### **Recording and Reporting of Accidents by Nursery Staff**

All nursery children's accidents must be recorded as soon as it is possible to do so, the accident record must be completed by the First Aider.

Recording of Accidents:

- The accident is to be recorded onto the online FCAT first aid form, ALL sections must be completed as appropriate with as much detail as possible.
- The child's individual accident record sheet must be completed with an overview of the accident details including date and time the accident occurred.

Information Sharing of Accidents:

It is the responsibility of the First Aider to ensure that colleagues are aware of the accident record and that Parents/Carers are informed and documents signed within an appropriate time frame.

- Parents/Carers maybe be contacted and verbally informed of the accident prior to collection if this is deemed appropriate by the Nursery Team.
- Parents/ Carers will be informed of the accident and asked to sign and date to confirm the information has been shared with them.
- A copy of the full accident record must be offered to the Parent/Carer and the section confirming this ticked as appropriate.
- The Parent/Carer informed section of the First Steps Record is ticked AFTER the Parent/Carer has signed the child's individual accident record form.

**Important:**

- If the child is **NOT** collected by the Parent/Carer then a copy of the First Steps Accident Record **MUST** be printed and signed by the person collecting the child. This signed record form will then be photocopied and a copy retained for nursery records. The Child's Individual Record will also be signed by the adult collecting to confirm that a copy of the accident record has been sent home for the Parent/Carer.
- If a child is on a Child Protection Plan then a copy of the First Steps Accident Record **MUST** be printed and signed by the Parent/Carer to confirm receipt, this will then be photocopied and a copy retained within the child's File 2. Appropriate Professionals working with the family must also be informed as agreed within the Child Protection Plan or at Core Group.

If the child has been collected and the accident has NOT been reported to the Parent/Carer or persons collecting the Early Years Teacher will be informed. The Parent/Carer will then be contacted as appropriate, informed of the accident and asked to sign the documentation the next time they attend nursery.

### **Accidents Involving Children not in the care of Nursery and all Adults**

Any accidents involving Staff, Parents, Carers, Visitors or children not registered with the nursery must be recorded using the FCAT Unity Academy Accident Policy.

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## **Injury on Arrival Policy**

### **Injuries Incurred Outside of Nursery Provision**

All instances of injury incurred outside of the nursery provision must have an Injury on Arrival (IOA) completed, it is the parent/ carers responsibility to ensure nursery staff are informed on arrival of any bumps, cuts or bruising that the child has received since last attending.

Any accidents and injuries that occur whilst in the care of nursery are recorded in our accident log copies of this can be shared with parents/carers on request. Please refer to the Nursery First Aid and Accident Policy for more details

If a staff member notices a mark or injury on a child they must report the injury to the Designated safeguarding Lead immediately and record on My Concern that they have done so. Staff should use a body / face map to record the details of an injury/mark, and be as specific as possible about the size, shape, location and colouration of any mark or injury.

If a staff member notices a mark or injury on a child **on arrival** at the setting, the staff member should fill out an '**Injuries on Arrival Form**' with the parent providing the information. The explanation of the injury should be recorded as described by the parent, ensuring that there are clear descriptions of the injury and the form should be signed by the person bringing the child. The staff member should immediately report this to the Designated Safeguarding Lead through My Concern uploading the

original IOA completed by the parent/carer. If the staff member is concerned by the injury they should immediately verbally inform the Designated Safeguarding Lead or in their absence the Deputy Designated Safeguarding Lead of their concerns and mark urgent as on MyConcern. The staff member must ensure that all sections are completed and clarify if the child is under Social Care ensuring full completion of the 2nd page of the form.

If a staff member does not notice the mark or injury on arrival but later into the session then they must complete an **'Injuries on Arrival Form'** retrospectively (detailing the time the injury was noticed). The staff member should immediately report this to the Designated Safeguarding Lead or Deputy. A decision will be made by the DSL to either ring the parent immediately to discuss the injury or for it to be discussed with the parent when they return, the explanation will be recorded and the form signed retrospectively.

If the child with an injury has a Social Worker then the Designated lead or Deputy must immediately report it to them (by telephone and then followed up in writing). If the Social Worker is unavailable by telephone concerns should be discussed with a duty social worker or a team manager.

If the child with an injury does not have a Social Worker then the Designated Safeguarding Lead or Deputy would use their professional judgement to assess the situation. This may involve seeking advice from Social Care depending on the nature of the injury and any history of injuries, in most cases however the Designated Safeguarding Lead will usually ask the child's Key Worker/Person to speak to the child's parent and ask how the injury occurred. This information given by the parent must be immediately shared with the Designated Safeguarding Lead and accurately recorded. The DSL will then assess using their professional judgement if the explanation is plausible and consistent with the children's development level or whether it is a Safeguarding issue (if it is Safeguarding a cause for concern will be actioned).

When noting explanations from parents/carers regarding injuries, staff should record whether a parent/carer volunteered the information on arrival or whether the staff member had to ask for the explanation. This will be recorded when completing MY Concern

*This policy is based on the Safeguarding Guidance for Blackpool Early Years Settings October 2019*

## **Special Educational Needs and Disability (SEND) Policy**

The aims and objectives of this SEND policy are:-

- To ensure that a supportive “can do” ethos is adopted by Unity Nursery and all those practising within the setting.
- To ensure that all the children and their families accessing the provision are treated without discrimination
- To ensure all children are supported to fulfil their full potential

The Special Educational Needs Co-ordinator (SENCO's) for Unity Nursery is **Ryan Bold**

The Assistant Special Educational Needs Co-ordinator for Unity Nursery is **Zoe Marshall**

The role of the SENCO in the setting is to ensure that the SEN Code of Practice is adhered to.

In practice this means:-

- To ensure liaison with the child's parents/carers and other professionals who may be involved with the child
- To offer guidance where appropriate to practitioners working with a child
- To ensure that appropriate targets are in place, and practitioners work within the graduated approach of assess, plan, do and review as stated within the code of practice

### **Procedures for identifying, assessing and reviewing children with SEN as defined by the Special Educational Needs and Disability Code of Practice 0-25**

#### **Early Identification**

Unity Nursery has an admission policy and procedure; during this process, information should be gathered regarding the child's current skills and developmental level. If it is identified that the child has known additional needs and other professionals are involved in supporting the child and family, the SENCO will initiate a Team Around the Child meeting prior to the child starting.

The purpose of the meeting will be to agree on the level of support the child requires and by whom, how best to meet the child's needs and what resources will be needed. A starting date and settling in period will also be agreed.

Where it is not possible to hold a meeting, permission will be obtained from the parents to contact all relevant professionals supporting the child to gain appropriate information on how to meet the child's needs effectively.



All key persons are responsible for monitoring and accurately recording the developmental profile of each child and sharing this information with parents/carers. This will assist in the identification of any areas not progressing within their child's developmental age and stages.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, practitioners observations and more detailed assessments of the child's needs. From within the setting practitioners will particularly consider information on the child's progress in communication and language, physical development and personal emotional and social development. Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEN, all the information will be brought together with the observations of parents and considered with them.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early year's practitioners will look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability.

Special educational provision should be matched to the child's identified SEN. Children's SEN will be thought of in the following four broad areas of need and support.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Consideration will be given for children who have multiple needs of support or when needs change over a period of time.

### **SEN Support**

It is important that there is no delay in making any necessary special educational provision within early years. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behavioural difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in supporting children for adult life.

When SEN is identified the practitioners will work in partnership with parents to establish the support that the child needs

When special educational provision is made for a child with SEN we will inform the parents, provision will work to a graduated approach with four stages of action: assess, plan, do and review.

### **Assess**

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

### **Plan**

Where it is decided to provide SEN support, and having formally notified the parents, the practitioner, EYT and SENCO will agree in consultation with the parent, 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 should 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 staff related development needs should be identified and addressed.

Parents should be involved in planning support and where appropriate in reinforcing the provision or contributing to progress at home.

### **Do**

The child's identified practitioner and key person with support from the EYT remains responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO will support the practitioner 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 should be evaluated by the practitioner; EYT and the SENCO working with the child's parents and taking into account the child's views. They will agree to any changes to the outcomes and support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best ways of securing good progress. At each stage parents will be encouraged and supported to engage with the setting, contributing their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the setting.

The graduated approach will be co-ordinated by the SENCO working with the EYT to support the individual practitioners in the setting and informed by EYFS Materials, the Early Years Outcomes Guidance and Early Support resources.

### **Transition**

SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided; information will be shared with the receiving setting or school with consent from parents as part of the planning process.

### **Involving Specialists**

Where a child continues to make less than expected progress, despite evidence based support and interventions that are matched to the child's area of need, practitioners will consider involving appropriate specialists e.g. health visitor, speech and language therapists, portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies equipment, programmes or other interventions to enable a child to make progress towards the desired learning and development outcomes. The decision to involve specialists will be taken with the child's parents.

### **Education, Health and Care needs assessment**

Where, despite Unity Nursery having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment. (see chapter 9 of Special educational needs and disability code of practice: 0-25 years)

### **Delivering the Early Years Foundation Stage**

The nursery will take specific action to help all children in their care reach their potential. This could include: -

- Providing additional or different strategies and approaches for those children who need help.
- Planning, where necessary, to develop understanding through using materials and resources that children can access through sight, touch, sound and smell.
- Using alternative and augmentative communication, including signs and symbols.
- Using visual and written materials in different formats, including large print and symbol text.
- Information and communication technology (ICT), other technological aids and recorded or audio materials.
- Increasing children's knowledge of the wider world by using word descriptions and other stimuli, including trips beyond the setting, to extend their experiences and imagination.
- Planning for full participation in learning and in all physical and practical activity through, for example; providing additional support from adults, when needed.
- Adapting activities or environments, providing alternative activities, and using specialist aids and equipment, where appropriate.
- Helping children who have particular difficulties with behaviour to take part in learning effectively through an effective and consistently applied behaviour management strategy.
- Partnership working with parents – tracking development together and sharing information.

### **Arrangements for in-service training**

The setting considers training to be an integral part of understanding and implementing this policy. The setting will provide opportunity for access to training to enable practitioners to provide an effective inclusive setting.

Training will include:-

- Generic awareness of legislation regarding support for children with additional needs.
- Bespoke training to ensure specific needs of individual children can be met effectively.

## **Individual Dietary Needs and Food Allergy Policy**

### Statement of Belief

It is our duty to ensure the safety of the children in our care. Children may have individual dietary needs due to religious beliefs or health reasons and we will ensure that these needs are met and respected. The implementation of this policy and procedure will ensure that all risks are reduced to a minimum.

### Statement of Intent

1. As a child starts nursery their parent/carer completes an entry form. A section of the form asks for details concerning allergies relating to diet and/or religious beliefs.
2. This information is inputted onto the nursery management database. A photo of the child is added to a statement of the child's needs. This is displayed in the nursery kitchen.
3. Staff preparing and/or serving snacks in the nursery are responsible for the safety of the children. They must consult the 'Dietary Needs' chart prior to service.

### **Allergies and Medical Diets**

This policy is only relating to those children who have been medically diagnosed or are under investigation as having an allergy or specific diet due to medical need.

Evidence of the medical condition or allergy and medical advice will be required prior to the child commencing in nursery, this may delay a child's start date if sufficient notice is not given prior to the child commencing with us.

The nursery will not provide a special diet for children who do not have a specific allergy or medical condition and diagnosis has only been made at home. Nursery will though take into consideration advice given by parents/carers of foods to avoid and implications if these are digested whilst in our care.

### **POLICY FOR DEALING WITH ALL ALLERGIES AND ALLERGIC REACTIONS**

Any member of staff who is concerned about a child at the nursery showing any signs of an allergy or allergic reaction, should report it immediately to the EYT.

All staff must be able to recognise the signs and symptoms for allergies and anaphylactic shock.

- Anxiety
- Red blotchy skin
- Swelling of the face and neck
- Swelling of any other parts of the body (i.e. if allergy to wasp sting, area where sting occurred)
- Puffiness around eyes
- Wheezing
- Rapid pulse

The Nursery First Aiders are qualified in First Aid and have been trained to deal with allergic reactions and anaphylactic shock, details of first aiders are on the first aid cupboard.

\*Anaphylactic shock is a severe allergic reaction that may develop within a few minutes following the injection of a particular drug, the sting of an insect or marine creature or the ingestion of a particular food.

The reaction causes constriction of the air passages. Swelling of the face and neck increases the risk of suffocation\*

If a child goes into anaphylactic shock **CALL AN AMBULANCE**. Support him/her in a position that most relieves his/her breathing difficulty. Loosen any tight clothing at the neck and waist. Talk to him/her calmly and reassure while you wait for the ambulance to arrive. If a child loses consciousness assess his/her condition. If he/she is still breathing place him/her in the recovery position. Be prepared to resuscitate.

All staff should be aware of any child who comes into the nursery with an already known allergy. Sheets must be displayed in the main room and kitchen preparation area.

Everyone must be aware of what the allergy is, the medication that has to be administered and the procedures that need to be followed as identified in the Health Care Plan should the child have an attack.

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## **Behaviour Management Policy**

**The aims and objectives of our behaviour management policy are to:**

- Promote positive behaviour throughout the setting
- Develop a sense of caring and respect for one another, resources and environment
- Build caring, considerate and cooperative relationships with other children and adults
- Develop a range of social skills to help children learn what constitutes acceptable behaviour in order to make a positive contribution within the community
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement
- To plan opportunities to develop the personal, social and emotional needs of all children.

**The ethos of the nursery behaviour management policy is to:**

- To ensure that a supportive “can do” ethos is adopted by Unity Nursery and all practitioner’s working within the setting
- To ensure that all the children and their families accessing the nursery are valued, respected and treated without discrimination.

- To ensure all children feel valued, respected and fully supported to reach their full potential

### **Roles and Responsibilities:**

The Early Years Teacher (EYT) is responsible for leading the nursery team and ensuring the needs of all children's care and learning are met.

Under the guidance and planning completed by the EYT the named practitioner is responsible for the implementation of early intervention and identification.

### **Nursery**

The Nursery has an admission procedures in place for gathering information about children in order to meet their individual needs effectively.

It is acknowledged that all children reach their full potential when they feel safe, secure and valued, in order to achieve this, clear boundaries and rules will be agreed implemented and positively reinforced at all times.

The setting endeavours to take the necessary steps to safeguard and promote the welfare of all children.

All children's achievements however small will be recognised and acknowledged in a positive way.

The Nursery values the fact that families are unique and will encourage positive engagement with the parents/carers to identify learning needs and take actions in accordance with the SEND Code of Practice.

The Nursery ensures that children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs. The following age bands when considering developmental stages for appropriate interventions:

2 years - 3 year olds

3 years - 5 year olds

The Nursery will:

- Plan opportunities to build on and extend all children's knowledge, experiences, interests and skills. Also to develop individual children's self-esteem and confidence in their ability to learn.
- Ensure the learning environment supports every child's learning through planned experiences and activities that are challenging but achievable.
- Allocate resources, practitioners/adults and equipment to enable them to promote positive behaviour strategies and interventions.
- Follow the graduated response of the SEND Code of Practice, which is highlighted in the SEND Policy.

### **Working with Parents**

The Nursery will:

- Recognise that parents are the children's first and most enduring educators.
- Work in partnership with parents to bridge the gap between home and setting
- Recognise value and respect the unique dynamics and cultures of all families whilst adapting a sensitive approach to ensure children and families needs are met effectively.
- Recognise the value of working in partnership with parents to ensure positive outcomes for each child.
- Have an understanding and value that working consistently between home and the setting ensures improved outcomes for the child.
- Adapt our approach to establish a secure understanding relationship to ensure a coordinated approach to supporting children to reach their full potential.
- Work with the parents to establish clear rules and boundaries whilst ensuring an agreement is reached to consistently implement them at home and within the setting.

### **Arrangements for in-service training**

The Nursery considers training to be an integral part of understanding and implementing this policy, practitioners will be informed when behaviour management training is available.

### **Links with outside agencies**

With parental consent, the setting will engage, liaise and work in partnership with outside agencies and services.

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### **Risk Assessment**

At Unity Nursery we consider the safety of our children as paramount. All staff and volunteers working with the children are requested to take into consideration our risk assessments and safety protocols.

Detailed Risk Assessments have been completed for the environment, resources and activities which may pose a potential hazard to children and adults. The assessments are reviewed at least annually and sooner if there are changes or identified new hazards. The risk assessments consider the hazard, risk and what controls should be in place to ensure safety.



Dynamic risk assessments are carried out by all staff throughout the course of the day; consideration is given to hazards in the environment, broken toys and anything else that may pose a risk. If further consideration to these hazards is needed then a written risk assessment will be completed and management will be informed.

### Outings

The children will very rarely leave the school site on an outing, on occasions when this does occur a written risk assessment will be reviewed or completed for each type of outing, identifying potential hazards, adult/child ratios, and any other factors which will need to be taken into consideration.

All staff and volunteers are also required to adhere to the Nursery and Unity Academy Health and Safety Policies

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### **Missing Child Procedure**

**If a child is missing the following procedure must be followed:**

- All staff present will be informed and an immediate search of the nursery will be made, following this a search of the surrounding area, ensuring that all other children are supervised throughout.
- One member of staff will notify the Early Years Lead or EYT whilst other staff continue searching.
- The Early Years Lead or EYT will then carry out a second search of the premises.
- Ring the police and notify the Academy Senior Leadership Team
- Contact the child's parents
- Send a member of staff to search the locality
- Continue to search until the police arrive
- The Early Years Lead or EYT will meet the police and the child's parents
- The Early Years Lead or EYT will then take instructions from the police
- Any incidents must be recorded in writing

- Contact OFSTED and inform them of the incident

### **Following an incident:**

- Review risk assessments
  - Write incident report
  - Create an action plan
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## **Transition Policy**

Transition is a priority at Unity Nursery to ensure the well-being of children starting or leaving us is our main focus.

We believe that if transitions are carefully handled the stress related to change can be alleviated or avoided altogether. Anticipation, excitement and curiosity can be mixed with anxiety, uncertainty and fear. If children have a sense of being eagerly awaited, of knowing that they will be treated with respect and allowed to take some control over what happens in their new situation, transitions can be smooth. It is important to remember that the change can also be difficult for parents. In some cases children adapt a lot more quickly than their parents. Sometimes the distress associated with change is not immediately evident so it is important that support is offered over a prolonged period.

### **Children Need:**

- Recognition of their feelings
- To make strong attachments to key persons
- Time to settle in
- To have their individual needs addressed
- To feel secure and supported
- A rich and inviting environment

### **Parents Need:**

- Flexible settling in arrangements
- To feel they belong
- To feel they are listened to and understood
- Opportunities to talk about their child
- To be accepted
- To know what is happening in the setting

**Staff Need:**

- Time to plan transition arrangements
- Detailed and accurate information about each child
- Time to talk to parents
- Information from previous settings
- To know who to contact if they have questions
- Time to build relationships with children and parents

In order to achieve this:

- Parents and children will be invited to an initial Stay and Play Session when nursery children are not present
- Children will be offered two - 45 minute visits on entry to nursery. If it is felt that he/she needs more this will be arranged.
- Parents can stay with their child or leave them during this time.
- Practitioners will be watchful and attentive to find out what is needed to help a child and their family cope with the transition.
- Key persons will plan times to talk and listen to children about the move.
- Practitioners will not be judgmental; they will appreciate what the child brings with them e.g. what the child can do rather than what they cannot.
- If a child has moved from another nursery information will be requested from that setting.

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## **Settling In and Key Person Policy**

### **Aim**

We want every child to feel safe and confident at Unity Nursery by developing positive relationships which will support each child to thrive. We create a warm and welcoming environment where children settle quickly, providing individual care to each child by working closely with parents and carers.

We understand that for some children and parents, starting a nursery can be a worrying time. We ensure that our settling in procedure is robust and a key person approach ensures that we get to know the child and parents, giving them the reassurance to feel safe.

### **Information Sharing**

We begin the settling in process before the child starts as we recognise this is a crucial time to build relationships and establish a two-way dialogue.

We provide parents/carers with all the relevant information before a child starts nursery. This is achieved by

- Parents/ carers accessing our website
- Information about our nursery is given with our Request for Place form
- Information is sent explaining our settling in process when a place is offered to a child
- Inviting parents/carers to come to a Stay and Play session with their child, have the opportunity to explore our nursery environment and share receive information about the Early Years Foundation Stage and our nursery's individual child's Learning Journeys.
- Settling in sessions Nursery Policies are shared and discussed with the parents/ carers and an information brochure given.

We also seek information from our parent's/carers prior to their child starting to ensure we can meet the needs of each individual child. This is achieved by

- Completion of basic information on the Request for Place form
- Completion of a Your Unique Child form when a place is offered

- Stay and Play session – provides opportunity for a discussion about child's Your unique Child form identifying specific needs, likes, dislikes and interests, simple observations are also completed
- Nursery Entry forms completed whilst child attends nursery for 1<sup>st</sup> settling in session ensures all Statutory Information is in place

### **Settling in**

This process begins with the completion of the Your Unique Child form which may identify additional or specific needs that may need to be taken into account during the settling in process. This may trigger a home visit and additional information being collated about the child prior to the settling in process beginning.

- Each child is invited to a Stay and Play session which they attend with their parent/carer and other siblings if they so wish, this provides an opportunity to explore and become familiar with the environment and meet the nursery team.
- Settling in session 1 the child comes into nursery and if able to is left in the care of their identified key person for a maximum of 45 minutes. Revisit this if needed
- Settling in session 2 the child comes into nursery and is left in the care of their key person for 45 minutes. Revisit this if needed
- Additional settling in sessions are agreed dependant on the needs of the child
- The child may start on reduced hours to build up as they settle.

### **Key person approach**

A key person is a named member of our nursery staff assigned to an individual child to support their transition into nursery, well being, care and act as the key point of contact with that child's parent or carers. This is a requirement of the Early Years Foundation Stage Safeguarding and Welfare Requirements.

The key person will help a child to become familiar with the provision and to feel confident and safe within it, developing a genuine bond with the child (and the child's parents/carers) and offering a settled, close relationship.

The key person will meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour, talking to parents/carers to ensure that the child is being cared for appropriately

A display in each of the nursery rooms highlights key groups and each child's key person; each key person will have responsibility for

- Building a relationship with the child and their parents/ carer
- Being first point of contact for parents/carers
- Supporting the child to be familiar with the settling and routine
- Ensuring that every child's care is tailored to meet their needs
- Sharing information with parents/carers on a daily basis including encouraging engagement with the learning journeys and input from home
- Implementing Teaching and Learning as identified by the Early Years Teacher
- Completing regular observations of children taking into consideration identified next steps for each child
- Following planning completed by the Early Years Teacher

Each key person is supported by the Nursery Manager and Early Years Teacher

The key person will be reviewed and in extreme circumstances may be changed for the well-being of all concerned.

### **Key Person for Teaching and Learning**

Each child is allocated a key person with responsibility for their teaching and learning whilst in nursery. This will be the Early Years Teacher located in each of the rooms.

The Early Years Teacher is responsible for :

- The child's learning journey consisting of observations completed by all practitioners are purposeful and relevant to the child

- Moderation of observations
- Assessment of progress is monitored and next steps identified, this is shared with key person,
- Weekly planning is implemented within each of the rooms
- Targeted learning is planned taking into consideration children's tailored needs
- Early Intervention and Next Steps are completed and relevant information is shared with practitioners and other professionals working with the child.
- Children's progress is shared with parents/carers on a regular basis.
- Supporting parents/carers in understanding their child's learning and ways to support learning at home
- Arranging consultations with parents to discuss children's progress
- Regular tracking of children's progress is completed and gaps identified to ensure early intervention

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## **Nursery Evacuation Plan**

The Nursery Evacuation Plan must be followed in conjunction with Unity Academy's full evacuation plan located on the G-Drive

The purpose of this emergency plan is:

- To ensure all nursery staff know what to do if there is a fire
- To ensure that the building can be safely evacuated by everyone present

Many different factors will influence the actual actions to be taken e.g. the number of staff on duty at the time of the incident.

In **ALL** cases:

**Visitors/Parents** should sign in at Reception on entry and sign out on exit to the building. (Excluding those Parents dropping off and collecting their children)

**Nursery Staff** must sign in and out, at all times on entering and leaving the building.

**THE SOUNDING OF THE ALARM AND THE IMMEDIATE COMMENCEMENT OF THE EVACUATION PROCEDURE MUST BE THE FIRST PRIORITY**

FIRE SAFETY AWARENESS

All staff must:

1. Know both the location of and how to activate the fire alarm call points
2. Know and be familiar with all exits from the building and be able to operate the opening devices on each of them
3. Know the importance of closing doors and windows
4. Understand the reasons for keeping the Fire Doors closed
5. Know the location and type of Fire Extinguishers and Blankets provided
6. Know the assembly point
7. Be aware of the procedure to call the Fire Brigade
8. Know the location and understand the alarm panel
9. Be aware of any additional assistance that may be needed to evacuate disabled colleagues, children or members of the public.

#### WHAT TO DO ON DISCOVERING A FIRE

1. Raise the alarm at once by operating the nearest Fire Alarm call point
2. Commence the evacuation procedure immediately
3. In the case of a very small fire which you consider that you can easily and safely extinguish then , after first raising the alarm, attempt to fight the fire with the nearest correct type of Fire Extinguisher. NEVER TAKE PERSONAL RISKS and always call for assistance. NEVER ATTEMPT TO FIGHT FIRE ALONE

#### WHAT TO DO ON HEARING THE FIRE ALARM

Staff without specific duties under the evacuation procedure:

1. Leave the building as quickly and calmly as possible by the NEAREST AVAILABLE exit door. DO NOT stop to collect personal belongings and where possible close all doors/windows behind you.
2. Report to the assembly point.

FOR ALL NURSERY THE ASSEMBLY POINT IS:

**THROUGH GARDEN GATE TO PLAYGROUND BY Portacabin**



If directed the children and staff must exit the area via gate to academy assembly point at the front on the main academy reception

**Staff with specific duties under the evacuation procedure:**

1. Named Nursery Officer/ designated person to carry out the responsibility of Fire Warden for each room.
  - **Pre-school:** EYT must ensure all areas of room including Kitchen, Toilets, and Wet Play Room are clear.
2. EYT from each room to take the register to the assembly point and check all children are present.

**STAFF**

1. All available staff, where possible to assist and guide any visitors from the building
2. No-one must re-enter the building without authority from the Fire Brigade
3. People with Disabilities will be assisted as per the 'Personal Evacuation Plan'.

**EVACUATION PROCEDURE FOR PEOPLE WITH DISABILITIES**

It is a general requirement that emergency procedures are pre-planned and that planning should have regard to the needs of ALL occupants. It is therefore essential to identify the needs of people with additional requirements and to make proper arrangements for their assistance in the event of an emergency evacuation.

People requiring assistance in order to escape are not restricted to those who are wheelchair users or those whose mobility is otherwise impaired. The evacuation needs of visually and hearing impaired as well as people with temporary disabilities also need to be considered.

A Personal emergency evacuation plan should be established with the person concerned or their carer. Personal emergency evacuation plans need to be reviewed, quarterly at each fire practice and where details in the plan change. Should a person's level of additional requirements change then all people concerned should ensure the Personal emergency evacuation plan is amended.

Disabled people who have a condition that may restrict their ability to evacuate the building in an emergency are encouraged to make this fact known to their:

- Line Manager or nominated colleague (in the case of staff) or

All policies are reviewed at least annually or more frequently as legislation changes