



MAEDA GAKUEN

Policies and Procedures

www.maedagroup.co.uk

At Maeda Gakuen we aim to create a thriving environment for all our families.

Our policies and procedures are meant to safeguard the interests of our children, families and our team. We review and revise our policies and procedures annually and are made available on our website.

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1. Safeguarding and Welfare Requirements: Child Protection

1.1 Children's rights and entitlements

Policy statement

- We promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

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

To be strong means to be:

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

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

To be resilient means to:

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

To be listened to means:

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

1.2 Safeguarding children, young people and vulnerable adults

Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children, young people* and vulnerable adults. Our Safeguarding Policy is based on the three key commitments of the Early Years Alliance Safeguarding Children Policy.

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy, which incorporates responding to child protection concerns.

Key commitment 1

We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

- Our designated person (a member of staff) who co-ordinates child, young person and vulnerable adult protection issues is: Nikita Phadnavis
- When the setting is open but the designated person is not on site, a suitably trained deputy is available at all times for staff to discuss safeguarding concerns.
- Our designated officer (a member of the management team) who oversees this work is: Junko Tanabe
- The designated person, the suitably trained deputy and the designated officer ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
- The designated person (and the person who deputises for them) understands LSCB safeguarding procedures, attends relevant LSCB training at least every two years and refreshes their knowledge of safeguarding at least annually.
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff understand that safeguarding is their responsibility.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually.

- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in Working Together to Safeguard Children, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the LSCB or safeguarding partners in areas where the safeguarding partners have replaced the LSCB.
- All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.
- We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
- We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
- We will be transparent about how we lawfully process data.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of cameras and mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure

that no disqualified person or unsuitable person works at the setting or has access to the children.

- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- Volunteers must:
 - be aged 17 or over;
 - be considered competent and responsible;
 - receive a robust induction and regular supervisory meetings;
 - be familiar with all the settings policies and procedures;
 - be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number;
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are not required to notify their line manager if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.
- Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
- In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour [outlined in the employee handbook].

- We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child. Staff do not use personal cameras or filming equipment to record images.
- Personal mobile phones are not used where children are present.
- The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
- The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children's social care, or where appropriate, the LADO, Ofsted or RIDDOR.

Key commitment 2

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.

- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We understand how to identify children who may be in need of early help, how to access services for them
- We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children's social work services
- We understand that we should refer any child who may be at risk of significant harm to local authority children's social work services.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.

- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
- The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers, and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.
- We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection and child in need concerns and follow the LSCB procedures, or when they come into force replacing the LSCB, we will follow the local procedures as published by the local safeguarding partners.
- Where such indicators are apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.
- In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns about children's welfare to the local authority children's social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board (or the local safeguarding partners when their published safeguarding arrangements take over from the LSCB).

- We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age appropriate way, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- All staff know that they can contact the NSPCC whistleblowing helpline if they feel that an organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
- We have a whistleblowing policy in place.
- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing dilemmas.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child, although it is OK to ask questions for the purposes of clarification;
 - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.

- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the designated person is informed of the issue at the earliest opportunity, and always within one working day.
- Where the Local Safeguarding Children Board or local safeguarding partners safeguarding procedures stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

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

- Safeguarding Children (Pre-school Learning Alliance 2013) contains procedures to help in making a referral to the local children's social care team, as well as template forms for recording concerns and to assist with making a referral.
- We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board, which we follow where local procedures differ from those of the Early Years Alliance.

Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
- We will ensure that staff are aware of how to escalate concerns.
- We will follow local procedures published by the LSCB or safeguarding partners to resolve professional disputes.

Informing parents

- Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care, or in some circumstances police, where necessary.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the procedures of the Local

Safeguarding Children Board/Local Safeguarding Partners does not allow this, for example, where it is believed that the child may be placed at risk.

- This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should consider seeking advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

Liaison with other agencies and multi-agency working

- We work within the Local Safeguarding Children Board/Local Safeguarding Partners guidelines.
- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues and concerns about children's welfare, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

Allegations against staff and persons in position of trust

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.

- We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images
- We will recognise and respond to allegations that a person who works with children has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to a senior manager within the organisation and the Local Authority Designated Officer (LADO) as necessary to investigate and/or offer advice:

LADO Ealing: Paul Andrews

Email: asv@ealing.gov.uk

Telephone: 020 8825 8930

LADO Barnet: Multi Agency Safeguarding Hub (MASH) Team

Telephone: 020 8359 4066 / 020 8359 2000

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

families, throughout the process. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

Key commitment 3

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities should also cover extra familial threats such as online risks, radicalisation and grooming, and how to identify and respond to families who may be in need of early help, and organisational safeguarding procedures.
- Designated person receive appropriate training, as recommended by the Local Safeguarding Children Board, every two years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

Planning

The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board/Local Safeguarding Partners and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.

Support to families

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

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)
- Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Further guidance

- Working Together to Safeguard Children (HMG, 2018)
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners
- (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)

- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Advice for Practitioners providing Safeguarding Services (DfE 2018)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)
- Safeguarding Children (Pre-school Learning Alliance 2013)
- Safeguarding through Effective Supervision (Pre-school Learning Alliance 2013)
- The New Early Years Employee Handbook (Pre-school Learning Alliance 2016)
- People Management in the Early Years (Pre-school Learning Alliance 2016)

*A ‘young person’ is defined as 16 to 19 years old – in [my/our] setting they may be a student, worker, volunteer or parent.

1.3 Looked after children

Policy statement

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

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

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We do not normally offer placements for babies and children under two years who are in care; we offer instead other services to enable a child to play and engage with other children while their carer stays with them.
- In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the designated child protection co-ordinator.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:

- their emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - their sense of self, culture, language(s) and identity – and how this is to be supported;
 - their need for sociability and friendship;
 - their interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.
- In addition the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc. alongside the foster carer.
 - The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
 - In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
 - Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
 - Concerns about the child will be noted in the child's file and discussed with the foster carer.

- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the child's social worker as detailed in the care plan.

Further guidance

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

1.4 Uncollected child

Policy statement

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number is Acton: 020 8896 9696 and Finchley: 020 8343 2191.
- If a child is not collected at their expected collection time, we follow the procedures below:
 - The child's file is checked for any information about changes to the normal collection routines.

- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form - are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children.
- If we have any cause to believe the child has been abandoned we contact the local authority children's social care team:

Ealing: ECIRS – 020 8825 8000

Barnet: MASH team – 020 8359 4066 / 020 8359 2000.

If the children's social care team is unavailable [or as our local authority advise] we will contact the local police.

- After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
 - The child stays at the setting in care of two of our fully-vetted workers, one of whom will be our manager or deputy manager until the child is safely collected either by the parents or by a social care worker, or by another person specified by social care.
 - Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
 - Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
 - We ensure that the child is not anxious and we do not discuss our concerns in front of them.
 - A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.
 - Ofsted may be informed: 0300 123 1231
 - The local Early Years Alliance office/Development Worker may also be informed.

1.5 Missing child

Policy statement

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

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing, [the child's key person/the relevant member of staff] alerts our setting manager.
- The register is checked to make sure no other child has also gone astray.
- Our manager will carry out a thorough search of the building and garden.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, our manager calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.
- A recent photo and a note of what the child is wearing is given to the police.
- Our manager talks to our staff to find out when and where the child was last seen and records this.
- Our manager contacts our director and reports the incident. Our director comes to the provision immediately to carry out an investigation, [with our management team].

Child going missing on an outing

This describes what to do when our staff have taken a small group on an outing, leaving our manager and/or other staff back in our setting premises. If our manager has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole group outing with parents may be a little different, as parents usually are responsible for their own child.

- As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray.

- One staff member searches the immediate vicinity, but does not search beyond that.
- Our senior staff member on the outing contacts the police and reports that child as missing.
- Our manager is contacted immediately (if not on the outing) and the incident is recorded.
- Our manager contacts the parent(s).
- Our staff take the remaining children back to the setting as soon as possible.
- According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and a description of what the child is wearing is given to the police.
- Our manager contacts our director and reports the incident. Our director comes to our premises immediately to carry out an investigation, [with our management team].
- Our staff keep calm and do not let the other children become anxious or worried.

The investigation

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.
- Our director, carries out a full investigation, taking written statements from all our staff and volunteers who were present.
- Our manager, together with our head teacher speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present writes an incident report detailing:
 - The date and time of the incident.
 - Where the child went missing from e.g. the setting or an outing venue.
 - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
 - When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
 - What has taken place in the premises or on the outing since the child went missing.

- The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- Our staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- They may be the understandable target of parental anger and they may be afraid. Our manager ensures that any staff under investigation are not only fairly treated, but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame our staff and may single out one staff member over others; they may direct their anger at our manager. When dealing with a distraught and angry parent, there should always be two members of staff one of whom is our manager/head teacher and the other should be our director. No matter how understandable the parent's anger may be, aggression or threats against our staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. Our remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly, but also reassure them.
- In accordance with the severity of the final outcome, our staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. Our director will use their discretion to decide what action to take.
- Our staff must not discuss any missing child incident with the press without taking advice.

1.6 Online safety (including mobile phones and cameras)

Policy statement

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Procedures

Our designated person (manager/deputy) responsible for co-ordinating action taken to protect children is: Nikita Phadnavis

Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the setting is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed.
- The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

Internet access

- Children do not normally have access to the internet and never have unsupervised access.
- If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are taught the following stay safe principles in an age appropriate way prior to using the internet:
 - only go on line with a grown up
 - be kind on line
 - keep information about me safely
 - only press buttons on the internet to things I understand

- tell a grown up if something makes me unhappy on the internet
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
- If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at www.ceop.police.uk.
- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.

Email

- Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.
- Staff send personal information by encrypted email and share information securely at all times.

Mobile phones – children

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in lockers until the parent collects them at the end of the session.

Mobile phones – staff and visitors

- Personal mobile phones are not used by our staff on the premises during working hours. They will be stored in lockers.
- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. We make an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.
- These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.

Cameras and videos

- Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a school-shirt with the name of their setting on it.

Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.

- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

Electronic learning journals for recording children's progress

- Managers seek permission from the senior management team prior to using any online learning journal. A risk assessment is completed with details on how the learning journal is managed to ensure children are safeguarded.
- Staff adhere to the guidance provided with the system at all times.

Use and/or distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
- Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

Further guidance

NSPCC and CEOP Keeping Children Safe Online training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

2. Employment

2.1 Employment Policy

Policy statement

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

Procedures

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All our staff have job descriptions, which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
- We require that all our staff and volunteers keep their DBS check up-to-date by subscribing to the DBS Update Service throughout the duration of their employment with us.

- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.
- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Notifying Ofsted of changes

We inform Ofsted of any changes to our Registered Person (trustees/director(s)/owner(s) our provision) and/or our manager.

Training and staff development

- Our manager and deputy hold the PGCE (Level 7) and CACHE Level 3 Diploma for the Children and Young People's Workforce and of the rest of the staff at least half of our other staff members hold the CACHE Level 3 Certificate for the Children and Young People's Workforce or an equivalent or higher qualification.
- We provide regular in-service training to all our staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and external agencies.
- Our budget allocates resources to training.
- We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.

- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- Our staff take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with our manager with sufficient notice.

Or

- Our manager organises our staff annual leave so that ratios are not compromised.
- Where our staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary, in accordance with the individual's contract of employment.
- We have contingency plans to cover staff absences, as follows:

Manager, Deputy Manager and two other cover staff in each setting are currently not counted in ratio. In case of staff absence, one of these staff will cover as needed.

2.2 Student placements

Policy statement

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

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

Procedures

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- We require students in our setting to have a sufficient understanding and use of English and Japanese to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Students (aged 17 and over) and apprentices (aged 16 and over) may be considered to be counted in the ratios if our manager deems them to be suitably qualified and experienced.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.

- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

2.3 Supervision Guidance and Policy

The implementation of the Early Years Foundation Stage in 2017 made it a statutory requirement that:

3.21. Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

What is Supervision?

Staff supervision is a two-way process which promotes accountability and staff support and development. Both parties should be committed to making supervision worthwhile, positive, honest, objective and unbiased. The needs of the individual, the project or department where they work and the organisation as a whole should all be taken into account. Parties should be fair and open and promote equality and trust. Supervision should be a positive experience for all and take place regularly. If managers are not supervising their staff, they are omitting a key function of management.

Government guidance (Working together to safeguard children) identified that effective supervision is important for any practitioners, from any agency, involved in day to day work with children and their families.

‘Effective professional supervision can play a critical role in ensuring a clear focus on a child’s welfare. Supervision should support professionals to reflect critically. On the impact of their decisions on the child and their family. Any professional working with vulnerable children should always have access to a manager to talk through their concerns and judgements affecting the welfare of the child.’

All staff working in Early Years and Childcare have a responsibility to safeguard the children in their care. Practitioners can only achieve this effectively if they:

- Are clear about what is expected of them
- Have the skills, knowledge values and attitudes to carry out their role
- Are fully supported in their role and managed effectively.

Supervision is one of the ways in which this can be achieved. It is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of the individual. Its purpose is to monitor the progress of practitioners and to help them to improve the quality of the work they do which will improve outcomes for children. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any other concerns raised about individuals or colleagues practices.

Good supervision gives staff an opportunity to reflect on their practice, explore worries or concerns about the welfare of children within the setting and contribute towards developing a confident and competent staff team. Supervision should foster a culture of mutual support, teamwork and continuous improvement and plays a crucial role in the development and retention of the Early Years and Childcare Workforce.

Who should have Supervision and how often:

All staff that has contact with children and families shall receive regular supervision. All managers must receive regular supervision as they cannot support effectively if they are not being supported. Supervision must take place 'on a regular basis'. Ofsted does not specify how often or how long supervision should last, but it must take place regularly, whether the practitioner has just started or has been working in your organisation for some time. The level of supervision may differ, depending on the work they undertake within your setting.

Supervision Agreement

Having a written 'Supervision Agreement' between all practitioners and supervisors in place that clearly establishes ground rules and expectations on both sides assists in creating a safe, secure and effective relationship, if this is not there from the beginning and the expectations of the session are different it could result in a breakdown in relationships. Each Supervision Agreement will be different and will be a working document that is changed to suit the needs of the practitioner.

Safeguarding Supervision

Safeguarding Supervision can be managed and recorded in the same way as regular supervision but the agenda must be child focussed and the child's safety and welfare must remain at the centre of all decision making, and, as highlighted in the recent multi agency case audits and many serious case reviews, the voice of the child must be at the centre of all decision making.

Supervisors should have a professional curiosity and be prepared to ask probing questions, to challenge practitioners' values and assumptions. You must always consider practitioners' emotional well-being and competencies, however supervision is not counselling so be prepared to signpost to appropriate support services where necessary.

Record keeping is paramount and any Safeguarding Supervisions that take place discussing an individual child or family should also be stored in their Safeguarding File.

3. Safety and Welfare

3.1 First aid

Policy statement

We are able to take action to apply first aid treatment in the event of an accident involving a child or adult. All staff that is counted in adult: ratio has a current first aid certificate whether on the premises, or on an outing. The first aid qualification includes first aid training for infants and young children. We have evidence of due diligence when choosing first aid training and ensure that it is relevant to adults caring for young children.

Procedures

The first aid kit

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

- Triangular bandages x 4.
- Sterile dressings:
 - Small x 3.
 - Medium x 3.
 - Large x 3.
- Composite pack containing 20 assorted (individually-wrapped) plasters x 1.
- Sterile eye pads - No 16 dressing x 2.
- Container of 6 safety pins x 1.
- Guidance card as recommended by HSE x 1.

In addition, the following equipment is kept near to the first aid box:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.
- A children's ear thermometer.
- A supply of ice is kept in the freezer.
- Information about who has completed first aid training and the location of the first aid box is provided to all our staff and volunteers.
- The first aid box is easily accessible to adults and is kept out of the reach of children.

- The head teacher is responsible for checking and replenishing the first aid box contents.
- Medication is only administered in line with our Administering Medicines policy.
- In the case of minor injury or accidents, first aid treatment is given by a qualified first aider.
- In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is unduly upset or we have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.
- Parents sign a consent form at registration allowing a member of staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that they have been informed and are on their way to the hospital.
- Accidents and injuries are recorded in our accident record book and, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.

Legal framework

Health and Safety (First Aid) Regulations (1981)

3.2 Induction of employees and volunteers

Policy statement

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

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all employees and volunteers, including management committee members.
 - Familiarisation with the building, health and safety, and fire and evacuation procedures.
 - Ensuring our/my policies and procedures are read and adhered to.
 - Introduction to the parents, especially parents of allocated key children where appropriate.
 - Familiarisation with confidential information in relation to any key children where applicable.
 - Details of the tasks and daily routines to be completed.
- The induction period lasts at least two weeks. The manager inducts new employees and volunteers. A member of the senior management team inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.
- Following induction, we continue to support our staff to deliver high quality performance through regular supervision and appraisal of their work.

4. The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

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

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

Procedures

- We allocate a key person before the child starts.
- The key person and room leader is responsible for:
 - Providing an induction for the family and for settling the child into our setting.
 - Completing relevant forms with parents, including consent forms.
 - Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
 - Offering unconditional regard for the child and being non-judgemental.
 - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
 - Acting as the key contact for the parents.
 - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.

- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
- Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

Settling-in

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- We provide opportunities for the child and his/her parents to visit the setting.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the gradually by attending an hour or two in the first week; increasing this time as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re- settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to pick their children up if their child seems to be distressed, until their child can stay happily without them.

- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

The progress check at age two

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

5. Staffing

Policy statement

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

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

- Children aged two years: 1 adult : 4 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification or above.
- Children aged three years and over: 1 adult : 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification or above.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over as follows:
 - there is at least one member of staff for every 13 children; and
 - at least one other member of staff holds a full and relevant level 3 qualification.
- The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort.
- We only include those aged 17 years or older within our ratios where they are competent and responsible. We may also include students on long-term placements and volunteers (aged 17 or over) and apprentices (aged 16 or over), where we deem them to be suitably qualified and experienced.
- A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy.

- Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight or hearing of staff at all times.
- All staff are deployed according to the needs of the setting and the children attending.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

6. Health and Care

6.1 Administering medicines

Policy statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness. We ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, especially a baby/child under two, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

Our staff are responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager or the head teacher is responsible for the overseeing of administering medication. We notify our insurance provider of all required conditions, as laid out in our insurance policy.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- We only usually administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date and prescribed for the current condition.
- Non-prescription medication, such as pain or fever relief (e.g. Calpol) and teething gel, may be administered, but only with prior written consent of the parent and only when there is a health reason to do so, such as a high temperature. Children under the age of 16 years are never given medicines containing aspirin unless prescribed specifically for that child by a doctor. The administering of un-prescribed medication is recorded in the same way as any other medication. NB We may administer children's paracetamol (un-prescribed) for children with the verbal consent of the parents in the case of a high temperature. This is to prevent

febrile convulsion and where a parent or named person is on their way to collect the child.

- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children. On receiving the medication, the member of staff checks that it is in date and prescribed specifically for the current condition.
- Parents must give prior written permission for the administration of medication. The staff member receiving the medication will ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - the full name of child and date of birth
 - the name of medication and strength
 - who prescribed it
 - the dosage and times to be given in the setting
 - the method of administration
 - how the medication should be stored and its expiry date
 - any possible side effects that may be expected
 - the signature of the parent, their printed name and the date
- The administration of medicine is recorded accurately in [our/my] medication record book each time it is given and is signed by the person administering the medication and a witness. Parents are shown the record at the end of the day and asked to sign the record book to acknowledge the administration of the medicine. The medication record book records the:
 - name of the child
 - name and strength of the medication
 - name of the doctor that prescribed it
 - date and time of the dose
 - dose given and method
 - signature of the person administering the medication and a witness who verifies that the medication has been given correctly
 - parent's signature (at the end of the day).
- Ensure that Medication Administration Record is checked before administering the medication.
- If the administration of prescribed medication requires medical knowledge, we obtain individual training for the relevant member of staff by a health professional.

- If rectal diazepam is given, another member of staff must be present and co-signs the record book.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.
- We monitor the medication record book is monitored to look at the frequency of medication given in the setting. For example, a high incidence of antibiotics being prescribed for a number of children at similar times may indicate a need for better infection control.

Storage of medicines

- All medication is stored safely in a locked cupboard or refrigerated as required in a marked plastic box.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when- required basis. Key persons check that any medication held in the setting, is in date and return any out-of-date medication back to the parent.

Medication is stored safely in see through plastic bags labelled with the child's name and details. The head teacher and key person take responsibility for storing it.

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

- We carry out a risk assessment for each child with a long term medical condition that requires on-going medication. This is the responsibility of our manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.

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

Managing medicines on trips and outings

- If children are going on outings, the key person for the child will accompany the children with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, the original pharmacist's label and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above. For medication dispensed by a hospital pharmacy, where the child's details are not on the dispensing label, we will record the circumstances of the event and hospital instructions as relayed by the parents.
- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- This procedure should be read alongside the outings procedure.

Legal framework

The Human Medicines Regulations (2012)

6.2 Managing children who are sick, infectious, or with allergies

Policy statement

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

Procedures for children who are sick or infectious

- If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – our room leaders call their parents and ask them to collect the child, or to send a known carer to collect the child on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing. Do not wrap the child up in blankets or warm clothing.
- The child's temperature is taken using an ear thermometer, kept in the first aid box.
- If the child's temperature does not go down and is worryingly high, then we may give them Calpol or another similar analgesic, after first obtaining verbal consent from the parent where possible. This is to reduce the risk of febrile convulsions, particularly for younger children or the ones who are vulnerable to febrile convulsions. Parents sign the medication record when they collect their child.
- In extreme cases of emergency, an ambulance is called and the parent informed.
- Parents are asked to take their child to the doctor before returning them to the setting; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, we ask parents keep children home for 48 hours following the last episode.
- Some activities, such as sand and water play, and making snacks where there is a risk of cross-contamination may be suspended for the duration of any outbreak.
- We have a list of excludable diseases and current exclusion times. The full list is obtainable from

www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities and includes common childhood illnesses such as measles.

Reporting of 'notifiable diseases'

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

HIV/AIDS/Hepatitis procedure

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

- Wear single-use vinyl gloves and aprons when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Bag soiled clothing for parents to take home for cleaning.
- Clear spills of blood, urine, faeces or vomit using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.
- Ensure that children do not share tooth brushes, which are also soaked weekly in sterilising solution.

Nits and head lice

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

Procedures for children with allergies

- When children start at the setting we ask their parents if their child suffers from any known allergies. This is recorded on the Registration Form.
- If a child has an allergy, we complete a risk assessment form to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.).

- The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.).
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
 - Control measures - such as how the child can be prevented from contact with the allergen.
 - Review measures.
- This risk assessment form is kept in the child's personal file and a copy is displayed where [our staff/I] can see it.
 - A health care plan will also be completed.
 - Generally, no nuts or nut products are used within the setting.
 - Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance requirements for children with allergies and disabilities

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

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

- We must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
 - written consent from the parent or guardian allowing our staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Treatments, such as inhalers or Epipens are immediately accessible in an emergency.
- Key person for special needs children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.:
 - Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
 - The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.

6.3 Recording and reporting of accidents and incidents

Policy statement

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

Procedures

Our accident book:

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

Reporting accidents and incidents

- Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:
 - food poisoning affecting two or more children looked after on our premises
 - a serious accident or injury to, or serious illness of, a child in our care and the action we take in response (Serious accident or injury is when a child has to be seen by a doctor or is taken to the hospital either by emergency services or parents).
 - the death of a child in our care
- Local authorities (LA) are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.
- Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.
- We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Local Authority (LA). Please note that providers on school premises or domestic premises report to the Health and Safety Executive (HSE):
 - Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.
 - Any work-related accident leading to a specified injury to one of our employees. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations.

- Any work-related accident leading to an injury to one of our employees which results in them being unable to work for seven consecutive days. All work-related injuries that lead to one of our employees being incapacitated for three or more days are recorded in our accident book.
- When one of our employees suffers from a reportable occupational disease or illness as specified by the HSE.
- Any death, of a child or adult, that occurs in connection with a work-related accident.
- Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.
- Information for reporting incidents to the Local Authority or Health and Safety Executive is provided in the Accident Record (Pre-school Learning Alliance 2017). Any dangerous occurrence is recorded in our incident book (see below).

Incident book

- We have ready access to telephone numbers for emergency services, including the local police. Where we are responsible for the premises we have contact numbers for the gas and electricity emergency services, and a carpenter and plumber. Where we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.
- On discovery of an incident, we report it to the appropriate emergency services – fire, police, and ambulance – if those services are needed.
- If an incident occurs before any children arrive, our manager risk assesses this situation and decides if the premises are safe to receive children. Our manager may decide to offer a limited service or to close the setting.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.
- If a crime may have been committed, we ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an incident book for recording major incidents, including some of those that are reportable to the Local Authority or Health and Safety Executive as above.

- These incidents include:
 - a break in, burglary, or theft of personal or our setting's property
 - an intruder gaining unauthorised access to our premises
 - a fire, flood, gas leak or electrical failure
 - an attack on an adult or child on our premises or nearby
 - any racist incident involving families or our staff on the setting's premises
 - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises
 - the death of a child or adult
 - a terrorist attack, or threat of one
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed and our staff will take charge of their key children. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on our premises, the emergency services are called and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Education Inspection Framework

- As required under the Education Inspection Framework, we maintain a summary record of all accidents, exclusions, children taken off roll, incidents of poor behaviour and discrimination, including racist incidents, and complaints and resolutions.

Legal framework

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

The Health and Safety (Enforcing Authority) Regulations 1998

6.4 Nappy changing

Policy statement

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

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

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- Our key persons have a list of personalised changing times for the children in their care who are in nappies or 'pull-ups'; and change nappies according to this schedule, or more frequently where necessary.
- We encourage young children from two years to normally wear pull ups, or other types of trainer pants, as soon as they are comfortable with this and if their parents agree.
- Our key persons undertake changing children in their key groups; back up key persons change them if the key person is absent.
- Children are changed within sight of other staff whilst maintaining their dignity and privacy at all times.
- Our changing area is warm, with a safe area to lay children and no bright lights shining down in their eyes. There are mobiles and other objects of interest to take the child's attention.
- Each child has their own basket to hand with their nappies or pull ups and changing wipes.
- Our staff put on gloves and aprons before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child. Gloves are not always required for a wet nappy where there is no risk of infection, however, gloves are always available for those staff who choose to wear them. Gloves are always worn for a 'soiled' nappy, and a new pair of gloves are worn for each nappy change.
- All our staff are familiar with our hygiene procedures and carry these out when changing nappies.
- Our staff never turn their back on a child or leave them unattended whilst they are on the changing mat.

- We are gentle when changing; we avoid pulling faces and making negative comments about 'nappy contents'.
- We do not make inappropriate comments about children's genitals when changing their nappies.
- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- We encourage children to wash their hands, and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- We do not use anti-bacterial hand wash liquid or soap for young children; young skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- We dispose of nappies and pull ups hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for parents to take home.
- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect and will be a disciplinary matter.

6.5 Food and drink

Policy statement

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

Procedures

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

- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies Policy.)
- We record information about each child's dietary needs in the Registration Form and parents sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies – are up-to-date. Parents sign the updated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all our staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
- The menus are planned in advance by the catering company considering children and practitioners' feedback.
- We display the menus of meals/snacks for parents to view.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the four main food groups:
 - meat, fish and protein alternatives
 - dairy foods
 - grains, cereals and starch vegetables
 - fruit and vegetables
- We provide Japanese food to suit with children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and we are especially vigilant where we have a child who has a known allergy to nuts.

- Through discussion with parents and research reading, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered and make every effort to ensure Halal meat or Kosher food is available for children who require it.
- We show sensitivity in providing for children's diets and allergies. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and adults participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- We inform parents who provide food for their children about the storage facilities available in our/my setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For young children who drink milk, we provide whole pasteurised milk.
- For each child under three, we provide parents with daily written information about feeding routines, intake and preferences.

Packed lunches

Where we cannot provide cooked meals and children are required to bring packed lunches, we:

- ensure that food is consumed within 4 hours from when the children bring it to school;
- inform parents of our policy on healthy eating;
- inform parents of storage and that due to hygiene and safety reasons we do now allow children to microwave their meals;

- encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts, such as yoghurt or crème fraîche, where we can only provide cold food from home. We discourage sweet drinks and can provide children with water;
- discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- ensure that adults sit with children to eat their lunch so that the mealtime is a social occasion.

Legal framework

Regulation (EC) 853/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs.

6.6 Food hygiene

Policy statement

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

- Milk, Barley tea and Mineral Water
- Lunches delivered by J.Gourmet.
- Packed lunches from home.

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

We are registered as a food provider with the local authority Environmental Health Department and for both Acton and Finchley the Food Hygiene rating from the latest inspection is 5 (the highest)

Procedures

- Our staff with responsibility for food preparation understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to our setting. This is set out in Safer Food, Better Business (Food Standards Agency 2011). The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
 - All our staff follow the guidelines of Safer Food, Better Business.
 - All our staff who are involved in the preparation and handling of food have received training in food hygiene.
 - We use reliable suppliers for the food we purchase.
 - Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
 - Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
 - Food preparation areas are cleaned before and after use.
 - There are separate facilities for hand-washing and for washing-up.
 - All surfaces are clean and non-porous.
 - All utensils, crockery etc. are clean and stored appropriately.
 - Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.

- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand-washing and simple hygiene rules;
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment, such as blenders etc.

Reporting of food poisoning

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

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

Legal framework

Regulation (EC) 853/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs

6.7 Safe Operating Policy and Procedures - COVID-19

Policy statement

It is important that everyone complies with the latest Government guidance on Coronavirus.

We have developed these Safe Operating Procedures based on guidance from the Department of Education and the National Institute for Health Protection specifically for Early Years. It is important that we adapt our everyday practices to ensure that we continue to offer the staff and children a safe environment. Hygiene and social distancing remain the two key elements of infection prevention and control. If any symptoms are displayed, families must be alert and self-isolate for the safety of everyone.

Covid-19 appears to affect young children less often and with less severity.

Children's role in its transmission is unclear but it seems that it is not significant.

Compassionate leadership is at the heart of this reopening and we will do everything we can to be honest, open and to communicate with you. There will be a lot of anxieties and we acknowledge that it is OK to feel worried and that COVID-19 and the lockdown has had an impact on everyone.

Everyone involved in the day to day running of the nurseries will receive appropriate instruction and training on how to operate under the terms of the Safe Operating Procedures.

We aim to work in partnership with parents and trust that everyone understands and follows these Safe Operating Procedures.

Procedure

The key principles of these procedures are:

- Any pupil, staff member, parent or visitor with coronavirus symptoms must not attend nursery and must isolate at home
- Increased cleaning processes are in place, throughout and at the end of the day
- Children and team members will be social distancing as far as possible
- Children will each day stay in key family groups (a bubble) with a buddy group working alongside to ensure continuity of staffing and children
- Key family groups will be in place inside and outside
- Arrival and departure will be staggered and children will be dropped off at separate entrances, where this is possible.
- Parents will not come on site or visit the nursery rooms unless this is explicitly arranged with the Nursery Manager e.g. in the event of a child being distressed
- The process for settling in sessions will be managed away from the other children

Attendance

Children and employees are welcome to attend nursery but must not be displaying any coronavirus symptoms, the most common being a new continuous cough, a high temperature or a loss of taste and smell.

It is important that you seek medical advice if you are unsure.

It is important that children do not attend nursery if unwell for their own wellbeing and for the safety of others. Calpol or other medication that can mask fever symptoms should also not be given before they come to nursery.

If anyone is experiencing any symptoms they cannot return to nursery until they have completed the required isolation period and be symptom free or have achieved a negative test result (proof will be required). Prompt exclusion is essential to preventing the spread of infection. Children and employees who are classed as clinically vulnerable should follow their medical advice before attending nursery.

It is preferable that your child only attends one setting to avoid mixing with different groups of children. Please speak with the Manager/Headteacher if this is going to be a problem or to make them aware that this is the case.

Drop off and collection of children

Parents are asked to drop off and collect their children at designated entrances and not to enter the nursery. Whilst parents are waiting, it is important to maintain social distancing by keeping a distance of two metres apart. It is preferable if only one parent carries out drop off and collection.

Parents will be allocated a suggested time for arrival and drop off to ease pressure in the car park or waiting outside. Please approach the nursery slowly when driving as there will be parents and children waiting to enter. If you can walk to nursery, please do so.

Temperature and symptom monitoring

Routine temperature testing is not recommended as a reliable method for identifying coronavirus. Parents and employees should follow the NHS guidelines and, in particular, evidence of a high temperature and/or new continuous cough.

Travel to the setting

It is better not to share transport and to travel by car, bike or walk. Face coverings have been advised by the Government for use on public transport.

Travel outside of local area

If you or a close contact of yours travels internationally or to an area of the UK under local Covid restrictions, then you must be tested and have a negative result before returning to nursery. This is not limited to countries listed on the current government quarantine list. The only exception is if you have already quarantined for 14 days after your arrival back into the UK.

Implementing social distancing

It is very difficult to avoid a level of physical interaction with young children and it is important to have their wellbeing at the centre of everything we do. If a child is in need of a hug, then it would not be fair to deny them this. To help with social

distancing the children will be grouped in small groups (a bubble) with a practitioner and this group will work alongside a buddy group to ensure that an adult is always available. Social distancing will also apply to coat pegs, seating arrangements and sleeping.

Playrooms and groups

We aim to keep children in their groups which will be identified by their usual room name e.g. Tanpopo, to continue with the small group approach. We would only merge groups if there was no other choice.

We are fortunate that we already have a system in place of key family groups and so this arrangement will not be unusual for the children and will not interrupt their play. The practitioners will organise designated areas, indoors and outdoors, for the children in their groups. Children will have access to the full range of activities that are considered safe at this time.

Mealtimes

- As always, children will eat in their rooms.
- The practitioners will serve the children.
- No food will be eaten out of shared platters or containers.
- The children will need to bring in their own, named, drinking cup and take it home each day to be washed.
- Drinks will be offered at 30 minute intervals instead of cups being at the children's level to avoid accidental sharing of cups.

Employees

All employees will undergo a return-to-work induction and training on the new Safe Operating Procedures, with emphasis on good hygiene practices and maintaining social distancing.

Fire drills and lockdown practice

If we have to respond to a fire or emergency lockdown, we will continue to manage social distancing, as far as possible. The safety of the children and employees will always come first.

Wellbeing

We know that this is a very unusual and worrying time for everyone. It is very important that at the forefront of this heightened awareness of safe operating procedures, we do not forget that care and consideration must be taken of the need to ensure that everyone within the nursery community feels safe and secure. We will try our best to create a normal nursery environment and hope that you will bear with us.

We will concentrate on building secure attachments and we will continue observing and assessing the children, regularly updating their learning journeys. We will not be able to carry out lengthy handovers. We want our team to spend time with the children, playing and building their relationships.

We would always speak with you immediately if we had any concerns. If your child is expressing any concerns or worries, it is important that you inform the key person/Nursery Manager.

Visitors

Settling in sessions/transitions

Parents will not be able to enter the nursery for settling-in. To prevent the child from being distressed we will ensure that we start them gradually by lengthening the settling-in time. The Manager/Headteacher will give further guidance on the day. It is important that social distancing continues to be maintained. The parents will not be able to spend time in the children's rooms in order to minimise any risk of infection.

Visitors

Visitors to the nursery will not be encouraged unless it involves a safeguarding issue that cannot be resolved by telephone. Interviews or meetings will be conducted via videoconference. There will be no parents' evenings for the time being, nor any other mass events such as sports day, Christmas play or pre-school graduations.

Nursery show-rounds

Prospective parents should make use of the nursery website for information relating to the ethos and organisation of the nursery. We are happy to offer a video tour of the nursery. Kindly contact the nursery reception and they will be able to give you all the information you require.

Contractors

Any contractors to the nursery will be reminded of National Institute for Health Protection guidance prior to entering the building.

Health, Hygiene and Safety

Reducing the spread of the virus

It is recognised that good hygiene and cleaning practices will significantly reduce the spread and transmission of the virus as well as everyone being alert to the symptoms. Doors and windows will be opened as much as possible.

Cleaning

An enhanced cleaning schedule will be implemented throughout and at the end of the day. Communal areas, door handles and shared facilities e.g. iPads, must be regularly cleaned. The Headteacher will be responsible for recording these cleaning schedules.

The rate of hand washing must be significantly increased. Everyone, including children, must wash their hands on arrival at nursery. If no wash basins are available, sanitiser will be available. There will be regular opportunities for hand washing throughout the day.

Use of Tissues

The children will be supported in age-appropriate ways to understand the steps they can take to keep themselves and others safe and this includes sneezing into a tissue (or their arm if immediate) and then to dispose of the tissue.

Toileting

The children will be taken to the toilets and supervised. Hand washing signs will be displayed to ensure hand washing is thorough and the practitioners will talk to the children about why we are washing our hands.

Clothing

All employees and children should wear clean clothing every day. If you have travelled on public transport, it is advised that you change your clothing on arrival at nursery. Children should bring one bag with changes of clothing to last their weekly booking pattern and take it home with them at the end of the week.

Risk assessments

All risk assessments will reflect the risk of transmission of COVID-19. Certain activities will be adapted or removed to reflect this risk e.g. going on trips using coaches.

Items from home

If your child requires a comforter e.g. soft toy or blanket, please bring it in a bag and then take home at the end of the day and wash it. We would prefer no toys or comforters to be brought into nursery but do understand that this could cause distress.

Resources at Nursery

Toys and resources that are difficult to clean will be removed, including cushions and soft toys. The children will only share toys and activities within their groups. We will aim to sanitise items at the end of each day.

Responding to a person displaying symptoms of COVID-19

A child

If a child is suspected of displaying coronavirus symptoms whilst attending the nursery, they should be collected as soon as possible and isolate at home in line with NHS guidance. The child must be tested before they return.

Whilst waiting to be collected, they will be isolated from others in a designated area. An employee will stay with them and will wear PPE.

If the child becomes very unwell, we will follow our normal emergency procedures and call 999.

The isolation area will be cleaned once the child has been collected.

An employee who displays symptoms

In the event of an employee developing coronavirus symptoms whilst at work, they will leave work as soon as possible and isolate at home in line with NHS guidance. They will be required to have a test before they return.

PPE Equipment

Government guidance is that PPE is not required for general use in nurseries to protect against COVID-19 transmission. Our staff will wear face masks to have additional protection. Hand washing, effective cleaning and social distancing are the most effective measures. Gloves and aprons will be used for nappy changing and first aid. Aprons will be worn at mealtimes

Reporting, testing and tracing

Everyone is now eligible for a COVID-19 test, should they display coronavirus symptoms.

Any suspected or confirmed case must be reported to the Nursery Manager as soon as possible. If a positive result is confirmed, the practitioners and children associated with that group/bubble must self-isolate for 14 days before returning to nursery. Positive tests will be reported to the National Institute for Health Protection and Ofsted by the Nursery Manager.

The Nursery Manager is responsible for contacting the National Institute for Health Protection if a case is confirmed or if a symptomatic person is admitted to hospital, a possible case refuses testing, there are a cluster of possible cases/unexpected increase in absenteeism or a suspected case has a definite link to a confirmed case. If there is reasonable evidence that a positive diagnosis was caused by exposure at work, this will be reported to RIDDOR.

If someone in your household, or someone you have close contact with, is contacted by track and trace and told they have been in contact with someone who has tested positive, you need to be tested. If they test positive, then you will also need to self-isolate for 14 days even if you do not test positive yourself.

The Government's tracing app is a way of helping to protect everyone.

7 Self-Regulation through Co-Regulation

Policy statement

At Maeda Gakuen, we firmly believe that 'All behaviour is Communication'. Hence we had adopted the 'Promoting Positive Behaviour Policy' in place of 'Behaviour Management Policy'.

In line with the new research and the emphasis on self-regulation in the revised version of the Early Years Foundation Stage (EYFS) statutory framework, we are adopting the 'Self-regulation through Co-regulation policy'.

What is Self-Regulation (SR)?

Distinguished Research Professor Emeritus of Philosophy and Psychology, Dr Stuart Shanker defines SR as existing in five core domains of experience:

1. Biological
2. Emotion
3. Cognitive
4. Social
5. Prosocial

Shanker (2018) goes on to explain that:

When an individual's stress levels are too high, various brain/body regulatory systems that support thinking, emotion regulation, social engagement and even metabolic recovery are compromised. The signs of dysregulation can show up in the behaviour, mood, attention and physical well-being of a child.

While eminent neuroscientist, Dan Siegel defines SR as:

The way the mind organises its own functioning ... fundamentally related to the modulation of emotion. Emotion regulation is initially developed from within interpersonal experiences in a process that establishes self-organisational abilities.

Essentially, both definitions highlight the fact that the brain is a social organ, growing and refining itself through social interactions and meaningful relationships. It is through our relationships with others (especially key adults) that we develop the ability to manage (or control) ourselves – that is, to self-regulate our emotions and behaviour. It is a deeply complex and precarious process which therefore cannot be taught with a tick-box approach.

Young children are not able to self-regulate without being co-regulated.

Co-regulation is broadly described as an interaction between two individuals and the strategies used to help regulate the child's emotional responses to their environment with an adult. Children's ability to self-regulate is still developing and hence often goes up and down – being able to consistently regulate their own feelings and behaviour is a major task for a young child and co-regulation is integral to this process, providing them with a healthy blueprint of how to respond to triggers and regulate their own behaviour and learning.

Procedure

Understanding SR can equip practitioners to be more sensitive and attuned to young children's emotional states and consequent ability to get on, not only at nursery or school but throughout their lives. Co-regulation is a necessary precursor to SR. The attuned, responsive and focused gestures support the young child to regulate their responses in line with what is happening in that context. It might be that they had to tidy away before they could finish a drawing, or that they were finding it difficult to say 'goodbye' to their father at drop-off in the morning. The practitioner's tone of voice, eye contact, conversation and cuddles can help to immediately enable a child to return to that calm and psychologically safe place so that they can get on with the serious business of play and learning.

Attuned Communication involves tying in to the child perspective. Practitioners need to think what is the child thinking, feeling, sensing or imagining in the given moment?

The state of dysregulation intensifies rapidly when adults do not understand how to bring the child back to a regulated, calm state. Practitioners need to understand and acknowledge that stressed brains cannot learn. During times of stress, anxiety or fear, the reptilian brain, *emotionally reactive brain* takes control over the *cortical brain*, where all the executive functions reside such as concentration, planning, paying attention, curbing impulsive behaviours, problem-solving and regulating emotions. This is where a child might 'flip their lid' (or enter flight-or-flight mode) – e.g. shouting, hitting, losing control or becoming inconsolable, and will need adult support (co-regulation) to help regulate their limbic stress-behaviours.

Practitioners co-regulate by being consistent, positive and reflective with our children ensuring that they are attuned, actively listening and responding to children's needs and thus co-regulating their emotional state. Practitioners support children's emotions when experiencing stressors through continuous reassurance, cuddles, eye contact and tone of voice, to supporting them in line with their needs at that time – not reprimanding or isolating them.

Patterns of emotional exchange contribute to the formation of children's sense of self and to mutual expectancies within relationships and high-quality early years provision can make all the difference to promoting the emotional and social wellbeing of children.

Below are just a few ways in which our practitioners support self-regulation:

- 'Name it to tame it' (by Dr. Daniel Siegel) – encouraging a child to talk through their emotions can go halfway towards diffusing their intensity
- Nurturing children's emotional vocabulary
- Scaffolding the behaviour that we want to encourage
- Giving models that can be imitated and applied to a range of scenarios
- Praising children for the attempts they make at managing 'big', overwhelming emotions
- Refraining from making unhelpful judgements – as they do nothing to nurture alternative behaviours
- Viewing challenging situations as learning opportunities

- Involving children in decision-making processes
- Finding alternative ways to diffuse difficult emotions – glitter jars and breathing techniques.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the key person to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to

them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property' (EYFS).
- If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children's social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- The designated person will make a written record of the incident, which is kept in the child's file; in line with the Safeguarding children, young people and vulnerable adults policy.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause

harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

8. Health and Safety

8.1 Health and safety general standards

Policy statement

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents, staff and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is: Mitsuhiro Maeda
- He is competent to carry out these responsibilities.
- He has undertaken health and safety training and regularly updates his knowledge and understanding.
- We display the necessary health and safety poster in: Office – HSE poster

Insurance cover

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

Procedures

Awareness raising

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

- We operate a no-smoking policy.
- We make children aware of health and safety issues through discussions, planned activities and routines.

Windows

- We ensure that windows are protected from accidental breakage or vandalism from people outside the building.
- Our windows above the ground floor are secured so that children cannot climb through them.
- We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.

Doors

We take precautions to prevent children's fingers from being trapped in doors by using door guards.

Floors and walkways

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

Electrical/gas equipment

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

- Lighting and ventilation is adequate in all areas of our setting, including storage areas.

Storage

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

Outdoor area

- Our outdoor area is securely fenced. All gates and fences are childproof and safe.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- We leave receptacles upturned to prevent collection of rainwater. Where water can form a pool on equipment, it is emptied and cleaned before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that sun cream is applied and hats are worn during the summer months.
- We supervise outdoor activities at all times; and particularly children on climbing equipment.

Hygiene

- We seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting, which includes the play rooms, kitchen, rest area, toilets and nappy changing areas. Children do not have unsupervised access to the kitchen.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.

- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning and checking toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and
 - ensuring individual use of flannels, towels and toothbrushes.

Activities, resources and repairs

- Before purchase or loan, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
- We keep a full inventory of all items in the setting for audit and insurance purposes.
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- We make safe and separate from general use any areas that are unsafe because of repair is needed.
- All our materials, including paint and glue, are non-toxic.
- We ensure that sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- We teach children to handle and store tools safely.
- We check children who are sleeping at regular intervals of at least every ten minutes. We maintain adult: child ratio during nap times as well.
- If children fall asleep in-situ, it may be necessary to move or wake them to make sure they are comfortable.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded. Large pieces of equipment are discarded only with the consent of the manager and the management team.

Jewellery and accessories

- Our staff do not wear jewellery or fashion accessories, such as belts or high heels that may pose a danger to themselves or children.
- Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.
- We ensure that hair accessories are removed before children sleep or rest.

Safety of adults

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

Control of substances hazardous to health

- Our staff implement the current guidelines of the Control of Substances Hazardous to Health Regulations (COSHH).
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used and where they are stored.
- Hazardous substances are stored safely away from the children.
- We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
- We keep all cleaning chemicals in their original containers.
- We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use:
 - bleach;
 - anti-bacterial soap/hand wash, unless specifically advised during an infection outbreak such as Pandemic flu; or

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

Legal framework

Health and Safety at Work Act (1974)

Management of Health and Safety at Work Regulations (1999)

Electricity at Work Regulations (1989)

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

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

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

8.2 Maintaining children's safety and security on premises

Policy statement

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

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults – staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- We only allow access to visitors with prior appointments.
- Our staff check the identity of any person who is not known before they enter the premises.
- We keep front doors and gates locked shut at all times. Back doors are kept locked shut at all times where they may lead to a public or unsupervised area.
- We have installed entry phones at the main gates.
- The personal possessions of staff and volunteers are securely stored during sessions.
- Minimal petty cash is kept on the premises.

8.3 Supervision of children on outings and visits

Policy statement

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

Procedures

- All off site activity has a clearly identified educational purpose with specific learning and development outcomes.
- There is a designated lead for each excursion who is clear about their responsibility as designated lead.
- We ask parents to sign a general consent on registration for their children to be taken out on local short outings as a part of the daily activities of the setting. This general consent details the venues used for daily activities.
- We assess the risks for each local venue used for daily activities, which is reviewed regularly.
- We always ask parents to sign specific consent forms before major outings; and the risks are assessed before the outing takes place.
- Our manager/head teacher and all staff taking part in the outing sign off every risk assessment.
- Children with allergies or other specific needs have a separate risk assessment completed i.e. child with allergies visiting a supermarket.
- An excursion will not go ahead if concerns are raised about its viability at any point.
- Any written outing risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue, as well as how it is to be reached.
- Named children are assigned to individual staff member to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
- Staff frequently count their designated children and ensure hands are held when on the street and crossing the road.
- Parents who accompany us on outings are responsible for their own child only.
- Outings are recorded in an outings record book kept in the setting, stating:
 - The date and time of the outing.

- The venue and mode of transport used.
 - The names of the staff members assigned to each of the children.
 - The time of return.
- We take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for. We apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
 - We take a list of children with us with contact numbers of parents/carers, as well as an accident book and a copy of our Missing Child Policy.
 - We provide children with badges and 'high vis' vests to wear that contain the name and setting telephone number – but not the name of the child.
 - Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
 - We ensure that seat belts are worn whilst travelling in vehicles.
 - As a precaution, we ensure that children do not eat when travelling in vehicles.
 - We ensure that contracted drivers are from reputable companies, do not have unsupervised access to the children and are not included in the ratios.

8.4 Risk assessment

Policy statement

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

Risk assessment means:

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

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

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures – they are the ones with first-hand knowledge as to whether the control measures are effective – and they can give an informed view to help update procedures accordingly.

This policy is based on the five steps below:

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

Procedures

- Our manager/head teacher undertake training and ensure our staff and volunteers have adequate training in health and safety matters.
- Our risk assessment process covers adults and children and includes:

- determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
 - checking for and noting hazards and risks indoors and outside, in relation to our premises and activities;
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention; and
 - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.
 - Our manager/head teacher ensures that checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out annually and records are kept.
 - Our manager/ head teacher ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.
 - Our manager/ head teacher ensures that staff members carry out risk assessments for work practice including:
 - changing children;
 - preparation and serving of food/drink for children;
 - children with allergies;
 - cooking activities with children;
 - supervising outdoor play and indoor/outdoor climbing equipment;
 - putting young children to sleep;
 - assessment, use and storage of equipment for disabled children;
 - the use and storage of substances which may be hazardous to health, such as cleaning chemicals;
 - visitors to the setting who are bring equipment or animals as part of children's learning experiences; and
 - following any incidents involving threats against staff or volunteers.
 - Our manager ensures that staff members carry out risk assessments for off-site activities if required, including:
 - children's outings (including use of public transport)

- other off-site duties such as attending meetings, banking etc.
- We take precautions to reduce the risks of exposure to Legionella (Legionnaires disease). Our manager ensure that we are familiar with the HSE guidance and risk assess accordingly.

Legal framework

Management of Health and Safety at Work Regulations (1999)

8.5 Fire safety and emergency evacuation

Policy statement

We ensure the highest possible standard of fire precautions are in place. The person in charge and our staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer or Fire Safety Consultant. A Fire Safety Log Book is used to record the findings of risk assessment, any actions taken or incidents that have occurred and our fire drills. We ensure our policy is in line with the procedures specific to our building, making reasonable adjustments as required.

Procedures

Fire safety risk assessment

- The basis of fire safety is risk assessment, carried out by a 'competent person'.
- The manager and the property care taker has received training in fire safety sufficient to be competent to carry out the risk assessment; this will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
 - Our fire safety risk assessment focuses on the following for each area of the setting:
 - Electrical plugs, wires and sockets.
 - Electrical items.
 - Gas boilers.
 - Cookers.
 - Matches.
 - Flammable materials – including furniture, furnishings, paper etc.
 - Flammable chemicals.
 - Means of escape.
 - Anything else identified.
- We ensure that we have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.

Fire safety precautions taken

- We ensure that fire doors are clearly marked, never obstructed and easily opened from the inside.

- We ensure that smoke detectors/alarms and firefighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised regularly, at least once every six weeks.
- Records are kept of fire drills and of the servicing of fire safety equipment.

Emergency evacuation procedure

Fire evacuation procedure for Finchley and Acton yochien are separate and are displayed in the respective setting (The procedures are attached below). They cover procedures for practice drills including:

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

Fire drills

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

- The date and time of the drill.
- Number of adults and children involved.
- How long it took to evacuate.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Fire Drill Procedure – Finchley Yochien

1. On seeing smoke or fire, break white glass pane of nearest call point to start fire bell.
2. Steps for Admin:
 - On hearing the fire alarm - call 999.
 - Get keys to the front gate and the register
 - Close the windows
 - Turn the lights off and shut the door behind you
 - Exit using the nearest fire exit.
 - When outside, open the gates for the fire brigade to come in
 - Wait at the fire assembly point.
3. Steps for teachers:
 - On hearing the alarm, line up the children immediately.
 - (Take your class register)
 - One teacher to lead the children out of the classroom via the nearest fire exit.
 - Another teacher to close the windows, turn off the lights, shut the doors and follow the children out.
4. All other staff and visitors to evacuate the building immediately turning off any lights and closing doors behind them.
5. Assemble at the fire assembly point.
6. Check the register to ensure everyone is present. If someone is not accountable, inform the fire marshal. Do not re-enter the building.



No staff must re-enter the building until advised to do so by the fire marshal.

Fire Drill Procedure – Acton Yochien

1. On seeing smoke or fire, break glass pane of nearest call point to start fire bell.

Note: some are white glass pane with black dot.



2. Steps for Admin:

- On hearing the fire alarm - call 999.
- Get keys to the front gate and the register
- Close the windows
- Turn the lights off and shut the door behind you
- Exit using the nearest fire exit.
- When outside, open the gates for the fire brigade to come in
- Wait at the fire assembly point.

3. Steps for teachers:

- On hearing the alarm, line up the children immediately.
- (Take your class register)
- One teacher to lead the children out of the classroom via the nearest fire exit.
- Another teacher to close the windows, turn off the lights, shut the doors and follow the children out.

4. All other staff and visitors to evacuate the building immediately turning off any lights and closing doors behind them.

5. Assemble at the fire assembly point.

6. Check the register to ensure everyone is present. If someone is not accountable, inform the fire marshal. Do not re-enter the building.

No staff must re-enter the building until advised to do so by the fire marshal.

Legal framework

Regulatory Reform (Fire Safety) Order 2005

8.6 Interactions with animals

Policy statement

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

Procedures

Visits to farms

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

Legal framework

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

8.7 No-smoking

Policy statement

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

Procedures

- All staff, parents and volunteers are made aware of our No-smoking Policy.
- No-smoking signs are displayed prominently.
- The No-smoking Policy is stated in information for parents and staff.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke do not do so during working hours, unless on a scheduled break and off the premises.
- Staff who smoke during working hours and travelling to and from work must not do so whilst wearing a setting uniform, or must at least cover the uniform.
- E-cigarettes are not permitted to be used on the premises.
- Staff who smoke or use e-cigarettes during their scheduled breaks go outside the school gates and away from the main entrance/ well away from the premises.
- Staff who smoke during their break make every effort to reduce the effects of odour and passive smoking for children and colleagues
- Smoking is not permitted in any vehicles belonging to the setting.
- Staff are made aware that failure to adhere to this policy and procedures may result in disciplinary action.
- It is a criminal offence for employees to smoke in smoke-free areas, with a fixed penalty of £50 or prosecution and a fine of up to £200.

Legal framework

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

The Smoke-free (Signs) Regulations (2012)

8.8 Staff personal safety

Policy statement

This setting believes that the health and safety of all staff is of paramount importance and that all staff have the right to work in a safe environment. We support safe working both on and off the premises, acknowledging the needs and diversity of children and their family.

Procedures

General

- All staff in the building early in the morning, or late in the evening, ensure doors and windows are locked.
- Where possible, at least the first two members of staff to arrive in the building arrive together, and the last two members of staff in the building leave together.
- Visitors are generally only allowed access with prior appointments and only admitted once their identity has been verified.
- Minimal petty cash is kept on the premises.
- When taking cash to the bank, members of staff are aware of personal safety. Managers carry out a risk assessment and develop an agreed procedure appropriate to the setting, staff and location.
- Members of staff make a note in the diary of meetings they are attending, who they are meeting and when they are expected back.
- Managers have good liaison with local police and ask for advice on safe practice where there are issues or concerns.

Dealing with agitated parents in the setting

- If a parent appears to be angry, mentally agitated or possibly hostile, two members of staff will lead the parent away from the children to a less open area, but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Members of staff will try to empathise and ensure that the language they use can be easily understood.
- Staff will speak in low, even tones, below the voice level of the parent.
- Members of staff will make it clear that they want to listen and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting

or being abusive, while avoiding potentially inflammatory expressions such as 'calm down' or 'be reasonable'.

- If threats or abuse continues, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of children.
- After the event, details are recorded in the child's personal file together with any decisions made with the parents to rectify the situation and any correspondence regarding the incident.

9. Nursery Curriculum Policy

Policy Statement

Maeda Gakuen Yochien is committed to:

- Offering a rich and varied curriculum;
- Creating a stimulating environment, accessible to all, in which it is fun to learn and in which every child can reach his / her potential.

Principles

The Japanese Yochien Curriculum and the Early Years Foundation Stage (EYFS), which offers a strong 'Foundation Phase' to children in the early years, encourages children to be creative, imaginative and to have fun and makes learning more enjoyable and more effective.

Children will be given more opportunities to explore the world around them and understand how things work by taking part in practical activities that are relevant to their developmental stage. They are challenged with open-ended questions and given opportunities to explore and share their ideas for solving problems.

The Foundation Phase places great emphasis on children learning by doing. Young children will be given more opportunities to gain first hand experiences through play and active involvement.

The curriculum will focus on experimental learning, active involvement and developing each child's:

- Skills and understanding
- Personal, social, emotional, physical and intellectual well-being so as to develop the whole child.
- Positive attitudes to learning so that they enjoy it and want to continue
- Self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships.
- Creative, expressive and observational skills to encourage their development as individuals with different ways of responding to experiences.
- Activities in the outdoors where the children have first- hand experience of solving real-life problems and learn about conservation and sustainability.

The National Curriculum supports development of children who are above the age of 5 years. They follow the principles of the British National Curriculum that focuses on:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Procedures

All staff are continually:

- Actively encouraging children to learn through play and to follow their own interests;
- Implementing the Foundation Phase/ National Curriculum and making sure it is suitable for children from two to six years of age.
- Planning for the needs and interests of individual children;
- Catering for different learning styles;
- Using children's individual assessments and observations of children to inform planning to meet the needs of each individual child;
- Providing a balance of adult-led and child-initiated activities;
- Providing a wide variety of practical activities and experiences on a daily basis, both inside and outside.
- Using information from parents to help us to meet the needs of individual children;
- Actively valuing diversity within our setting and using resources which promote positive images of all the different groups of adults and children living within our society. The curriculum offered at Maeda Gakuen Yochien encourages children to develop positive attitudes about themselves and about people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.
- Offering outings and bringing visitors to the setting to extend children's learning. (This is currently limited due to COVID regulations).
- Employing well qualified, enthusiastic staff who understand how children learn and know how to promote young children's development across all areas of the Foundation Phase and the National Curriculum.

We use a good blend of the Japanese Yochien Curriculum, the EYFS and the National Curriculum as outlined above. Please ask a member of staff if you require more information.

Unique Child– every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships– Children learn to be strong and independent through positive relationships.

Enabling Environments– Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

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

The Curriculum consist of all the planned and un-planned activities which are organised within the setting and are based on the prime areas of learning and development which are strongly linked to the Foundation Phase:

- Personal and Social Development, Well-being & Cultural Diversity
- Language, Literacy & Communication (Japanese and English)
- Physical development
- Literacy (Japanese and English)
- Mathematical Development
- Knowledge and Understanding of the world
- Creative development - Expressive Art and Design

Planning

For daily planning staff have taken into consideration both the Japanese Yochien Curriculum and the Early years Foundation Stage, and come with a mixture of the two as this supports the nurseries use of free-flow, ensuring that daily there is rich variety of activities on offer which the children can freely choose. Teachers working with older children use the British National Curriculum to guide their planning. English is also incorporated into daily planning.

Our daily planning for all groups includes:

- Imaginative / Role Play
- Mark Making
- Mathematics
- Construction
- Sand
- Water
- Discovery / small world / Exploration area
- Technology

- Malleable Materials
- Story-time / Circle time / Group time
- Music
- Creative
- Gross / Physical
- Japanese
- English
- Free-play

The free play approach used at Maeda Gakuen works on the recognition that children, just like adults, learn best when they are able to explore their interests fully and follow their own agendas through play for any given length of time.

“Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child’s soul.” Friedrich Froebel

At Maeda Gakuen we recognise play as the language of childhood. It is how children gain and embed new skills, develop their understanding and demonstrate their competencies.

Strong links are used from staff observations and assessments to planning, with free-play providing many rich opportunities for these to be made daily, staff then use these observations to link to planning ensuring it links in with their current interests and individual needs.

We provide support for children and their families by:

- Linking education to development, child’s personality, talents, physical ability to reach their fullest potential
- Consulting children
- Listening and taking on board children’s interests, views and ideas
- Involving them whenever possible with decision making
- Following their individual views and interests
- Protecting children from discrimination and negative portrayal
- Always looking at the best interests of the children
- Keeping children safe from harm
- Promoting physical and mental health

We provide safe, interesting places to play, positive activities, regular circle time sessions to encourage all children to have a voice and be involved in decision making, taking on board ideas and encouraging all children whenever appropriate to evaluate the activities on offer.

Basic English is widely used across the setting and is included in all groups on daily planning. Below is our English Language Policy which explains what sort of English activities are carried out on a daily basis.

English Language Policy

Children growing up in England have the right to feel a sense of belonging to England and its culture and to enjoy experiences in, and of, the English language. As young children spend time at Maeda Gakuen Yochien they can easily and successfully pick up the basics of a new language.

At Maeda Gakuen Japanese is the main medium of communication. However we aim to progressively develop the children's English language skills by implementing the following:

- Providing special English lessons that are age and stage appropriate and interactive for all children
- English lessons are conducted by a native speaker who is qualified to teach English as a second language.
- Using incidental English words and phrases particularly at circle time so they become familiar with these words and begin to use them themselves
- Using English books and resources such as CD's, CD ROM'S and DVD's
- Singing songs and rhymes in English. Repetition will allow children time to remember the words.
- Counting in English
- Having English word labels in print displayed around setting so that the children can begin to recognise the written language
- Using various resources or props to promote English through play
- Using our 'English' resource box for activities

Staff will be happy to give you copies of any English songs if you wish to sing these at home with your child.

If you would like more information regarding the curriculum, please speak to a member of our team.

10. Inclusive Practice

10.1 Valuing diversity and promoting inclusion and equality

Policy statement

We are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

- promote equality and value diversity within our service and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our service;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
 - age;
 - gender;
 - gender reassignment;

- marital status;
 - pregnancy and maternity;
 - race;
 - disability;
 - sexual orientation; and
 - religion or belief.
- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

Procedures

Admissions

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

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;

- indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak Japanese in the setting;
 - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
 - Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

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

Training

- We seek out training opportunities for our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices.
- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.

- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self-esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning Japanese as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than Japanese are supported in the maintenance and development of their home languages

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

- undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.

- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to Japanese, we will develop means to encourage their full inclusion.

Food

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

Meetings

- Meetings are arranged to ensure that parents' voice is heard in providing care for their children.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

Monitoring and reviewing

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

Public Sector Equality Duty

We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

Legal framework

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disabilities Code of Practice (2014)

10.2 Supporting children with special educational needs

Policy statement

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

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is: Nikita Phadnavis
- The SENCO works closely with other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes.

¹ This includes disabled children with special educational needs

- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for practitioners and volunteers.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

10.3 British values

Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures

British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the Fundamental British Values in the Early Years guidance (Foundation Years 2015):

- Democracy, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given

opportunities to develop enquiring minds in an atmosphere where questions are valued.

- Rule of law, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.
 - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- Individual liberty, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
 - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about going to Primary school.
- Mutual respect and tolerance, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- In our setting it is not acceptable to:
 - actively promote intolerance of other faiths, cultures and races
 - fail to challenge gender stereotypes and routinely segregate girls and boys

- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty “to have due regard to the need to prevent people from being drawn into terrorism”

Legal framework

Counter-Terrorism and Security Act 2015

11. General Data Protection Regulations

11.1 Data Protection Policy

Policy statement

We are required to collect personal information for its employees, children, parents, and visitors. It is also necessary to process information so that staff can be recruited and paid, activities organised and legal obligations to funding bodies. We intend to meet all the requirements of the Data Protection Act 1998 (the Act) and the General Data Protection Regulations 2018 when collecting, storing, and destroying personal data.

To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this, we must comply with the Data Protection Principles which are set out in the Data Protection Act 1998. In summary these state that personal data must be:

- obtained and processed fairly and lawfully;
- obtained for a specified and lawful purpose and not processed in any manner incompatible with that purpose; adequate, relevant, and not excessive for that purpose;
- accurate and kept up to date;
- not kept for longer than is necessary;
- processed in accordance with the data subject's rights;
- kept safe from unauthorised access, accidental loss, or destruction;
- not be transferred to a country outside the European Economic Area, unless that country has equivalent levels of protection for personal data.

All our staff and volunteers who process or use any personal information must ensure that they follow these principles at all times. In order to ensure that this happens, we have adopted this Data Protection Policy.

Notification of Data Held and Processed

All employees, parents, visitors, and other members of the public have the right to:

- know what information we hold and process about them and why;
- know how to gain access to it;

- know how to keep it up to date;
- know what we are doing to comply with its obligations under the Act.

The Data Controller and the Designated Data Controllers

Eikoku Maeda Gakuen, as a registered company, is the Data Controller under the Act, and the organisation is therefore ultimately responsible for implementation. However, Designated Data Controller will deal with day to day matters. Our Designated Data Controller is: Mitsuhiro Maeda.

Personal Information

Personal information is defined as any details relating to a living, identifiable individual. For us this relates to employees; attending children and their families; professional visitors; and some members of the public e.g. job applicants. We need to ensure that the information gained from each individual is kept securely and to the appropriate level of confidentiality.

The personal information collected from individuals could include:

- Their name
- Address
- Email address
- Telephone numbers-including those of emergency contacts
- Date of birth
- Medical information
- National Insurance number
- DBS numbers
- Observations of children's progress (learning journals)
- Children's reports, school or from outside professionals.
- Photographs
- Family medical history when necessary

We store personal information to comply with the statutory framework (EYFS 2017); to deliver services to our families e.g. government funding; to employ suitable people for our setting.

Processing of Personal Information

All staff and volunteers who process or use any personal information are responsible for ensuring that:

- Any personal information which they hold is kept securely;
- Personal information is not disclosed either orally or in writing or otherwise to any unauthorised third party.

Staff and volunteers should note that unauthorised disclosure will usually be a disciplinary matter and may be considered gross misconduct in some cases.

Personal information should be:

- kept in a locked filing cabinet; or
- if it is computerised, be password protected;
- kept on a storage device which is itself kept securely.

Conversations and Meetings

Information of a personal or confidential nature should not be discussed in a public area or in front of anyone that is not liable to be involved in the decision making. Our employees should be aware of confidentiality at all times when discussions are taking place, either distancing themselves from the conversation if it does not concern them, or, ensuring that their discussion is not overheard by others. All staff should respect the confidential nature of any information inadvertently overheard.

When meetings are being recorded it is important that only relevant information is written down. This must be carried out using the correct forms provided by the school, notes must be written legibly and coherently. The written notes are then to be stored in a locked filing cabinet and disposed of (shredded) in a timely manner once the child/family have left the setting. Electronic files will be retained by the school for up to three years after the child has left, in such cases where the information is required at a later date. In case of a child protection issue or an ongoing court case the information will be held by the school until the child reaches the age of 25. Where appropriate, consent of parents will be obtained before releasing any such information. Staff records will be held on site for up to a year after they have left Maeda Gakuen. In case of an allegation made against a member of staff, their files will be retained for up to 10 years or until they reach the age of 65, whatever comes first.

Collecting Information

Whenever information is collected about people, they should be informed why the information is being collected, who will be able to access it and to what purposes it will be put. The individual concerned must agree that he or she understands and gives permission for the declared processing to take place, or it must be necessary for the legitimate business of the school.

Sensitive Information

Sensitive information is defined by the Act as that relating to ethnicity, political opinions, religious beliefs, trade union membership, physical or mental health, sex life, criminal proceedings or convictions. The person about whom this data is being kept must give express consent to the processing of such data, except where the data processing is required by law for employment purposes or to protect the vital interests of the person or a third party.

Disposal of Confidential Material

Sensitive material should be shredded as soon as it is no longer needed; following retention guidelines and statutory requirements. Particular care should be taken to delete information from the tablets or the computer hard drive if they are to be disposed of.

Staff Responsibilities

All staff are responsible for checking that any information that they provide to school in connection with their employment is accurate and up to date. Staff have the right to access any personal data that is being kept about them, either on computer or in manual filing systems. Staff should be aware of and follow this policy and seek further guidance where necessary.

Duty to Disclose Information

There is a legal duty to disclose certain information, namely, information about: Child abuse, which will be disclosed to social services, or drug trafficking, money laundering or acts of terrorism or treason, which will be disclosed to the police.

Retention of Data

We take care to only store personal information that is absolutely necessary.

Personal information is kept for the period of time requested following guidelines from the Early Years Alliance, these retention periods are either recommended or statutory.

Stored information is filed in folders and kept in the cabinet which is locked in a room, at school's registered office. Once the retention period has lapsed, the information is destroyed.

11.2 Complaints Procedure

Whilst aiming to achieve the highest standards of care and education for children attending our setting, and to foster a positive partnership with families, management recognises that an occasional circumstances may lead to a parent or carer wishing to make either a formal or informal complaint. Complaints should be dealt with professionally and promptly to ensure that any issues arising from these complaints are handled effectively and to ensure the welfare of all children.

These guidelines identify to parents and carers the appropriate methods through which they are able to register a complaint about any aspect of the service offered by the nursery.

It is always hoped that any concern can be addressed and resolved through discussion with relevant staff in the nursery. Parents and carers have the right to know that any complaint will be dealt with appropriately and professionally.

- In the event of a minor complaint, parents and carers should initially address any concerns to the child's key person or the room leader in the room that their child attends.
- In the event of a more significant concern, or if the room staff are unable to resolve a minor complaint satisfactorily, parents and carers should address their concerns to the manager / head teacher, or in their absence the deputy manager. These concerns must be presented in writing; the manager will then investigate the complaint and report back to the parent within one week. This will be fully documented in the complaints file and will detail the nature of the complaint and any actions arising from it.
- If the matter is still not resolved a formal meeting should be held between the manager, the head teacher, parent and the room leader to ensure that it is dealt with sufficiently. A record of the meeting should be made along with documented minutes and actions. All parties present at the meeting will sign the record and receive a copy, which will signify the conclusion of the procedure.
- If the matter cannot be resolved to their satisfaction, then parents can raise the matter with the director by writing to him to his business address which is

Mr K. Maeda, Maeda Gakuen Finchley Yochien, 6 Hendon Avenue, London N3 1UE.

If the solution provided by the director is not satisfactory, then the parents have the right to raise the matter with OFSTED by ringing 0300 123 1231. A record of complaints will be kept in the nursery. Parents will be able to access this record if they wish to, however all personal details relating to any complaint will be stored confidently and will be only accessible by the parties involved.

11.3 Whistle blowing procedure

Policy Statement

We expect the highest standards of conduct from all employees, and will treat any concern that an employee may have about illegal or improper conduct seriously. Employees are expected, through agreed procedures and without fear of recrimination, to bring to the attention of the manager any breach of procedure, illegal or improper conduct. The policy is designed to ensure the reputation of the nursery is upheld and public confidence maintained.

Procedure

Types of malpractice

Whistleblowing on malpractice covers a wide range of concerns, including (but not limited to) the following:

- Fraud or corruption
- Unauthorised use of nursery property
- The physical, emotional or sexual abuse of employees or children
- A failure to comply with legal obligations
- Endangering of an individual's health and safety
- Malicious damage to the environment
- A criminal offence
- Showing undue favour to an employee or trainee
- Attempting to cover up any of the above

NB: The procedure is not designed to replace or be used as an alternative to voicing grievances during regular supervision meetings, which should be done where an employee is only aggrieved about their own situation. It is recognised that employees who are worried about wrong doing at work do not necessarily have a personal grievance.

Raising a concern

Employees or volunteers must ensure they are acting in good faith and have reasonable grounds for believing the information to be accurate. No employees/ volunteers who use this procedure in good faith will be penalised for doing so. The nursery will not tolerate harassment/ or victimisation of any employee raising concerns.

All concerns will be treated sensitively and with due regard to confidentiality and where possible every effort will be made to protect the identity of the whistle blower if they so wish. Nevertheless, this information will need to be passed on to those

with a legitimate need to have this information and it may be necessary for the whistle blower to provide a written statement or act as a witness in any subsequent disciplinary proceedings or enquiry. This will always be discussed with the whistle blower first.

Step 1:

If an employee/ volunteer wishes to raise a concern they should raise it with the named deputy manager as soon as practicably possible (details of named persons can be found in the staff room). Concerns can be dealt with in person or in writing.

We recognise that sometimes it may be inappropriate for them to approach their deputy manager with their concern. In these circumstances, a number of alternatives are available depending on the nature of your concern. They can contact any of the following:

1. HR Manager
2. Nursery Manager
3. Trade Union
4. Ofsted

Although they are not expected to prove beyond doubt the truth of their concerns, they will be asked to demonstrate that they have sufficient evidence or other reasonable grounds to raise them.

Step 2:

The person with whom they have raised their concern will acknowledge its receipt as soon as possible and will write to them within 10 days to let them know how their concern will be dealt with. The information they can then expect to receive is:

- an indication of how the concern will be dealt with
- an estimate of how long it will take to provide a final response
- whether any initial enquiries have been made
- whether further investigations will take place, and if not why not
- information about support available for the whistle blower

Step 3:

Initial enquiries will be made to decide whether an investigation is appropriate. Where an investigation is necessary, it may take the form of one or more of the following:

- an internal investigation by the HR manager or nursery manager, which may, for example, take the form of a disciplinary investigation
- a referral to Ofsted or the Police

- the setting up of an external independent inquiry

Step 4:

The whistle blower will be informed of the outcome of any investigation, in writing, and/or of any action taken, subject to the constraints of confidentiality and the law. If they do not feel their concern has been addressed adequately they may raise it with an independent body such as one of the following as appropriate:

- their trade union
- Citizen's Advice Bureau
- Ofsted
- Police
- Local Government Ombudsman

They have a duty to the nursery not to disclose confidential information. This does not prevent them from seeking independent advice at any stage or from discussing the issue with the charity Public Concern at Work on 020 7404 6609 and www.pcaw.co.uk in accordance with the provisions of the Public Interest Disclosure Act 1998.

Where the issue concerns their manager or, having made their report, they believe that the manager has failed to take appropriate action, then they should bring it to the attention of the other manager, or contact Ofsted helpline on 0300 123 1231 / 0300123 3155, via email whistleblowing@ofsted.gov.uk or post WBHL Ofsted, Piccadilly Gate, Store Street, Manchester, M12WD, following the procedures of allegations of abuse made against an adult in the setting.

Depending on the nature of the concern, the complainant will be asked to do this in writing. It will be helpful to note down any facts and dates as they happen.

Employees who want to use this procedure but feel uneasy about it may wish to consult a trade union initially and bring a friend or trade union representative along to any discussions, so long as the third party is independent of the issue.

Where anonymity is requested efforts will be made to meet the request where appropriate but that might not always be possible. The earlier and more open the expression of concern the easier it will be to take appropriate action.

Each case will be investigated thoroughly with the aim of informing the complainant of the outcome of any investigation as quickly as possible.

11.4 Maeda Gakuen Yochien Remote/Online Safeguarding Policy

Lead Safeguarding Officer: Nikita Phadnavis - manager@maedagroup.co.uk / 078 46118106

Deputy Safeguarding Officer: Junko Tanabe – acton@maedagroup.co.uk

Any safeguarding concern resulting from the use of the online classroom should be shared immediately with a member of Maeda Gakuen Safeguarding Team – contact details above.

Safeguarding Code of Conduct for remote lessons:

Professional appearance – Students and Teachers are required to be dressed appropriately for remote learning. Attire which would ordinarily be worn in school is essential; clothing, worn by a student or a teacher, which does not meet this expectation is not acceptable, and lessons should be stopped immediately and reported to the Maeda Gakuen Safeguarding officer.

Suitable environment – both students and teachers must be physically located in safe working spaces, appropriate for remote classes (a lounge or study or any such appropriate area).

Recommended virtual backgrounds are available on our remote platform (which blocks out any surroundings). **Pupils** should be in a room with or near an adult so that the adult can hear and see the lesson taking place and is the responsibility of the parent/carer to ensure this is happening.

Teachers should be in a room where others cannot see or listen in, and if this is not possible, then headphones must be worn, and screens angled away towards a wall and away from any other people.

E-communications – must be conducted by **parents, not pupils**, and on **parents' devices** through school platforms, Maeda Gakuen Website, teachers work emails (@maedagroup.co.uk) and Zoom (MGY chosen remote platform).

Maeda Gakuen teachers will only make communication using school laptops.

Under no circumstances should teachers or pupils personal contacts be shared, and the use of social media or any way of communicating other than the above-mentioned methods through unofficial channels is strictly prohibited. Private chat or sharing of images between pupils and teachers is unacceptable. All laptops are regularly monitored by our I.T team.

Zoom (or a suitable replacement)– while this is our preferred online platform, and so an authorised channel of communication, it must only be used during a scheduled lesson or meeting time. Neither student or teacher should use this as a means of contacting the other party outside of scheduled lesson time. As with all school-based communications, the content and language of messages must, at all times, be professional. Teachers will advise parents if they need to contact them to use formal channels.

Recording of Lessons - Lessons will be recorded by Maeda Gakuen staff and stored securely on a cloud (in line with GDPR requirements) for a maximum of 28 days for safeguarding purposes and proof that the lesson has taken place. With consent on parents, these lessons might be sent as video links to enable children to revisit the lessons or for children who could not attend the live sessions. These videos which will be emailed are only for the benefit of the named recipient and should not be forwarded or uploaded on any other platform.

GDPR requirements - Following GDPR and respecting individual's rights to privacy, parents, children and staff (other than the authorised host of the meeting) are forbidden from taking pictures, screenshots or recording the event.

Maintain professional standards in all respects – the online classroom should always be regarded as an extension of the physical classroom and the safeguarding expectations that pertain to this, such as professional communication, attire, and language.

Any breach by a pupil/parent will result in termination of the lessons immediately without a refund.

Any breach by a teacher will be seen as gross misconduct and dealt with in line with Maeda Gakuen's disciplinary procedure.

Policies reviewed by Nikita Phadnavis (Manager) on 28th September 2020.

Date to be reviewed 28th September 2021.

12. Templates

12.1 Physical Intervention Record Form

Child's Name:	Date:
Date of incident:	Time of incident:

Details of the incident:

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Incident managed by:
Witness/ other staff involved:
Method(s) of restraint if used:
Debriefing session/ evaluation:
Parent/ carer informed/ response:
Signed:
Witness/ other staff involved signature:

12.2 Accidents and Injuries Report

Child's Full Name:				Age:	
Specific accident information					
Date		Time		Location	

Type of injury: (tick as appropriate)

Cut/ scrape	Puncture	Fracture/dislocation	Head injury
Bump/bruise	Splinter	Chocking	Nose injury
Bite	Burn	Eye injury	Poisoning
Sprain/strain	Dental injury	Concussion	Other

Cause of injury: (tick as appropriate)

Fall from height	Burn	Pinched/caught in	Another child
Climbing	Hit by or bumped into object	Human bite	Other
Running	Splinter/foreign object	Sharp Object	

Area of body injured:
comments:

Additional information /



--

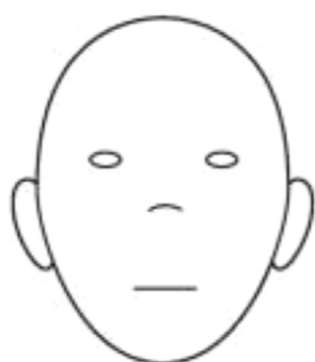
First aid administered:					
Person attending to accident:					
Other staff present:					
Parents notified of the accident by: Report				Telephone:	
Signed		Position		Date	
Counter-sign		Position		Date	
Parent/carer				Date	

12.3 Head injury report

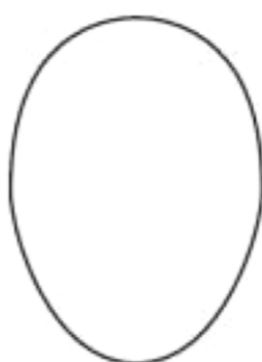
Complete this form and hand a copy to parent/ carer if their child sustains an injury to their face or head. (A copy should be filed in child's folder). Indicate position of injury by marking a cross on the image below.

Today _____ sustained an injury to his/her head.

Date of incident		Time of incident	
Description of injury:			
First aid administered:			



Front



Back

Additional advice:

Observe your child closely for next 2-3 days, seek medical advice if you're concerned.

- If the area is swollen or bruised, try placing a cold compress over it for 20 minutes every 3-4 hours.
- Make sure your child is drinking enough fluids.

Signed		Position		Date	
Counter-sign		Position		Date	
Parent/carers				Date	

12.4 Accident at home report

Parent/ carers are to complete this form if staff need to be informed of an injury sustained outside of the nursery setting.

Child's name:
Date of accident:
Location of accident:
Nature of accident:
Description of injury:
First aid administered:
Medicine/ treatment required:

Signed		Position		Date	
Counter-sign		Position		Date	
Parent/carer				Date	

12.5 Incident Report

Date:	Time:
Location:	Staff reporting:

Type of Incident

Fire	Flood	Snow	Safeguarding
Missing child	Uncollected child	Food poisoning	Terrorism
Other			

Details of the Incident:

--

People involved:

--

Action Taken:

--

Review by Manager:

--

Incident reported to:

Ofsted	Date:	By:
Local Authority	Date:	By:
Management team	Date:	By:

Staff Name:	
Sign:	Date:
Manager Name:	
Sign:	Date:

12.6 Behaviour Incident Report

Child's Name		Age	
Date		Time of Incident	
Key Person		Report Issued by	

Others involved:

None	Peers	Staff	Support staff	Others
------	-------	-------	---------------	--------

Location of incident:

Assigned room	Hallway	Outing
Outdoor area	Toilet Area	Other

Problem behaviour:

Aggression/physical contact	Defiance/disrespect	Teasing	Property damage
Inappropriate language	Harassment/bullying	Biting	Unsafe behaviour
Disruption/tantrums	Lying/cheating	Abusive language	Other
Fighting	Stealing	Racism	

Possible motivation/triggers:

Gain peer attention	Avoid adult	Anxieties/fear	Hyperactivity
Obtain desired item/activity	Avoid task or activity	Emotions	Other
Gain adult attention	Unsure	Discomfort/illness	
Avoid peer(s)	Frustration	Sensory issues	

Comments/ description of behaviour:

--

Outcome:

Removal from the situation	Co-regulation strategy used
Removal of item	Plan to use ABC chart
Time with key person	Meeting arranged with parent
Other	

Additional Information:

--

Parent/carer sign		Date	
Key Person sign		Date	
Manager sign		Date	

12.7 ABC Chart

Child's Name			
Date		Age	
Key Person			

Undesirable behaviour: (only write one)

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Observation chart:

Antecedent	
Behaviour	
Consequence	

Plan to promote Positive Behaviour:

Trigger(s)	
Action(s)	
Review	

Parent:	Sign:	Date:
Key Person:	Sign:	Date:
Manager:	Sign:	Date:

12.8 Prescription Medicines Form

Permission to administer prescription medication.

Child's Full Name		Age		Date	
Name of medication					
Dosage		Times of dosage			

Any special instructions (take with food, on an 'as needed' basis, etc.)

--

Start date of prescription		End date of prescription	
Prescribed by			
Name of pharmacy			
Pharmacy Address			
Pharmacy phone			

Notes:

- Medicines must be in original container as dispensed by the pharmacy clearly labelled with the child's name and dispensing instructions.
- Staff are not allowed to make any changes to the prescribed dosage on parental instructions.

I release Maeda Gakuen from any liability from administering this medication. I hereby give my consent for or a qualified member of staff to administer the above medication to my child, in the amount and at the times stated above.

Sign		Date	
Name		Relationship to child	

12.9 Non-prescription Medicines Form

Permission to administer non-prescription medication.

Child's Full Name		Age		Date	
Name of medication					
Dosage					

Purpose of medication:

--

Please state dosage of medication and how often it should be administered:

--

I release Maeda Gakuen from any liability from administering this medication.

Sign		Date	
Name		Relationship to child	

12.10 Individual Health Plan

This form must be used alongside the individual child's registration form which contains emergency parental contact and other personal details.

Date completed: _____ Review date: _____

Child's details:

Full name: _____ Date of birth: _____

Address: _____

Allergies: _____

Medical condition / diagnosis _____

Medical needs and symptoms: _____

Daily care requirements: _____

Medication details (inc. expiry date / disposal) _____

Storage of medication: _____

Procedure for administering medication: _____

Names of staff trained to carry out health plan procedures and administer medication: _____

Other information: _____

Date risk assessment completed: _____

Risk assessment details: _____

Describe what constitutes an emergency for the child, what procedures will be taken if this occurs and the names of staff responsible for an emergency situation with the child: _____

Child's main carer(s)

1. Name: _____ Relationship to child: _____

Contact number(s): _____

2. Name: _____ Relationship to child: _____
Contact number(s): _____

General Practitioner's details:

Name: _____ Contact number: _____
Address: _____

Clinic of Hospital details (if app):

Name: _____ Contact number: _____
Address: _____

Declaration

I have read the information in this health plan and have found it to be accurate. I agree for the recorded procedures to be carried out:

Name of parent: _____ Date: _____
Signature: _____
Name of key person: _____ Date: _____
Signature: _____
Name of manager: _____ Date: _____
Signature: _____
Date: _____

For children requiring lifesaving or invasive medication and/or care, for example, rectal diazepam, adrenaline injectors, Epipens, Anapens, JextPens, maintaining breathing apparatus, changing colostomy or feeding tubes, you must receive approval from the child's GP/consultant, as follows:

I have read the information in this Individual Health Plan and have found it to be accurate.

Name of GP /
consultant:

Date:

Signature:

To be reviewed at least every six months, or as and when needed.

Copied to parents and child's personal file (with registration form)

12.11 Basic kitchen opening and closing checks template

This form is to be used by practitioners when they doing cooking activities with children – e.g. tea ceremony, curry party, making fruit cocktails, etc.

Enter a tick ✓ and initial if satisfactory. Enter X and initial if not satisfactory and make a note below. Add action taken and if problem is resolved, sign and date.

TO BE COMPLETED EVERYTIME THE KITCHEN OR COOKING EQUIPMENT IS USED WITH CHILDREN

Date:

Check carried out by (practitioner's name):

Supervisor:

Opening Checks:

Personal hygiene:

- Hands washed
- Clean apron
- Hair tied back

Fridge/freezer:

- Working properly
- Temperature checked – record temperature
- Raw and cooked food separated

Appliances working and are inspected:

- Portable cooker
- Microwave
- Kettle

Cloths clean:

- Dish
- Surface
- T-towels

Children's food allergies list checked

Food fresh and in-date

No signs of physical, chemical or pest contamination

Closing Checks:

Unused food put away correctly

Leftover food and past sell-by date food discarded

Crockery and utensils washed up and put away dry

Rubbish removed and bins cleaned

Dirty cloths removed from washing and replaced

Work surface clean and disinfected

Floors clean

Report any problem(s) here

Action taken

Further guidance

- Safer Food Better Business (Food Standards Agency 2011)

12.12 Health and safety risk assessment template

Risk area:		Carried out by:		Date:	
Risk identified:	Who is at risk:	Level of risk:	Control measure and person(s) responsible:	Review:	
	<i>People on premises and those most vulnerable.</i>	<i>Of hazard occurring and risk to people.</i>	<i>Remove and reduce hazards. Remove and reduce risk to people.</i>	<i>Record, plan, inform, instruct, train and review.</i>	
		<i>H/M/L</i>			

12.13 Fire safety risk assessment template

Risk area:		Carried out by:		Date:
Fire hazards: <i>Ignition</i> <i>Fuel</i> <i>Oxygen</i>	Who is at risk: <i>People on premises and those most vulnerable</i>	Level of risk: <i>Of fire occurring and the risk to people</i>	Control measure: <i>Remove and reduce hazards that may cause fire. Remove and reduce risks to people.</i>	Review: <i>Record, plan, inform, instruct, train and review</i>

Before completing this form please refer to the five steps in the fire safety procedures

12.14 Social Wellbeing Audit

Please include comments and actions for each question answered 'No'.

Audit Area	Yes	No	Comments	Actions to be taken
Has the setting planned and implemented a behaviour strategy?				
Does the setting have a name and suitably skilled behaviour coordinator as per the EYFS safeguarding and welfare requirements?				
Are the dynamics of the setting managed to ensure a balanced intake of children? (For example, age, needs and sex of children)				
If used, are approved methods of rewards and sanctions used consistently by all staff?				
Do all staff understand and apply the same approved methods for intervening in minor incidents of unwanted behaviour? (For example, conflict resolution approach)				
Do all staff understand and use an approved method for identifying and analysing unwanted behaviours? (For example ABC chart – antecedent, behaviour and consequence chart)				
Do the policy and procedures on behaviour incorporate related EYFS requirements?				

Are policy and procedure relating to 'management' of behaviour reviewed and updated annually?				
Do children have regular access to an outdoor environment?				
Are all areas of the indoor and outdoor play environments uncluttered and defined?				
Is there sufficient space for children to move around freely in all areas of the play environment?				
Do children have access to quiet areas?				
IS there control of natural/ artificial light in play areas?				
Can the temperature of the play environment be controlled?				
Is the internal play environment free from unnecessary noise?				
Are there sufficient general resources for children of all ages and abilities?				
Are favourable acoustics in the play area managed to prevent noise distortion? (for example, introduction of soft furnishings, canopies, etc.)				
Are supplementary methods of communication used in the setting? (for example, Makaton, signing)				

Are pictorial symbols used to improve children's understanding of the daily timetable? (e.g. use of visual timetable, now-next board, picture exchange communication)				
Are known trigger points for conflict in the setting managed?				
Are all staff trained to understand the following:				
Methods for initial intervention, identification and analysis of unwanted behaviours.				
Methods for adapting/changing behaviours.				
Appropriate reward and sanctions methods				
Alternative communication systems.				
Safeguarding				
Inclusion				
Emotional Literacy				
Risk Assessment				

Name of behaviour coordinator person completing the audit:

_____ Date: _____

Name and signature of head teacher overseeing the audit:

Sign: _____

Review Date: _____

12.15 Access Audit

Key

A: Annual check; M: Monthly check; W: Weekly check; D: Daily check; H: Hourly check.

Approach to the building	Key	Yes	No	Comment/ Action
Are there disabled parking facilities?				
Are kerbs lowered?				
Is there entrance gate wide enough for wheelchair users?				
Are there orientation landmarks for visual impairment?				
Is the route clearly signed?				
Are support rails or resting platforms provided on inclines?				
Are all surface coverings even and non-slip?				
Are pathways clear of obstructions?				
Are all areas adequately lit?				
Do steps and handrails accompany ramps?				
Are steps suitable and highlighted for differentiation?				
Are resting platforms available and highlighted?				
Is there adequate lighting at the front and along the route to the building?				
Entrance	Key	Yes	No	Comment/ Action
Is there an entry phone and/or a doorbell and are they at a reasonable height for wheelchair users?				
Is there a level or flush threshold?				
Are doors easy to open and doorways wide enough for all users to pass through and clear the door swing?				

Are glazed doors marked for safety/ visibility?				
Are door closer mechanisms appropriately adjusted (so as not to close too quickly)?				
Are door controls (handles/ knobs) at a suitable height, clearly located and easy to use?				
Is the information on the welcome board in a range of formats and at an appropriate height to suit varying needs?				
Is the entrance signposted and easy to find?				
Is the route to the destination clearly marked?				
Is applicable, is the doormat in a good condition and flush with the floor?				
If an induction loop is fitted, is it working?				
Can people either side of the door be seen?				
Are surfaces non-slip?				
Is lighting adequate?				
Inside the building	Key	Yes	No	Comment/ Action
Are all floor surfaces suitable?				
Are the acoustics of the building suitable for children/adults with hearing impairment?				
Are there colour and tonal contrasts to help distinguish fixtures and fittings from surfaces, walls and floors?				
Is there a disabled WC facility?				

Is there a handrail in one of the children's WC?				
Are support rails available in relevant areas?				
Is the environment free from unnecessary noise?				
Are audible, manual and mechanical alarm systems supplemented with visual and verbal warnings?				
Are all areas in the building wide enough for adults and children using mobility equipment to manoeuvre?				
Are fittings fixed without dangerous edges?				
Are travel routes clutter free (e.g. from shoes and buggies)?				
Is there control of natural/ artificial light to avoid glare/ silhouettes and is lighting adequate?				
Are door closer mechanisms appropriately adjusted (so as not to close too quickly)?				
Are door controls (handles/ knobs) at a suitable height, clearly located and easy to use?				

Completed by (name): _____ Date: _____

Date of next audit: _____