UNIVERSITY OF BRIGHTON
ONE WORLD NURSERY HANDBOOK 2018-19

www.brighton.ac.uk/childcare
Section 1: General Information

The first nursery for the then Polytechnic parent/carers opened in September 1979 and was based on the Cockcroft Site and in January 1995 One World Nursery moved into the Tithe Barn on the Moulsecoomb Place Site. The nursery is part of the Student Services Department and the manager is line managed by Patrick Wrangles Head of Student Wellbeing Services (and until Patrick takes up his post on 1/10/18 by Jo Tomlinson).

The nursery is valued by its users and the following quote is from a staff parent/carer:

“I’ve liked the nurturing atmosphere at the nursery ever since we visited for the first time. Staff are absolutely fantastic and you get the sense that everyone cares a lot about what they do. I’m very happy that my child has been a part of this wonderful place”.

On leaving the nursery one of the children wrote the following on a thank-you card:

“Thank-you very much for making me happy”!

1.1: Contact details

The nursery’s address is:

One World Nursery,
University of Brighton,
Tithe Barn,
Moulsecoomb Place,
Brighton,
East Sussex BN2 4GA
Tel. 01273 642022

E-mail: OneWorldNursery@brighton.ac.uk or childcare@brighton.ac.uk

The nursery’s website can be viewed at www.brighton.ac.uk/childcare/.

A copy of this guide can be found online at
1.2: Ofsted

One World provides high quality integrated childcare and early years education, and is inspected by Ofsted. The latest Ofsted reports can be viewed on www.ofsted.gov.uk. Most recent inspection of One World was in 2015, and the reference number for the report is RP902364 - 130703

1.3: Opening and Closing

The nursery is open for 45 weeks per year, closing for two weeks at Christmas, one week are Easter and four weeks in August, plus bank holidays and for four staff study days per year, which are held out of academic term.

Nursery Opening hours are:

Monday –Friday: 8.00am – 5.30pm (a concession can be made for student parent/carers during exam times regarding a 5.45 close as needed with notice required)

If you are going to be late collecting your child please phone us immediately on 01273 642021. Please read the Late Collection Policy.

1.4: Staff Meeting

We hold staff meetings on Wednesday p.m. between 4 – 5.15p.m. These meetings are vital as they give us an opportunity to exchange information, plan, monitor, review and assess our nursery practice, procedures and policies. During meetings two or three (as needed) members of staff care for children in the barn with staff parent/carers being given priority places and with any vacant places being offered to timetabled students.

In order to help with these arrangements we ask if any parent/carers are able and would like to come in to help between 4 – 5.15 p.m. on staff meeting days. This would be to work alongside the members of staff caring for the children.

1.5: Arrival at the nursery

The nursery has a secure door entrance system, and all families are issued with a door card. Those without a card (along with all visitors) are required to ring the bell and they will be let in by a member of staff who will sign the time of arrival on the nursery register (when
parent/carers come to collect children the member of staff letting them in will sign the time of departure on the register).
All parent/carers are required to clean their hands using the alcohol based gel provided in the reception area before using the code to the internal door into the nursery. If the child has a lunch box or bag this needs to be put into the fridge in the rainbow room. The children then can find their name and picture, in the self-registration book and put it on the ‘World’ on the wall.

We when ask that parent/carers to accompany their children to the downstairs bathroom to wash their hands before coming to play. All parent/carers are required to accompany their children up into the barn and onto the landing to place coats etc. on the child’s peg and then to bring the child into the room where the staff are.

Please note that the nursery is a mobile phone free area, and all staff and parent/carers are requested not to use their mobile phones in the nursery play rooms. So please no mobile phones, or any other devices that you can take photos on, once all have gone through into the first ground floor play room of the nursery, the rainbow room.

1.6: Aims and Principles of One World Nursery

Aims:

We are committed to promoting children’s learning in a safe environment helping them to integrate new experiences, develop new skills and come to terms with the world they live in.

We aim to provide an *anti-bias learning environment, which is safe, stimulating and monitored to meet the needs of all.

We endorse the principle that effective learning and development for young children requires high quality care and education.

Principles:

- Children develop rapidly during the early years – physically, intellectually, emotionally and socially. They are entitled to support and encouragement to extend their knowledge, skills, understanding and confidence to help them overcome any disadvantage.

- Children need to feel included, secure and valued; we work at developing positive, trusting relationships with children that will support the development of their self-esteem.

- The nursery experience builds on what children already know and can do; we encourage a positive attitude and disposition to learn.
• Children will not be excluded or disadvantaged because of ethnicity, culture or religion, home background, special educational needs, disability, gender or ability. All children are shown respect and are treated as individuals.

• We recognise that parents/carers have the primary nurturing role in their children’s lives and that they are children’s first educators. We work together with parents/carers in an atmosphere of mutual respect to ensure children’s security and confidence.

• There are opportunities for children to engage in activities planned by adults and also those children plan or initiate themselves. Children do not make a distinction between ‘play’ and ‘work’ and neither do we. Children need time to become engrossed, work in depth and complete activities.

• We observe and respond appropriately and respond to children, informed by our knowledge of how children develop and learn and a clear understanding of possible next steps in their development and learning.

• We plan purposeful activities and appropriate intervention by nursery staff engages children in the learning process and helps them make progress in their learning.

• Children have rich and stimulating experiences. The learning environment is well planned and organised to provide the structure for teaching within which the children explore, experiment, plan and make decisions for them, thus enabling them to learn, develop and make good progress.

• We recognise the need to reflect on our practice and to keep up to date with all new relevant initiatives in the early years through publications and attending courses and workshops.

*Anti-bias: An active approach to challenging prejudice, stereotyping and all forms of bias

The Early Years curriculum is carefully covered by:

• The Early Years Foundation Stage 0-5 years

• There are different starting points from which children develop their learning, building on what they can do.

• There is relevant and appropriate content that matches the different levels of young children’s needs.
• There is planned and purposeful activity that provides opportunities for teaching, learning and fun, both indoors and outside.

• The Nursery’s Aims and Principles, Policies and Procedures meet the statutory requirements.

• Ofsted Day Care to the National Standards

• The Early Years Foundation Stage DFES

1.7: Our day at nursery

This is a very flexible time table of our day:

8.00   Settling in and free play
9.30   Child initiated play supported and developed as needed by adults
9.45 – 10.15 Roll on snacks offered
10.30  Nappy changing, toileting as needed
10.45  Tidying up followed by circle time activity e.g. songs and stories
11.00  Key Group Focus time
11.30  Choice of free play inside and out, if possible
11.55  Hand washing
12.00  Lunch
12.40  Choice of free play inside and out, when possible
1.15   Story time for the children needing a rest/sleep
1.30 – 3.00 Rest / sleep time (for those children whose needs this meets)
1.45   Circle time (for children who are not resting)
2.10   Key Group Focus time
2.30 – 4.00 Child initiated play supported and developed as needed by adults
3.15 – 3.45 Roll on snacks offered
3.30   Nappy changing, toileting as needed
4.00   Tidy time followed by circle time activity such as singing, music, dance and story
4.30 Free play inside and out, if possible
4.45 Tidying up
5.00 Play in the barn
5.30 Nursery closes

1.8: University of Brighton Nurseries Admission Policy (18-19)

The nurseries (One World and Phoenix) are open to pre-school children aged two to five years. Sessions may also be available to children attending school part time until they take up full time education (this would be usually only available to children who attend the nurseries and it would be on a first come first served basis.) We are unable to accommodate children in the term after their 5th birthday.

Our policy of admission supports inclusive education. If a child has a special need they will be offered a place at one of the nurseries after discussion with parent/carers and with any external agencies involved with the child at the time to ensure that the nursery is suitable and able to meet the child and the parent/carers exact requirements. The nurseries will not in any way discriminate any child in respect to its special needs. The nurseries work in partnership with other childcare settings and outside agencies.

The nurseries are open for 45 weeks of the year.

Closing for two weeks at Christmas a week at Easter and four weeks in August. The nursery is also closed for Bank holidays and four study days.

The nurseries are open to:

*Student parent/carers* who are registered with the University of Brighton and who are attending day time full or part-time courses.

(Please note if a student’s partner is a member of staff at the University of Brighton the fee rate will be based on the staff rate)

*Staff parent/carers* employed by the University of Brighton.

University of Brighton Students and staff are given priority for a nursery place

*Community parent/carers and others affiliated to the University

*Funded 3-4 year olds and funded 2 year olds* (subject to availability)
To help with your child/children’s transition to run smoothly we advise a settling in period. We recognise that each child has different needs and some children may need a little longer. Our experienced staff will work in partnership with you to ensure this period is a positive experience for you and your child/children. Each child is allocated a key person. We advise a minimum booking of two sessions.

**Student parent/carers**

On the initial enquiry student/parent carers will be sent an application form either by E mail or paper copy. When a place has been confirmed you will be sent a Terms and Conditions form. This will need to be returned with a non-refundable £25.00 registration fee.

Student fees are charged at a subsidised rate. Please see the fee chart.

Childcare Grant-The Childcare Grant (CGS) is available to full-time undergraduate home/UK students on a low income who have dependent children.

Students can gain advice about the access to the Hardship/Learning fund from the University’s Student Advice department.

**Staff, community and others affiliated to the University parent/carers**

On the initial enquiry parent/carers will be sent an application form either by E mail or paper copy. When a place has been confirmed you will be sent a terms and conditions form. This will need to be returned with a non-refundable £50.00 registration fee (£30.00 for each sibling)

Fees are charged at a flat rate and the nurseries accept all Childcare Vouchers. Please note work place vouchers will gradually be phased out. This will be replaced by Tax free childcare. The University is signed up to this scheme.

Please advise the Manager if you are accessing the Tax free childcare.

For information on Tax free childcare please go to: - childcarechoices.gov.uk. This web site also gives you information to see if you are also eligible for the 30 free hours funded sessions.

Please note if you are just accessing the nursery for the Early Years funded 30 hrs and 15 hrs a registration fee does not apply.
Contracts:-

Students

Students are able to choose either 38 weeks or 45 week contract depending on the courses they are accessing. Please advise the Manager of your decision.

All funded sessions will be reflected in each fee invoice.

Staff, Community and others affiliated with the University parent/carers

Staff, community and others affiliated with the University of Brighton parent/carers are offered a 45 week contract this also includes parent/carers accessing the 30 free funded hours.

All parent/carers and have a ‘standalone’ 38 week contract for those just accessing the nurseries for up to the 15 funded hours.

Sessions:-

Both nurseries offer a.m., p.m. all day and 6 hour sessions.

Other session’s/ hours available:-

*Up to 30 hour funded sessions for 38 weeks of the year. The further 7 weeks and any extra hours attended will be calculated and spread over up to 11 or 12 months. Or less than 30 hours per over up to 44 weeks. A combination of these hours can be used, but not exceeding the 30 hours. This is only available as a 45 week contract. Extra hours are available at £6.43 per hour. (Please see the Term and Conditions for full details).

Please note - This is with the exception of students who have attended the University of Brighton.

We will offer ‘standalone’ funded sessions 30 hours x 38 weeks to students of the University of Brighton who have become Community parent/carers, for a year, after they have finished their degrees/courses. These sessions can be taken as needed. As stated we will require clarification of a unique number. All fees over and above the 38 weeks will be calculated and spread over 11 or 12 months.

*3-4 year olds 15 hour funded sessions x 38 weeks = 3 x 5 hours or 2 x 7½ hours with extra hours if required.

*2 year olds 15 hour funded sessions x 38 weeks = 3 x 5 hours or 2 x 7½ hours with extra hours if required.
Parent/carers accessing the 2 year old funding will need to provide a unique E number which will be verified by Brighton and Hove City Council.

Please note - If you only access the nurseries for the funded 38 weeks x 15 hours these are offered to a similar timetable to schools.

The nurseries require a months’ notice to terminate your contract.

Useful contacts:-

*For Tax free childcare and 30 hour funding please look at: - www.childcarechoices.gov.uk for information and www.gov.uk/childcare-calculator to see which works best for your family.

*Brighton and Hove Family information services for 2 year old funding and other information:-

Either call 01273 293545 or E mail familyinfo@brighton-hove.gov.uk

Or visit the web site www.brighton-hove.gov.uk/fis

June 2018
1.9: Nursery fees

The nursery is funded from the following sources: Parent/carer fees, Childcare Grant, Early Years Free Entitlement, 15 hours and 30 hours (working families) and the Two Year Old Funding Scheme.

University of Brighton Student parent/carers fees

University of Brighton Student parent/carers to pay a non-refundable registration fee of £25.00 on offer of a place at one of the nurseries.

<table>
<thead>
<tr>
<th>a.m. fee</th>
<th>p.m. fee</th>
<th>All day fee</th>
<th>Full week fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>£19.75</td>
<td>£19.75</td>
<td>£39.30</td>
<td>£196.50</td>
</tr>
<tr>
<td>8.00am-1pm</td>
<td>1pm-5.30pm</td>
<td>8.00am-5.30pm</td>
<td></td>
</tr>
</tbody>
</table>

University of Brighton Staff and Community parent/carers fees

University of Brighton Staff and Community parent/carers to pay a non-refundable registration fee of £50.00 (£30.00 each for siblings) once a place has been offered.

<table>
<thead>
<tr>
<th>a.m. fee</th>
<th>p.m. fee</th>
<th>All day fee</th>
<th>Full week fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>£27.55</td>
<td>£27.55</td>
<td>£50.30</td>
<td>£249.00</td>
</tr>
<tr>
<td>8.00am-1pm</td>
<td>1pm-5.30pm</td>
<td>8.00-5.30pm</td>
<td></td>
</tr>
</tbody>
</table>

University of Brighton Staff and Community parent/carers fees for a six hourly per day contract e.g., 8.30 –2.30, 9 – 3, 9.30-3.30 or 10-4 (at the latest)

<table>
<thead>
<tr>
<th>All day fee</th>
<th>Full week fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>£34.70 above</td>
<td>£165.25</td>
</tr>
</tbody>
</table>

Extra hours £6.43 per hour

The nursery is open for 45 weeks per year

Two year old funding

Eligibility for a free Two Year Funding childcare place:

Your two year old children will be eligible for a free childcare place, from September, if you are in receipt of one of the following benefits:

- Working Tax Credit and earn no more than £16,190 a year.
- Income Support
- Income-based Jobseeker’s Allowance (JSA)
- Income-based Employment and Support Allowance (ESA)
- Child Tax Credit and have an annual income not over £16,190
- Guarantee element of State Pension Credit
- Support under Part 6 of the Immigration and Asylum Act 1999
- The Working Tax Credit 4-week run on (the payment received when a claimant stops qualifying for Working Tax Credit)

Also the following children are eligible regardless of parental income:

- Are looked after by the local authority (e.g. foster care)
- Have left care through special guardianship, adoption or residence order
- Receive Disability Living Allowance (DLA) or have a statement of special educational needs/education, health or care plan

Checking eligibility

You can check your eligibility by contacting the Family Information Service (FIS). This can be done on line at www.brighton-hove.gov.uk/fis or by telephone 01273 293545, or by email familyinfo@brighton-hove.gov.uk.

Children will be able to access the nursery for up to 15 hours a week over a period of 38 weeks. We will offer a selection of sessions for parent/carers to access along with the Early Years Entitlement.

June 2018
Section 2: Staffing

2.1: Staff

Nursery Manager

- Becky Pollack (Full –time Monday – Friday)

Joint Deputy Manager

- Sarah Ottewell (Monday – Wednesday),
- Emma Cook (Wednesday - Friday)

Early Years Teacher (EYT)/ Special Educational Needs Co-ordinator/Practitioner

- Chris Randall (Monday, Tuesday, Wednesday and Friday)

Early Years Practitioners Part-time

- Amanda Maidment
- Eva Valiente
- Linda Dewdney
- Lisa Gjona
- Lisa Moore
- Lynne Hopkins
- Wendy Scott

Relief Workers

- Anna Addison-Milne
- Lacey Banks
- Parinaz Poursafar
- Patsy Whitley
The nursery staff have a vast amount of experience. Between them they hold a variety of qualifications including Early Years Professional Status, Postgraduate Certificate in Leadership in the Foundation Stage, BA Hons in Education Studies with Early years, BSc Psychology, Foundation Degree in Early Years Care and Education, Cert. HE, NVQ Level 4 in Nursery Management, NNEB, BTEC, PLA and NVQ Level 3.

Induction training is given to all new members of staff to help them understand how the nursery operates and their role within it. Four staff study days are held each year and each member of staff’s development and training needs are assessed and a programme of continuing professional development applied to meet these needs. Time is given for staff to attend workshops, conferences and course as needed.

We also support the work of staff by means of regular supervision annual staff development reviews and regular staff meetings giving all the opportunity to discuss the children’s progress and plan the curriculum.

We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation. The nursery ensures that all the adults looking after and having unsupervised access to the children are suitable to do so. Our aim is to appoint staff with appropriate personal qualities, qualifications, skills and knowledge.

June 2018

2.2: University of Brighton Nurseries Staffing Policy (currently being reviewed)
(Information for all parent/carers)

1. Introduction

This policy applies to you if you are a member of staff of One World and Phoenix nurseries, whether employed on a permanent, temporary or casual basis. All members of staff must follow this policy; deliberate breaches of the policy will be treated as a disciplinary offence. The policy should be read in conjunction with a job description, contract and the wide range of University of Brighton’s policies and procedures.

2. Medication

Members of staff must not be under the influence of any medication which may affect their ability to care for children. If a member of staff is prescribed medication by their doctor that may affect their ability to perform work this should be discussed with the nursery managers.
3. Mobile Phones and Cameras (and all other devices that photographs can be taken with)

Members of staff must keep personal mobile phones switched off, in their lockers or the place provided for staff belongings (during lunch breaks at One World Nursery mobiles can be used in the upstairs staffing area). Personal mobile phones and all other devices that photographs can be taken with are not permitted in any spaces that are accessed by children.

It is recognised that in certain situations it may be necessary for nursery staff to have a mobile phone for the use of the nursery e.g. on an outing. The use of a mobile phone must not detract from the quality of supervision and care of children. Mobile phones must not be used to take photographs of children. Members of staff have a duty to ensure parent/carers do not use their mobile phones to take photographs in the nursery including at socials e.g. at the Fun Run (without gaining further consent).

Members of staff must only use cameras provided by the nursery to take photographs of children. Failure to comply may result in disciplinary action.

4. Social Networking Sites

Members of staff must ensure that social networking sites are set as private so that only authorised persons can have access to these.

Members of staff must not accept or invite any children or their families to use their private sites.

Members of staff must never contact any children or their families using their private social networking sites.

Members of staff must never upload any photographs, comments or information about the nursery or any persons linked with it, openly or privately on social networking sites.

5. Social Contact

All members of staff are expected to uphold professional boundaries. Members of staff have a duty to be transparent with regard to any planned social contact with children and their families and to inform the nursery managers. Confidentiality of employment must be adhered to and respected during social contact.

6. Dress Code

Members of staff should wear clothing and jewellery which:

- Is comfortable, allows free movement and is appropriate to their role
- Is not likely to be viewed as offensive, revealing or sexually provocative
• Is absent of any party political or otherwise contentious slogans (if unsure please discuss with the nursery manager)
• Is not considered to be discriminatory and is culturally sensitive

Members of staff should ensure hands and nails are kept clean and long hair is tied back, as needed.

7. Accountability

Members of staff have a duty to develop professional/supportive relationships with all parent/carers within appropriate boundaries e.g. not to be over familiar and employ unnecessary and uncalled for physical contact.

8. Convictions, Cautions, court orders etc.

Members of staff have a duty to notify their employer of any changes of circumstance which may affect their suitability to work with children as soon as possible (and by completing annually the nurseries Staff Suitability Declaration). In relation to any criminal convictions, cautions, court orders, reprimands and warnings (whether received before or during their employment at the nurseries). Including disqualification for caring for children due to association e.g. the member of staff is living in the same household as someone who has been disqualified from working with children under the Children Act 2006.

9. Team and Partnership Working

Members of staff are required to work as a member of the nursery team to promote a caring and learning environment that is conductive to safe and ethical practice. If the care environment deteriorates, the member of staff must report this to the nursery manager.

10. Babysitting

To safeguard all, the nursery recommends that all members of staff do not babysit for any child at the nursery during the period of time in which they are attending the nursery. If a member of staff had any babysitting arrangements for a child attending the nursery prior to being employed by the nursery the member of staff should inform the nursery manager.

Any member of staff who enters into a babysitting agreement with a parent/carer (with a child not attending the nursery) does so at their own accord (but should inform the nursery manager). The nursery is not responsible. All arrangements need to be made outside of the nursery and the nursery does not arrange sitters or pass out numbers. All babysitting should be arranged outside people’s normal working hours.

August ‘18
Section 3: Information for parents/carers new to the nursery

3.1: Settling in Guidance for parent/carers

Parent/carers are very welcome to stay with their child for as long as they feel is necessary during the settling in period. It is a good opportunity to get to know the nursery staff and the nursery day. Our aim is to foster children’s well-being and help the child to feel at ‘home’ at the nursery, for them to be themselves and to have their emotional needs met. To help with this any information about what your child likes to play with and how they are best comforted etc. will be very helpful.

All families and children are different and how the settling in process goes does depend on the family and the child’s needs and the child’s age and previous experiences. There isn’t a right or wrong way of doing it you need to go through the process and hopefully enjoy it; it’s an important step in your child’s development. What follows is some guidance that can help with the process.

1. When settling your child into nursery we find it is helpful if parent/carers can come into the nursery with the child and stay for a couple of sessions. Please bear in mind that your child will overall come to you and not to the nursery staff during this time. Sometimes children will find it difficult to join in with group activities, this is something that we overall expect and see it as being a normal part of the settling in process.

2. Children can gain reassurance from seeing their parent/carers and the nursery staff starting to build a trusting relationship.
   - When you do feel ready to leave your child we are more than happy for you to begin by saying goodbye and going to sit in the staff room.
   - When you do leave your child it is really important to say goodbye and when you return to then stay (or leave with your child) rather than be back and forth several times in a session/day. This way they get used to ‘goodbye’ means you’re going and when your back it’s time to go home.
   - It is also best to leave during a ‘free play’ session rather than during a changeover period and to say your goodbye fairly quickly, talk to the nursery staff about these times.
   - When you do feel ready to leave the building we are happy, if it works for you, for you to gradually build up to being away for longer periods of time. Please ensure you have left contact numbers with Becky, Emma or Sarah and your key person.
   - In your early settling in sessions please spend some time with your key person (and/or their partners) it’s a good opportunity to exchange information.
We are all here to support you through this time. We appreciate it can be difficult for both your child and you. We also appreciate that all family circumstances are different and that busy lives can also add to the difficulties at this time. Please talk to us about how we can support you and we will do our best to meet all your needs as well as those of your child.

June 2018

3.2: Items for Parents/Carers to bring to Nursery

- Completed registration form and signed copy of the nursery terms and conditions including a list of contact numbers and a ‘password’ to be used by someone, other than the child’s parent/carers, who comes to collect the child/ren.
- A copy of your child’s birth certificate or passport.
- Your child’s special comforter, this is particularly important during the settling in period. However please discourage your child/ren from bringing toys to nursery, as they get lost or broken and cause arguments.
- Please bring in picture of your family for our family collage.
- A supply of disposable nappies if needed.
- Please send your child/ren in suitable clothing, which can be washed easily and they can manage themselves when using the toilet. As we use the garden throughout the year, please make sure that your child has: a sun hat (please see sun protection policy), waterproof coat, a pair of ‘nursery’ welly boots to stay at the nursery and a warm coat for the colder months.
- A bag of spare clothes (at least two sets) in case of accidents which can stay at the nursery on your child’s peg.
- A small clear plastic bottle (with the kite mark HPDE) of water with a drinking spout so that children can drink straight from the bottle. Please clearly mark the bottle with your child’s name and also include a symbol on the bottle to help your child to recognise their bottle. We will refill the bottle as needed with fresh tap water and we ask you to take the bottle home daily, wash it and return it filled for when your child is next at nursery. One World please put your child’s bottle into the large bucket provided in the starting play room. They are available throughout the day and staff encourage children to drink as often as possible.
- If providing a cold packed lunch please bring it in a named box or bag which goes into the fridge. Please do not include sweets, nuts (including nut spreads) or fizzy drinks as part of your child’s lunch. For safety reasons we ask for drinks or food to be brought in plastic containers. We welcome a birthday cake for the children (and staff) to share at snack time and this occasion is the exception to the list above. (please see information on ‘food’ for further details)
Please label or mark everything your child brings to nursery including lunch box and all the small containers and flasks in it, coat, welly boots, bottles and comforter.

3.3: For Parent/Carers to collect
All letters are placed in your child’s pigeon hole out in the reception area, your child’s work is put into their tray upstairs in the art room, and any wet clothing will be on your child’s peg, please check daily.

3.4: Toilet/Potty Training Guidance
Here are some tips that we find help us make toilet training a success.

- Please discuss with your children’s Key Person how you are approaching toilet/potty training at home.
  Your child may want to bring their own potty to the nursery.
- Let us know the words your children use e.g. wee, poo.
  Or other forms of communication they may use e.g. signing or use of pictures.
- Overall we find pull-ups are too similar to nappies and having the experience of wearing pants works best.
- Dress your children in clothes that are easy to pull down and up.
  Jogging trousers or leggings are ideal.
  Avoid belts, braces, dungarees, long dresses or skirts, tricky fastenings at the waist of trousers and jeans.
- Accidents are likely to happen while the children are still learning so please provide spare clothes.
- Think about footwear too, spare shoes maybe needed as shoes can get wet and need time to dry. Depending on the season shoes that can be washed and dried easily such as jelly shoes or trainers may help.
- Chat with us about how the training is going so we can learn from each other and review progress.
- Consider your journey to and from nursery and this is when a pull up/nappy might be useful.

June 2018
3.5: Parent/Carers Involvement Policy

The nursery recognises that parent/carers are their children’s first and continuing educators and we believe that children benefit most from pre-school education and care when parent/carers and the nursery work together in partnership.

Parent/carers are very welcome to stay with their child for as long as they feel is necessary during the settling in period. It is a good opportunity to get to know the nursery staff and the nursery day. We ask that parent/carers stay with their child for at least the first session. The best way to settle a child into the nursery will be agreed between the parent/carers and the nursery depending on the child, their age and experience.

We are committed to ongoing dialogue with parent/carers to improve our knowledge of the needs of their children and to support families.

Families are encouraged to bring in a photograph for our family wall. This can help families to feel part of our community and is a talking point for children and staff (see*).

Our diary wall is a place for children and families to share information about things they have done and important events in their lives. Again this helps families to feel part of our community and gives children a focus for things to talk about with their peers and the staff (see*).

Helping in the nursery

Part of the nursery ethos is to work in partnership with parent/carers and this can involve participating in the nursery day. We recognise that you are all busy people and it may be that you cannot offer any or very little time, this is perfectly understandable. However if you would like to help, please be assured that you will always be welcome. In line with our Safeguarding Children Policy and Procedures no adult, who hasn’t been DBS checked, will have unsupervised access to the children while they are at the nursery.

Some examples of things that would be beneficial to us that you may be happy to do:

- Read/tell stories to one or two children,
- Play alongside children at the: dough table, car mat, train truck, puzzle table or in the role-play area etc.
- Play games such as Lotto or dominoes with small groups of children,
- Share any skills, knowledge and or interest’s you may have e.g. playing musical instrument, reading stories or singing songs in English or in other language,
- Demonstrating and talking about any relevant hobbies or interest’s,
- Helping with art and craft activities, sewing, woodwork, use of tools for making and designing, dancing cooking or computer skills,
- Helping us in the garden with planting and maintaining the areas,
- Helping to clean and mend equipment and tidying up areas etc,
- Supplying us with ‘junk’ from home for the children to use in their model making and newspapers.
• Bringing in items of interest to show others and collections of natural things e.g. leaves, shell’s, conkers etc.
• Accompanying us in taking small groups of children to borrow books from Moulsecoomb community library or visit the Cockcroft ‘gardens’ etc.
• Sharing with us children’s news for our diary wall e.g. family outings, holidays, visits to the dentist etc.
• Helping out at social events, staff and group meetings.

_We welcome the contributions of parent/carers, in whatever form these may take._

---

* All named documents are stored within the standards laid out in our GDPR Privacy Notice/Data Protection Policy

_June 2018_

---

### 3.6: Helpful Items to bring in

- Any unwanted children’s clothing especially pants!
- Newspapers
- Boxes – various sizes, especially small for junk modelling (no polystyrene)
- Bottle tops and lids
- Plastic screw top containers, any size
- Old birthday and Christmas cards, also picture calendars
- Soft wood, suitable for woodwork
- Old clocks, radios and electrical goods that children can take apart
- Cotton reels
- Old wrapping paper
- Ribbon
- Shells, pine cones, tree bark
- Interesting pictures
- Pictures and posters that portray positive images including:
  - men and women doing work inside and outside the home
  - children and adults with disabilities
  - elderly people
  - different family life styles
  - cultures in this country and overseas
- Old clothing suitable for dressing up

Plastic bags for wet clothing (please pass to a member of staff).
3.7: Key Person Policy and Procedures

EYFS 2014:

‘Each child must be assigned a key person (also a safeguarding and welfare requirement - see paragraph 3.27). Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child’s learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child’s development at home. They should also help families engage with more specialist support if appropriate.’

Ofsted requires all children to be assigned a Key Person. The key person must help the child become familiar with the nursery, offer a settled relationship for the child and build a relationship with their parent/carers.

Each child/family at One World Nursery is assigned a key person and the specific aspects of that role are stated below. All nursery staff work cooperatively to meet the needs of all the children. An aspect of this practice is that it provides the children with the freedom of choice in relation to who they especially relate to at any given time. This may or may not be the key person. It is our aim to support the children in building up trusting relationships (in their own time) with all staff.

We aim through the experience and skills of our knowledgeable nursery team to ensure that each child’s needs are met. We are fully aware of the differing needs of our children, including those of our youngest children particularly at the settling in time. Our staff deployment is such that not all key workers are available when all the children arrive or depart but by working in this cooperative way we meet the needs of our children and our families. This is further supported through our Key Group System (see below).

It is recognised that the quality of care young children receive makes a huge difference not only to the quality of each day they spend in a setting but also to their long-term future. ‘Quality’ in this instance can be defined as having carers who are ‘attentive, responsive, stimulating and affectionate’ and this is our aim.

Our key persons work in named partnership groups (Blue Group, Red Group and Yellow Group). The aim of this practice is to ensure that children have access to someone who is particularly aware of their needs at all times. Due to the part time nature of both child attendance and staff availability, the staff make up of each key group has been designed so that the needs of all our children are met.
The role of the key person is to:

- Take a pro-active role in encouraging and entering into a partnership with the child and their parent/carers
- Be the initial point of contact for the child and parent/carers at the settling in time and during the family’s time at nursery
- Explain how staff work co-operatively to meet the needs of all children
- Ensure that all children are ‘known’ and to develop a special awareness of key children. To achieve this through working alongside them in a balance of adult-led, freely chosen and child-initiated activities, through indoor and outdoor play. By making observations and by exchanging information and knowledge with parent/carers, other staff members and should the need arise with other professional (see*)
- Adhere to an agreed Learning Journal standard (see Learning Journal and Tapestry Guidance below) (see*)
- Seek to engage and support parent/carers in guiding their child’s development at home by sharing ideas for the child’s ways forward
- Help families engage with more specialist support if appropriate and to be an advocate for the family when working with other professionals.
- Speak with parent/carers at the initial and other parent/carers and staff consultations
- Adhere to all the requirements of our Staffing Policy
- To work in partnership with families to facilitate a positive outcome for their children while in our care

Learning Journal and Tapestry Guidance (see*)

Aims:

One World Nursery ensures that all children attending the setting have a personal Learning Journal which records photos, observations and comments in line with the Early Years Foundation Stage (EYFS) to build up a record of each child’s achievements during their time with us.

It will also show children’s developmental progress through the different age bands of the EYFS.

Below is a list of procedures and agreed standards key persons agree to when using Tapestry.

Procedures (See also IT policy)

General

- Each child will have a key person allocated to them who will be responsible for the compilation of that child’s online Learning Journal (Tapestry).
• Tapestry allows staff and parents to access the information from any computer via a personal, password-protected login.
• Staff access allows input and assessment of new observations and photos/videos or amendment of existing observations and photos/videos.
• Parent access allows input of new observations and photos or the addition of comments on existing observations and photos/videos. Parent/carer log-ins do not have the necessary permission to edit existing material.
• Parents logging into the system are only able to see their own child’s Learning Journal.
• Parents are asked to give consent for their child’s image to appear in other children’s Learning Journals, and to protect images of other children that may appear in any photos or videos contained in their child’s Learning Journal.
• Though we may post newsletters and general reminders onto Tapestry, Tapestry is not used as a general communication tool between nursery and home. Parent/carers may contact us through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Observing and Assessing

• Observations put into the Tapestry system are moderated by the child’s key person before being added to the child’s Learning Journal.
• Observations are written in the present tense and addressed to the child.
• Evidence to support observations can be of a written, photographic or in the form of a video. When taking video footage practitioners are asked to be aware of any background noise.
• The child’s key group leader will regularly assess observations and post them to the journals.
• Staff are committed to engaging with the children during their sessions at nursery and endeavour to limit the time spent ‘recording observations’ on the iPads. On reflection the staff team has decided that only one member of staff should use the iPad at any given time in a single play space. Staff are encouraged to always to make the rest of the team aware of their actions when using an iPad. If there only two members of staff in the play space no iPads are to be used for Tapestry (only quick photos to be taken).
• There will be one iPad per play space
• We aim to make at least one assessment per half term, per child within each section of the 7 areas of learning.
• Observations made during the key group time should be general, with no assessments and not added to children’s journals. The key group leaders will split child from the group and making personal assessments and deleting irrelevant photos before adding to journals.
• One to one SEN support time should not be spent making observations on Tapestry.
This time is important contact time. To observe specifics only as advised by key person or IEP (see One to One Support Guidance).

- Observations for Tapestry will be made during funded weeks only e.g. 14 weeks in the autumn, 11 in the spring, 13 in the summer
- Peer observations will be made during the non-funded weeks.

Supporting Parent/Carer Partnership

- The Learning Journal is started once the child has started Nursery. During the first term, entries will be made more frequently as staff get to know the children.
- Parents will be notified by email with regards to new observational entries to a child’s Learning Journal.
- Key Persons should try to note and, when necessary, reply to any posts or comments parent/carers of their key children had made either on Tapestry or in person.
- When a child leaves the nursery their parent/carers will be notified by tapestry that they can download their child’s journal in the form of a pdf file.
- If a family has no access to the internet the key group leader will update the family verbally, with printouts from Tapestry when needed, and will print out the final learning journal as a hard copy for the family to keep.

Security (see I.T. policy and GDPR Privacy Notice/Data Protection Policy)

- The Tapestry on-line Learning Journal system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- Staff will only log onto Tapestry within the nursery building and NOT at home.
- The nursery has six iPad’s which are used by practitioners.
- Parents can only see their own child’s information and are unable to login to view other children’s Learning Journals.
- While the nursery is closed iPad’s are locked in the nursery office.
- Parent/carers may choose to share their personal password and log in with other family members/friends who they wish to involved and or be aware of the child’s Learning Journal. Should they make this choice then they are responsible for the other parties’ accessibility.

Your Key Person is........................................................................................................................................................................................................

and they are partnered with...........................................................................................................................................................................

in the ............................................ group.
3.8: What we will aim to provide for you

Newsletters
We give parent/carers information in termly newsletters and notices about: nursery dates, special days we are going to acknowledge and or celebrate and reminders on nursery practice, policies and procedures, as required. Plus information about any planned focuses, giving some examples of what we are planning to offer the children along with a couple of ideas of how parent/carers can support children’s learning. Following feedback from parent/carer questionnaires we will now be sending newsletters via email as well as putting a hard copy in your pigeon holes. We will also be using the email group to send reminders of events and keep you up to date with what’s happening at the nursery. The email addresses in the group cannot be viewed by recipients of the emails. If you do not want to be contacted by email please let Sue, Emma or Sarah know so we can remove your email address from the group.

Daily Information
Daily photos are taken of activities, story and circle times, special events etc. and are displayed in the reception area, in the form of a ‘slide show.’ This is supported by written information about what we have been doing on the white board. Please take a few minutes when you arrive/depart to see what we have been doing.

Please note that all photos of the children are taken with one of the nursery ipads or cameras for the sole purpose of providing daily information for parent/carers or evidence of children’s learning and development for their Learning Journals. The nursery cannot provide any parent/carer with copies of any photos taken at the nursery.

We value all children’s work and contributions, and display their work (reflecting a range of abilities) through-out the nursery, please take time to view the displays. By the front door we put up a daily list of the children that have slept that day including how long they slept for.
Nursery Book Loan Scheme
We have a book loan scheme which includes the nursery’s core books. The book loan box is kept in reception and all can chose a book to borrow and take home. In order to keep the books in good condition they are kept inside plastic wallets and to keep track of them we ask parent/carers to fill in the log book noting the book borrowed. We hope you will make use of this service and enjoy the stories that we have on offer!

Meetings and socials
Parent/carer socials are held at least once a term. These provide opportunity for families to meet each other, to discuss any issues or changes that have taken place recently within the setting and to informally chat with members of the nursery staff team. Sometimes the socials have a definite focus, for example feeding back to parent/carers about the EYFS or discussing new policies. At other times they are much more about getting together and having a nice time! We provide refreshments and at times put on quizzes or hold raffles. In the summer we also hold a family picnic in the nursery garden and a fun run where families are encouraged to come along and join in. All socials are held at the nursery with a crèche provided for the nursery children and an area with suitable toys arranged for younger siblings. Prior to these socials events we do send out consent forms regarding the taking of personal photos.

Sharing information about the nursery
The nursery encourages feedback from parent/carers on our practice and procedures, verbally through day to day communications and at socials, meetings and consultations. A suggestions box is made available and an annual questionnaire is provided. We operate a key person scheme (please see additional information) for all parent/carers and children.

Consultations
All parent/carers will be offered an initial consultation with their key person 6-8 weeks after starting at the nursery. Additional consultations will be arranged as needed throughout the nursery year. A final consultation will be offered to all parent/carers in the child’s last term at nursery. Consultations give parent/carers the chance to speak with their key person, other than on a daily basis away from the children. Key persons will invite parent/carers to attend a consultation via the children’s pigeonholes.

June 2018
Section 4: The Curriculum

4.1: The Early Years Foundation Stage

The Early Years Foundation Stage framework has been mandatory for all early years providers from 1st September 2012. The framework sets the standards for learning, development and care for children birth to five, and the nursery develops our practice and procedures in light of it. It has four themes and overarching principles:

<table>
<thead>
<tr>
<th>Themes</th>
<th>Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle</td>
<td>Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</td>
<td>Children learn to be strong and independent through positive relationships</td>
<td>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 parent/carers</td>
<td>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.</td>
</tr>
<tr>
<td>Practice</td>
<td>Practitioners</td>
<td>Positive relationships are</td>
<td>Enabling Environments To offer</td>
<td>Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development To foster the characteristics of effective early learning</td>
</tr>
<tr>
<td></td>
<td>Understand and observe each child’s development and learning, assess progress, plan for next steps</td>
<td>• Warm and loving, and foster a sense of belonging</td>
<td>• Value all people • Value learning To offer</td>
<td>• Playing and exploring • Active learning • Creating and thinking critically</td>
</tr>
<tr>
<td></td>
<td>Support babies and children to develop a positive sense of their own identity and culture</td>
<td>• Sensitive and responsive to the child’s needs, feelings and interests</td>
<td>• Stimulating resources, relevant to all the children’s culture and communities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify any need for additional support</td>
<td>• Consistent in setting clear boundaries</td>
<td>• Rich learning opportunities through play and playful teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keep children safe</td>
<td>• Stimulating</td>
<td>• Support for children to take risks and explore</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Value and respect all children and families equally</td>
<td>• Built on key person relationships in early years settings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.2: The Curriculum

The nursery’s early years curriculum is informed by the Early Years Foundation Stage and the early learning goals, of which there are three prime areas and four specific areas of learning and development. The prime areas are particularly crucial for igniting children’s curiosity and for enthusiasm for learning and for building children’s capacity to learn, form relationships and to thrive.

Prime areas of learning and development:

- Communication and Language
- Physical Development
- Personal, social and emotional development

We focus on the above prime areas of learning and development with our two year old children. We support children in a further four specific areas of learning and development, through which the three prime areas are strengthened and applied.

Specific areas of learning and development:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We encourage children to learn through play by experience and employing the principles of cooperation with others and underpins all future learning by supporting, fostering, promoting and developing children’s:

- Personal, social and emotional wellbeing: by supporting the transition to nursery and between settings, promoting an anti-bias ethos and providing opportunities for each child to become a valued member of our nursery so that a strong self-image and self-esteem are promoted

- positive attitudes and dispositions towards their learning: in particular enthusiasm for knowledge and learning and a confidence in their ability to be successful learners

- social skills: to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to listen to each other

- attention skills and persistence: in particular the capacity to concentrate on their own play or on group tasks
• **Communication and language:** with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully.

• **Physical development:** with opportunities for all children to be active and interactive; and to develop their co-ordination, control and movement. To develop their understanding of how their bodies work and the importance of physical activity, and to make healthy choices in relation to food.

• **Literacy:** with opportunities for all children to explore, enjoy, learn about and use words, including phonological awareness and alphabetic code and text in a broad range of contexts and to experience a rich variety of books. Encouraging children to link sounds and letters in readiness for beginning to learn to read and write.

• **Mathematics:** with opportunities for all children to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and by providing a broad range of contexts indoors and outside in which they can explore, enjoy, learn, practise and talk about them.

• **Understanding the world:** with opportunities for all children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

• **Expressive arts and design:** with opportunities for all children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
Section 5: Policies A-Z

Behaviour Management Policy

Aim
We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. This policy aims to make explicit the strategies we use to encourage behaviour within the nursery environment that is deemed acceptable, and how we manage behaviour which is deemed unacceptable.

Methods
We recognize that codes for interacting with other people vary between different people and require everyone who is part of our nursery community, ie staff, parent/carers, volunteers, students and visitors, to be aware and respectful of our behaviour management policy.

We expect all members of our nursery community to:
- Act as positive role models of behaviour at all times by treating everyone with care, respect, friendliness and courtesy.
- Promote positive use of language, avoiding stereotypical or derogatory remarks.

Should anyone witness behaviour or language from an adult or child in the nursery environment which is disrespectful, unfriendly or lacking in courtesy, they have a duty to either respectfully challenge it themselves or bring it to the attention of a member of the nursery staff team. All members of the nursery community share responsibility for this and should feel supported by each other.

We ask for all parent/carers’ co-operation in recognizing that while they are with their children at the nursery (including arrival and collection times and during socials etc) parent/carers are responsible for dealing with their own children’s behaviour, in partnership with the staff and in line with the nursery behaviour management policy.

We expect all staff to:
- Be consistent in setting limits for the children, by supporting each other in implementing clear and agreed guidelines. We handle children’s unacceptable behaviour in ways which are appropriate to their ages and stages of development, e.g. by distraction, discussion or by withdrawing the child from the situation. On the occasions when it is necessary for a child to take a period of ‘time out’ this is always
supervised and age appropriate. The child is supported to sit for a minute for each year of their life e.g. 2 minutes sitting for a 2 years old using sand timers.

- Keep up to date with legislation, research and thinking on handling children’s behaviour. We aim for all staff to have the relevant support and in-service training on handling children’s behaviour (eg Promoting Positive Behaviour in EYFS Settings (ages 0-3) training provided by Brighton and Hove City Council). We ensure that all new members of staff, volunteers and students within the nursery are familiar with the nursery’s Behaviour Management Policy.
- Not shout or raise our voices in a threatening way in response to children’s behaviour.
- Not use language or techniques intended to single out or humiliate individual children or groups and avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- Give clear feedback that it is their behaviour/action that is unacceptable or unwanted, and not the child.
- Recognise the different ages and stages of the children in our care and how this may affect their ability to manage their behaviour. For example duplicate resources (where possible) to reduce conflict among younger children within the setting, Makaton signs to support younger children and those with attention/language difficulties. We have visual displays/posters depicting emotions, feelings and examples of positive behaviour. We also use language and resources such as books and persona dolls to help address behaviour issues in a non-threatening way. We use sand timers as an aid to help children to take turns with resources.
- Recognise that the language used by adults can influence children. All members of staff, parent/carers, volunteers, students and visitors are required to promote positive use of language, avoiding stereotypical or derogatory remarks. Any such remarks made by adults and/or children will be challenged. All members of the nursery community share responsibility for this and should feel supported by each other.
- Recognise that it can be both emotionally and physically difficult when challenging a child’s unacceptable behaviour. It can also be very emotional and difficult for the child. All members of staff, parent/carers, volunteers and students should feel supported, be willing to offer help and feel able to ask for help as necessary. We can also seek support from outside agencies if we feel it necessary. This would only happen in partnership with parent/carers and in accordance with our SEND policy and our GDPR Privacy Notice/Data Protection Policy.
- Work in partnership with parent/carers who are informed about their child’s behaviour. We work together with parent/carers to address recurring unacceptable behaviour. If necessary we work to an individualised Behaviour Management Plan* which is tailored to that child’s needs (see *). If the behaviour continues and parent/carers agree then we would seek the support of an outside agency, observing our GDPR Privacy Notice/Data Protection Policy at all times during the referral process.
• Use positive strategies for handling children’s unacceptable behaviour. Our reactions should not be extreme (either positive or negative) and all children should be treated in an equal way.

Examples of Positive Strategies are:

1. Using positive language, paying attention to the tone of their voice, and communicating with the child at their level using eye contact where possible.

2. Supporting children in understanding concepts such as kindness and co-operative play, and concern for each other and the environment. Behaviour that shows these traits is praised and endorsed.

3. Encouraging children’s independence and self-reliance in all of our activities, from painting to snack times and beyond. This helps to develop the child’s social skills and also builds up self-esteem, which in turn aids the development of awareness of the needs of others and becoming responsible for themselves.

4. We encourage children, according to their ages and stages of development, to settle disputes themselves, with support, by talking to each other. We give children time and space to explore what happened, to have a voice (not just verbal) and to be listened to. This process should be supported by an adult as appropriate.

5. Use of sand timers a) to help children take turns with resources

**Physical intervention**

We never use physical punishments, such as smacking, shaking or other physical actions, nor are they used as threats towards children.

We acknowledge that there will be times when practitioners will need to physically handle children e.g. nappy changing, supporting and managing behaviour at group times and during free play and occasional physical restraint (see points above and below). However we will not handle a child in any way which will intentionally cause physical harm. For example if we need to lift or move a child we will do so by placing our hands under their armpits or around their torso and not by their limbs.

Physical restraint is where practitioners use reasonable force holding a child against their body, supporting the child’s limbs and will be used in circumstances to prevent children from injuring themselves or others or damaging property. Physical restraint also refers to purposely limiting or obstructing the freedom of a person's bodily movement, to a greater or lesser extent.

If physical restraint (at any level), as defined previously, is ever used, details of the incident (what happened, what action was taken and by whom, as well as the names of any
witnesses) are brought to the attention of the nursery manager and are recorded on an incident sheet. The parent/carers are informed on the same day, or as soon as is possible, and asked to sign the incident sheet to indicate that he/she has been informed. If there are marks on the child’s body resulting from physical restraint, nursery staff are to record this on a body map and management will seek advice from the LADO (see *). Staff sometimes hold a child on their lap to support them during adult led and large group times. This enables the child to participate and scaffolds them until they are able to sit on their own.

**SEND**

It may be appropriate for a child with SEND to have an individual behaviour management plan. This would be drawn up by the key worker and/or SENCO in partnership with parent/carers and any other relevant professional and stored in accordance to our GDPR Privacy Notice/Data Protection Policy.

**Bullying Behaviour**

Bullying involves the PERSISTENT physical or verbal abuse of another person or persons. We take bullying very seriously.

If a child demonstrates repeated persistent unacceptable behaviour towards another child or children:

- We would intervene to stop the child from harming the other child or children.
- We would give reassurance to the child or children who have been on the receiving end of the bullying behaviour
- We would support the child who is doing the bullying behaviour to recognise that their behaviour is inappropriate and to say sorry for his/her actions
- We do not label children a bully but focus on the behaviour
- When a child uses bullying behaviour, we discuss what has happened with the parent/carers and work out a plan for handling the child’s behaviour
- When a child or children have been on the receiving end of bullying behaviour, we share what has happened with the parent/carers, explaining that the child who did the bullying behaviour is being supported to recognise what they have done and adopt more acceptable ways of behaving. The child whose behaviour we are supporting will remain anonymous (see *) and strategies for ways forward will be discussed with their family.
- Just as we do not accept bullying behaviour towards a child or children, the same goes for bullying behaviour from an adult, be they staff, parent/carer, volunteer, visitor etc. towards another adult. We will always challenge this behaviour in accordance with this policy (and other policies where necessary) and offer the necessary support to both the person doing the behaviour and the person on the receiving end of the behaviour.
Staff Behaviour
All members of staff at One World Nursery are expected to abide by the Staffing Policy (as well as the settings other policies and procedures). It is a requirement as stated in “Inspecting safeguarding in early years, education and skills settings” (Ofsted 2016) that:

*Leaders and managers have put in place effective child protection and staff behaviour policies that are well understood by everyone in the setting.*

Therefore, our expectations for staff behaviour are with reference to many of our other policies:

- Safeguarding Children Policy
- Equalities of Opportunity Policy
- Lone Working Policy
- Intimate Care Policy
- Technology and Communication Policy
- Whistle Blowing Policy
- Lost Child Policy
- Key Person Policy and Procedures
- Listening to children policy
- Superhero, weapons & war play policy
- Safeguarding and Child Protection Policy and Procedures
- Confidentiality Policy
- Healthy Eating Policy
- Staffing Policy
- GDPR Privacy Notice/Data Protection Policy

For details please refer to each policy.

*for all named items please refer to our GDPR Privacy Notice/Data Protection Policy

June 2018
Collection of Children Policy

The nursery has a duty under the Children Act 1989 and 2006 and the Human Rights Act to protect children and act in their best intentions. The nursery can only release children into the care of individuals named by the parent/carer with parental responsibility. Except where there is reasonable excuse the nursery requests written permission from parent/carers when children are to be picked in by another adult.

Please note that the nursery staff cannot hand children over to anyone under the age of 16 even with parents’/carers’ permission.

Late collection of children

The nursery asks for co-operation from all parent/carers in arriving on time to collect their children, the nursery day can be long for children and staff and it is vitally important that all parent/carers adhere to the nursery hours. Children can become very distressed if their parents/carer doesn’t arrive on time. Late collection doesn’t only affect children but staff who may rely on public transport, have prior appointments and family commitments.

If circumstances arise and parents know that they are going to be late collecting their child they must contact the nursery immediately and arrange with staff what to do. We advise you to carry the nursery number with you at all times. If you are going to be late, please call 01273 642022 or 01273 642021.

Parent/carers need to provide the nursery with up to date numbers and at least four emergency numbers of people who are available to be contacted if a parent/carer is unavoidably delayed (see *). Please note that mobile phones, whilst useful, cannot be the only form of emergency contact. Our experience is that nearly all lectures require them to be switched off, batteries may go flat and the county is replete with ‘dead zones’.

The nursery operates a password system for those who do not regularly collect children from the nursery. Every parent/carer needs to give the nursery a password, which minimises the need for the nursery to contact parent/carers to verify the identity of the person who parent/carers have sent to pick up their child (see *). Parent/carers need to think carefully about whom they give their password to, because the nursery staff will hand children over to those who use the correct password.

Students - Please remember if you are on placements and not at the University we will need to be informed either verbally or in writing.
It is very important for the nursery to have up to date contact numbers, in the event of a child not being collected and all contact numbers have failed, the Nursery Manager or Joint Deputy Manager will call the duty office of Social Services and then hand the child over to them (see *).

**Persistent lateness in collecting children will result in the following actions being taken:**

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

One World is open from 8:00am and the doors close at 5:30 pm.

Parent/carers, who do not collect their child/children at the agreed time at whatever time of the day, will be liable for additional payments. This policy applies to all sessions offered by the nursery.

If parents are unable to collect their child/children on time, they must telephone the nursery to let us know what the situation is and when and who is likely to collect their child/children and at what time.

If parent/carers are late collecting their child/children, the late collection will be recorded on a late collection form and parents will need to sign this (and it will also be recorded on the register) (see *).

**On the third late collection parent/carers will be charged as follows:**

- £5.50 after the first 5 minutes
- Then every 5 minutes after that and so on.

All late collections after the third late collection will be charged at the above rate for the rest of that term and parent/carers will be invoiced.

If late collections persist:

1. You will be asked to review your child/children’s collection arrangements.
2. If after this late collection persists you will be charged and given a written warning from the nursery (see*).

If late collection persists:

3. Payment will be charged and the Director of Student Services will send a written warning (see *).
If late collection persists:

4. If all reasonable steps have been taken and lateness persists a report will be made to the Safe guarding children’s board (who view persistent lateness as abandonment) and the child’s place would be jeopardised (see *).

5. In the event of an adult arriving to collect child/children in an unfit state e.g. (under the influence of alcohol, illegal substances and emotional/stress or trauma) the nursery will take the following steps:

- The nursery staff will phone another of the child/children’s contact numbers and ask them to collect the child/children. If all contact numbers fail the senior member of staff will phone the Advice, Contact and Assessment service (ACAS) and await advice. This may result in the child/children being collected by a member of that team (see *).
- If an adult persists an arriving in an unfit state a report will be made to the Safe Guarding Children’s Board’s Unit and as needed Ofsted will be informed (see *).

Front Door For Families – 01273 290400
Out of Hours - 01273 335905/335906

* All named documents are stored within the standards laid out in our GDPR Privacy Notice/Data Protection Policy

May 2018
Confidentiality Policy

The nursery is legally required by Ofsted to maintain records, policies and procedures required for the safe and efficient management of the nursery to meet the needs of children.

Records must be easily accessible and available for inspection by Ofsted and stored within the standards laid out in our GDPR Privacy Notice/Data Protection Policy. Ofsted’s guidance states that records relating to individual children are to be retained for a reasonable period of time after the children have left the provision and in accordance with this guidance, the nursery keeps these records for three years. All confidential information is kept in a secure, locked place within the nursery. Records on staff and children are only accessible to those who have a right or professional need to see them. Confidential waste is disposed of either by shredding on the nursery premises or through the university’s confidential waste disposal system (see GDPR Privacy Notice/Data Protection Policy).

It is a legal requirement that the nursery record and submit the following information to Brighton and Hove City Council about individual children receiving the free entitlement to early years’ provision as part of the Early Years Census: (see *)

- Full name
- Date of birth
- Address
- Gender
- Ethnicity*
- Special educational needs status
- The number of funded hours taken up during the census week
- Total number of hours (funded and unfunded) taken up at the setting during the census week

(A child’s ethnicity will only be recorded where parent/carers have identified the ethnicity of their child themselves.)

To ensure that all those using and working in the nursery can do so with confidence, we will adhere to the regulations laid down in the Data Protection Act 2018 which, in turn has informed our GDPR Privacy Notice/Data Protection Policy. We maintain privacy and confidentiality in the following ways:

- Parent/carers will have free access to development records about their child, and can make a written request to access all written records about their children (except in exceptional cases where data protection laws stipulate it is against the best interests of the child to do so). The nursery takes into account data protection rules when disclosing records that refer to third parties.
• Information given by parents/carers to the Manager, Joint Deputy Manager or key person which does not relate to curriculum planning and group management, will not be passed on to other adults without permission.

• Written information gained from parent/carers e.g. on the registration form will not be given or shared with anyone outside the group, without parent/carers consent unless there are child protection issues (see our child protection policy).

  Student parent/carers are asked for consent for their information e.g. student number, being used as needed for internal monitoring purposes.

• Any anxieties/evidence relating to a child's personal safety will be written down and kept in a confidential file. Issues to do with the employment of staff will remain confidential to the people directly involved with making personal decisions and will not be passed on to others without permission.

• All students on placement and or observing in the nursery will be informed of our confidentiality policy and will be required to respect it.

Relevant legislation, standards and guidance have been used as a framework for this policy:

• Data Protection Act 1984 & 1998 & 2018
• Freedom of Information Act 2000

* All named documents are stored within the standards laid out in our GDPR Privacy Notice/Data Protection Policy

May 2018
Equality of Opportunity Policy

The nursery staff recognises the important role they play in promoting the understanding of, and having a commitment to, the principles of equality and freedom from discrimination on the grounds of nationality, religion, culture, race, gender, sexuality, physical ability, marital and parental status, health, social class, language or age.

We are committed to providing a loving and positive learning environment, free from prejudice, discrimination and fear in which all children, their families and the staff feel accepted, respected and valued.

We aim to do this by:

- Acting as positive role models ourselves. Monitoring our actions and language in regard to working with all the children, parents/carers, visitors, other professionals and each other.
- Responding to (and challenging) discriminatory behaviour / remarks appropriately, being sensitive to the feelings of the victim(s) and helping those responsible to recognise and overcome their prejudices.
- Carefully selecting resources that give the children (and others) a balanced view of the world and an appreciation of the rich and positive diversity in our multiracial society.
- Providing materials that help children to develop their self-respect and to respect others, and by avoiding stereotypes and derogatory pictures messages or words about any individual or group.
- Encouraging children through positive play equipment and activities to explore, acknowledge and value similarities and differences between themselves and others.
- Recognising that many different types of families successfully love and care for their children.
- Meeting medical, cultural, religious and dietary needs and by respecting choice.
- Showing respectful awareness of all the special days and major events in the lives of the children (and adults) at the Nursery and in society as a whole and to celebrate the diversity that they bring with them.
- Respecting and recognising bilingual/ multilingual children and adults and valuing their languages.
- Providing, when necessary, and in as many languages as needed, verbal and written information.
- By recognising the wide range of special needs of children and their families and considering what part the nursery can play in meeting those needs.
- Reflecting on our current practice and continuing to update and increase our knowledge around equalities issues.
Designated person:
Our equalities representative is Chris Randall. Chris has attended the Brighton and Hove’s Equalities Representative and Support Programme and information he gained is shared with all nursery staff.

As part of the University of Brighton we work in accordance with the University’s Equal Opportunity Policy and all the relevant Equality legislation.

May 2018
Healthy Eating Policy

Our healthy eating policy has been devised to reflect guidance provided by Brighton and Hove food partnership. Our aim is to work in partnership with our families to encourage children to eat a wide variety of foods and develop healthy eating habits.

When each child starts, key persons complete a Welcome Sheet and a food preference form, alongside the family, during which the Key Person will ask parents/carers to provide as much information as possible about individual dietary requirements (see *)

Any dietary information which needs particular notice and/or will affect the child on a daily basis at nursery, such as allergies, intolerances, family preferences etc., is noted on the list in the kitchen and on the snack time bucket to ensure those preparing and serving snacks are made aware (see*). Because of this need for transparency and our healthy eating awareness, we ask parent/carers not to bring in food in to share with others at nursery; this includes birthday cakes. We celebrate each child’s birthday with candles, happy birthday song and a small gift during group times.

If a child has a specific allergy, we will work with the family to develop an individual management plan, to be read and signed by the parents/carers and (if appropriate) the family doctor. This may include training on how to use an epi-pen (see*).

Where a child joins the nursery and it is known that they are likely to have a severe reaction to a particular known allergen, we may decide to exclude that food from the nursery premises for the time that the child with the allergy is attending nursery. In this event, we would give all parents/carers as much notice as possible and amend this policy.

UPDATE FOR 2018: WE CURRENTLY HAVE A CHILD AT THE NURSERY WITH A NUT ALLERGY SO TO NURSERY HAS BEEN DEEMED A NUT FREE ZONE.

- On arrival at nursery, parents/carers are welcome to sit with their child in the rainbow room if their child needs to finish off breakfast.
- Water will be available at all times. Please bring in a small, named bottle with a spout (so that children can drink straight from the bottle). This goes in the crate in the room/area where the children are playing and goes home daily to be washed and refilled. Please note, this crate is for WATER only (no juice please for dental health reasons).
- Our weekly snack menu will be on display on the refrigerator in reception, together with allergen information. We aim to include a variety of vegetarian foods, tastes, textures and colours to make food attractive and increase appeal (most of which is Vegan).
- It is recommended that dried fruits are only served at main mealtimes as they can contribute to tooth decay if used as snacks, so we have removed these from our snack menu.
• Snacks are served alongside where the children are playing between 9.45 and 10.15am and between 3.15 and 3.45pm. These timings reflect current guidelines, which recommend children eat 3 meals and 2 nutritious snacks a day, forming a regular eating pattern, every 2/3 hours.
• A member of staff sits with the children and uses snack times as an opportunity to talk about healthy eating, the taste and texture of foods they are eating, foods the children like and don’t like etc.
• Staff will sit next to children who struggle to feed themselves and offer support as needed, encouraging independence. Children also learn eating behaviours by watching the other children eating, drinking and chatting in a relaxed environment.
• Semi skimmed milk and water will be offered with morning and afternoon snacks. If you wish to provide an unsweetened alternative milk drink, in a labelled container we can offer that to your child (see *). Please let us know if you prefer your child to be offered only water.
• Children will be encouraged to sit whilst eating at snack time and lunchtime and will be given plenty of time to eat.
• Please provide a named lunch bag, containing a suitable lunch for your child, and place it in the refrigerator in reception on arrival at nursery (see*).
• If parent/carers would like suggestions about suitable foods to include in packed lunches then this can be talked through with their key worker.
• Parent/carers can bring in hot food for their child/children’s lunch in a named food thermos flask (see*). This should be placed in the Rainbow Room next to the entrance to the kitchen. We cannot heat food at nursery (please refer to our Food Safety Policy). In summary the policy states that, if you are reheating leftover food for the flask, it should be heated to a minimum of 75 degrees. Food can be ‘hot held’ at 73 degrees for a maximum of 2 hours. Once food temperatures fall below 63 degrees food is considered to be in the ‘danger zone’ as bacteria can grow quickly. We suggest parent/carers use the advice given by individual flask manufacturers as to the storage times for hot food.
• Lunchtime begins at 12 noon and continues to approximately 12.45pm.
• A staff member will sit with the children while they eat their lunch, and will gently encourage children to eat their food, starting with their savoury food. Staff also act as good role models for healthy eating.
• It is recommended that foods such as tomatoes and grapes are cut up to minimise risk of choking.
• If a child refuses a food after encouragement, we will put it back in their lunch bag without a fuss or passing judgement, to minimise food refusal.
• When considering seating arrangements for lunch time, we try to sit reluctant eaters with children who are known to enjoy their food, to act as role models.
• Please note that undercooked or raw eggs, shellfish, and artificial sweeteners, are considered to be ‘foods that may harm’ and are not recommended to include in children’s food.
• Please do not include sweets and confectionery, or fizzy drinks.
• It is recommended that fruit juice is diluted 1/10. This could be prepared at home and placed in a recycled small water bottle to have the drink with their lunch.
• Any food not eaten by a child will be placed back in their lunch bag so parent/carers can see what they did not eat. Where food has dropped on the floor, this too will be returned, in a bag inside the child’s lunch bag, with a note explaining what happened.
• From time to time we will do small group activities involving food, such as peeling, cutting and tasting, reading stories etc. to increase their knowledge of food and food sources.
• Children will be encouraged to play outside every day, weather permitting. This will ensure that they have an opportunity to be exposed to sunlight, which helps their bodies to make vitamin D.

We recognise that there can be an important connection between traditional celebrations and food. To reflect this if we are going to be offering children different foods, relating to us celebrating or acknowledging a festival or a special day, we will give all parent/carers prior notice.

The nursery is aware of its responsibilities under food hygiene legislation and is subject to unannounced inspections from the Brighton & Hove Food Safety Team. We aim to comply with all relevant food hygiene legislation and maintain a proactive approach to the management of food safety.

The person named as our Healthy Eating Advocate is Wendy. She has attended the Healthy Early Years Food and Nutrition course on behalf of the nursery and completed the food safety e-learning course. This training will be kept up to date as necessary and the policy amended in light of new information.

All members of staff are responsible for the implementation of this policy.

* All named documents are stored within the standards laid out in our GPDR Privacy Notice/Data Protection Policy

May 2018
Health Policy

The nursery promotes the good health of the children and takes necessary steps to prevent the spread of infection and in taking appropriate action when children are ill. This policy has been informed by the guidance from, Public Health England - *Infection Control in Schools and other Child Care settings*.

Illness

The nursery is equipped and staffed for thirty-five healthy children; it is not a place for anyone who is feeling unwell.

During their time at the nursery, especially during their first term, children will invariably fall ill. Children’s bouts of illness can occur at the most inconvenient times for parent/carers e.g. exam periods, during placements and at very busy times for working parent/carers. All parent/carers need to be prepared for this inevitability and make contingency plans for the care of their ill children. There are measures that take into account student parent/carers absentees due to caring for sick children and parent/carers are advised to contact their course tutors for information. Working parent/carers need to advise their line managers of the nursery policy regarding illness and to take advantage of their rights to unpaid leave.

Our advice is to be prepared and to make alternative arrangements in advance should your child become ill, perhaps a friend or neighbour or family member or another nursery parent/carer who could take care of your child until they can return.

Requirements

The Manager or Joint Deputy Managers, in her absence, are required to notify Ofsted; of any serious injury or disease of any child in the nurseries care or adults on the premises and of any notifiable disease identified as such in the Public Health England guidance. The nursery will act on any advice given by the Health Protection Agency and inform Ofsted of any action taken.

Parent/carers are required to keep their children at home if they have any illness or infection. Also to inform the nursery of the nature of the illness so that we may alert other parent/carers and make careful observation of any other children who seem unwell.

Vomiting and Diarrhoea

Children and the nursery staff suffering from any vomiting or diarrhoea should not return until 48 hours have passed after the last bout.
Prescribed Antibiotics

If children have been prescribed antibiotics we ask that they are kept at home for 24-48 hours after starting the course of antibiotics, depending on the illness from which the child is suffering, based on guidelines set out by Public Health England.

This is also in the case of a child who has conjunctivitis and is having antibiotic eye drops (as eye infections can be very contagious we do ask that children, with a suspected eye infection, are checked out by a GP or pharmacist).

Administration of Medication

The nursery staff can only administer medication that has been prescribed by a doctor, dentist, accredited pharmacist or nurse (medicines containing aspirin should only be given if prescribed by a doctor) (see *).

The nursery needs prior written permission from parent/carers before each and every different medication is given. Once permission has been gained, additional permission will not be needed for every time each dose is given during the course of the treatment (see *).

Prescribed medication must be handed to a member of staff, to be safely secured away from the children. Parent/carers must complete a medication form stating the name of the child, the name and strength of the drug, the expiry date, time and dosage to be given and sign to give consent for us to administer the drug.

Once the child has been given the medication (after staff have checked the name on the medication), two members of staff will sign to confirm that it was administered (see*).

The nursery will need initial written permission from parent/carers to administer any ointment or cream as needed e.g. nappy cream or cream for eczema. As with the administration of all medication, parent/cares will be asked to sign a written record (see*).

Parent/carers will be asked to sign the medication form when they collect their child to confirm that we have notified them of that fact and give the form to a member of staff (see*).

We are advised to inform you that children under 16 should never be given medicines containing aspirin.
All nursery staff taking medication which they believe may affect their ability to care for children should seek medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children.

**Management of Children with Chronic Illnesses**

In the case of a child attending with a chronic illness, we will work with parent/carers in advising and working to a management plan for meeting the child’s medical needs while they are at nursery (see*).

**If a child becomes ill at nursery**

Children who become unwell during the nursery day will be sensitively cared for until their parent/carer is able to collect them. As needed they will be cared for away from the other children by a member of staff.

We would like to emphasise that it is up to parent/carers to keep their child at home if they are unwell; it is not the child’s decision. Please do not bring a child to nursery simply because “they wanted to come”.

**We ask for all parent/carers co-operation in ensuring a healthy nursery environment for all.**

* All named documents are stored within the standards laid out in our GDPR Privacy Notice/Data Protection Policy

**May 2018**
Health and Safety
At One World nursery we are committed to ensuring the highest standards of health and safety are maintained and that health and safety is an integral part of the service we provide.

Our aim
Our aim is to ensure, so far as is reasonably practicable, that the nursery is a safe and secure place for the children, parent/carers, staff and any visitors who may enter the setting. We consider health and safety to be of top priority in the delivery of our service.

Methods
To achieve our aim we recognise the importance of competent staff that are trained in health and safety. We are committed to ensuring all staff receive health and safety training and refresher training.

We will reduce accidents and ill health through proactive measures such as undertaking risk assessments, inspections and ensuring staff are trained in health and safety. Policies and procedures will be kept under continuous review.

The University Health and Safety policy, outlining responsibilities including those of staff and students is available from the health and safety website at https://staff.brighton.ac.uk/safety/Pages/Health-and-safety.aspx

All members of staff and parent/carers will be given a full copy of the nursery’s policy, a copy can be found in the reception area, and in all play rooms.

The policy clearly states the following;

- Statement of Intent
- Organisation and Responsibilities
- Arrangements for Health and Safety
- Policy Review and Monitoring

The nurseries Health and Safety Policy is available online at: https://staff.brighton.ac.uk/ss/Documents/Nurseries%20Health%20and%20Safety%20Policy.pdf

May 2018
Intimate Care Policy

The purpose of this policy is:

- To safeguard the rights and promote the best interests of the children
- To ensure children are treated with sensitivity and respect, and in such a way that their experience of intimate care is a positive one
- To safeguard adults required to operate in sensitive situations
- To raise awareness and provide a clear procedure for intimate care
- To inform parents/carers in how intimate care is administered
- To ensure parents/carers are consulted in the intimate care of their children
- To ensure the nursery has up-to-date guidance and protocols on appropriate physical contact in place that promote safe practice and include clear expectations of behaviour and conduct.
- Ensure that staff are made aware of this guidance and that safe practice is continually promoted through supervision and training

One World Nursery is committed to ensuring that all staff responsible for intimate care of children will undertake their duties in a professional manner at all times, and are DBS checked. We take seriously our responsibility to safeguard and promote the welfare of the children in our care.

Intimate care is one of the following:

- Supporting a child with dressing/undressing
- Providing comfort or support for a distressed child
- Assisting a child requiring medical care, who is not able to carry this out unaided
- Cleaning a child who has soiled him/herself, has vomited or feels unwell.
- Applying sun cream to a child

Sometimes it will be necessary for staff to aid a child in getting dressed or undressed. Staff will always encourage children to attempt undressing & dressing unaided. We understand that some of our children may not yet be potty trained and so we will change a child as required. Parent/carers will receive a note if their child has needed to be changed for any reason other than routine nappy changing (see*).

Our Approach;

- We will always treat children with respect when intimate care is given.
- We aim to attend to children in a way that causes them no distress, embarrassment or pain. We will stop what we are doing, as needed, and ask for assistance.
- Staff who provide intimate care adhere to our safeguarding children policy and are fully aware of best practice
• There is careful communication with any child who requires intimate care to discuss their needs and preferences, and to explain what is happening.
• Children will be supported to achieve the highest level of independence possible, according to their age and ability
• Careful consideration will be given to individual situations to determine how many adults should be present during intimate care procedures. Two members of staff should be present at all times. Sometimes it may be sufficient for one of the staff to be nearby as opposed to in the room.
• The needs and wishes of children and parents will be taken into account wherever reasonably possible, within the constraints of staffing and nursery policies.
• Risk assessment for intimate care is in place and reviewed yearly or when needed.
• Intimate care will never be carried out by students and volunteers.
• We will record the justification for any need to administer intimate care other than routine nappy changing as an incident, and share this information with parents (see*).
• We will never touch a child in a way which may be considered indecent
• Always be prepared to report and explain actions and accept that all physical contact be open to scrutiny. Any Intimate Care that has been administered should be recorded on a change of clothes form or an incident form. The member of staff involved should add their name and get it counter signed by a witness (also staff) (see*).
• Be aware of cultural or religious views about touching and always be sensitive to issues of gender
• Understand that physical contact in some circumstances can be easily misinterpreted.
• Do not assume that all children seek physical comfort if they are distressed
• Make other staff aware of the task being undertaken

* All named documents are stored within the standards laid out in our GDPR Privacy Notice/Data Protection Policy

May 2018
Listening to Children Policy (promoting sustained shared thinking)

At One World Nursery we celebrate the unique child, supporting children to develop a positive sense of their own identity and culture, helping them to develop a positive self-image, good self-esteem and high level of well-being. We believe that through positive interactions and sustained shared thinking we can build respectful and caring relationships with all children and families while focusing on learning and achievement.

Sustained shared conversation is about engaging in extra dialogue rather than just responding to directions such as ‘put your jacket on’, ‘do this’, ‘do that’ etc. *Professor Iram Siraj-Blatchford defines it as an episode in which two or more individuals (children together, or adults and children) ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities or extend a narrative etc. Both parties must contribute to the thinking, and it must develop and extend.

Aims:

- Facilitate children to be listened to and heard in those matters that are important to them, showing genuine interest, giving children our whole attention, maintaining eye contact, affirming, smiling, nodding etc.
- Promote holistic approach to gain understanding of how young children are making sense of the world around them
- For children to participate in planning, designing, evaluating, problem solving and decision making processes to improve practice
- Create an environment that enables children to express their views, concerns, experiences, interests and aspirations and for these to be taken seriously.
- Develop adult-child relationships within which children know they will be heard.
- Work in partnership with parent/carers.
- Reflect on our own practice and the language we use or don’t use.
- Promote assertive communication and enable individuals to express positive and negative ideas and feelings in an open, honest and direct way. Allowing children to ‘own’ their thoughts, ideas and feelings.
- Recognise each other’s rights and allow children to take responsibility without judgement or blame.
- If necessary comments will be challenged and reflected upon in a supportive way adhering to our equalities policy.
- Recognise the importance of verbal and non-verbal communication, listening carefully to what is being said, observing body language and what the child is doing.
- Use open-ended questions to extend learning.
- Create opportunities for shared learning and working together.
- Build reciprocal relationships with children over time.
- Offer opportunities to be listened to within different contexts.
- Provide children with choice.
- Recognise the value of play, exploration and expression and from this we plan the learning environment accordingly.
- ENSURE ALL CHILDREN HAVE A VOICE and THEY ARE HEARD

Children learn by being truly interactive with the world around them, in the company of a motivated practitioner who is able to provide spontaneous lively support of each child’s interests and discoveries. The ability of the practitioner to understand when, and how, to intervene or question, and when to stay quiet (or allow repetition or experimentation by the child) is crucial to the development of warm dispositions towards learning and discovery, and also to the shared partnership approach that is so important for effective learning.

As practitioners some of the strategies we use to engage in sustained shared thinking with children are:

- Tuning in
- Showing genuine interest
- Respecting children’s own decisions and choices by inviting children to elaborate
- Re-capping
- Offering our own experiences
- Clarifying ideas
- Suggesting: e.g. “you might like to try doing it this way.”
- Reminding
- Using encouragement to further thinking: e.g. “you have really thought hard about where to put the door in your house – where will you put the windows?”
- Offering an alternative view point
- Speculating
- Reciprocating
- Asking open-ended questions
- Modelling thinking
- Sharing success/interest with others e.g. have you seen what x has done etc.

Sustained shared thinking is strongly associated with positive learning for all involved. Children and adults who engage in sustained shared conversations are more likely to develop trusting relationships, gain affirmation and be able to work cooperatively with others in all aspects of life.

*This material comes from Professor Iram Siraj-Blatchford’s presentation on Quality Interactions in the Early Years

May 2018
Lone Working Policy

Some lone working situations are unavoidable. The aim of this policy is to set out an agreed framework to inform our working practice and ensure the safety and security of the children and adults at the nursery. The policy will state the procedures we will undertake and the reasonable and sensible safeguards we will put in place.

Lone Working is one of the following:

- When an adult is in a one to one situation with a child or a group of children.
- When an adult is in a one to one situation with a parent carer, student/volunteer, worker from an outside agency.
- When an adult is working alone in the nursery during hours of opening or closure to the children.

One to one situations have the potential to make a child more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with children may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when lone working situations are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and the adults who work with them.

Our Approach:

- Ensure staff take steps to avoid lone working which presents undue risk in their day to day work where reasonably practicable.
- Ensure that lone workers receive appropriate information about safe working practices, receive training as required and have access to communication equipment which is safe and well maintained.
- Ensure risk assessments are reviewed on a regular basis and in any case after a serious accident or incident in which a person working alone is involved.
- Ensure an incident report is filed during any lone working episode which had cause for concern (see*).
- Avoid meetings with a child, parent carer, student/volunteer, worker from an outside agency in remote, secluded areas.
- Make sure staff have a walkie-talkie with them during parent/carer consultations, connecting them with a team member. Agree the agenda and time allocation beforehand and call for support if discussions should become personal to the staff member or group.
- Always report any situation where a child becomes distressed or angry to a senior colleague.
• Staff should carefully consider the needs and circumstances of the child/children and/or themselves when in one to one situations

We aim to:

• Safeguard children
• Reduce the risk to employees being placed in a vulnerable situation during periods of solitary working.
• Provide effective identification, monitoring, training, reflection and management of risks associated with lone working.
• Carry out regular risk assessments and introduce appropriate preventative and protective measures.
• Encourage staff to discuss incidents during their working day that makes them feel vulnerable, to be included in the risk assessments.

* All named documents are stored within the standards laid out in our GDPR Privacy Notice/Data Protection Policy

May 2018
Lost Child Policy

Losing a child from the nursery should never happen and preventative measures taken within the nursery include:

- A detailed break-down of the nursery day, high-lighting possible times where extra vigilance is needed and what controls we have in place to ensure children remain safely within the group. A copy of this can be found behind the register and in each room and staff must sign the policy register to say they have read the document.
- Door handles above the average child’s reach and children are encouraged not to open doors or enter a room without an adult
- Combination locks on internal doors to unsecured areas and electronic cipher lock on the front door.
- Exterior rear doors are kept double locked at all times, when not in use for access to the garden or open due to a fire drill
- The rear gate is kept locked at all times, except during a fire drill. The gate may also be opened to allow estates management to gain access to the nursery. If this is the case the doors to the nursery building would remain double locked and children would not be allowed access to the garden.
- All staff are aware of children with the potential to ‘wander’ and encourage new parent/carers warning us if their child is one of these.
- A named member of staff (LEE) is responsible for keeping the register which is with the children updated throughout the day. Another register is kept up to date in the reception area. The nursery manager is responsible for checking this throughout the day (see*).
- Regular checks and a head counts are made in the garden before returning to the building to ensure that no child is ‘hiding’.
- When we move from one area of the building, a member of staff will check all the areas within that room (and the bathroom closest to that room) to ensure no child is hiding or left in the area before any doors are shut.
- All visitors to the nursery must sign in and out, wear identification or a visitors badge and are supervised if needed while in the building (see*).
- Everyone is asked not hold internal doors open within the building that could allow children to leave an area without the knowledge of the staff.
- Everyone is asked to shut any gates or doors behind them.
- Parent/carers are asked not let anyone into the building even if they know them. Everyone needs to ring the door bell and be let in by a member of staff. When
collecting children parent/carers are asked to discourage their children’s friends from ‘tailing’ them out of the area they are in. Quite often pick up times can be hectic and the staff may find it difficult to keep track of all children in such a situation.

- Parent/carers are asked to make staff aware that they have collected their child.

Procedures to be followed in the event of a child going missing (see*).

(This section has been written with advice from the LADO - Darrel Clews)

There are many variables which affect the procedures, actions and outcomes of a missing child and we have tried to consider these below. These variables include: length of time child is missed, possibility of danger, child’s reaction, patterns in individual staff member’s practice, and patterns in the time of day the incidents occur. Regardless of the severity of the incident, the management team will conduct an investigation and fill out an action plan each time a child goes missing.

1. Should a child ‘momentarily’ go missing during the day but is found after the staff have conducted a search or seen them in an unexpected area and all of the above variables are considered to be within satisfactory limits by the management team, parent/carers will be informed at the end of the day when they arrive to collect their child, and an incident form will be filled in for them to sign. An action plan will be filled out.

2. If any of the above variable are considered to be of a concern e.g. the space the child was left in was unsafe, the child was distressed, either a recurrence of the particular staff member in charge (usually the LEE or person leading the activity) or the time of day - the LADO will be informed and the investigation will continue as a staff conduct issue (see safeguarding children policy). An action plan will be filled out.

3. If the child isn’t found immediately after they have been noticed as missing, the manager or joint deputy managers will act as co-ordinators, delegating search areas and informing other parties as necessary. They will ask team members to search specific rooms and areas. Once those areas are searched staff members are to report back to the senior member of staff. The search would entail looking in places e.g. in the bushes, behind equipment and doors in cupboards etc. and other areas which the children do not have normal access to e.g. staff room, kitchen and office etc. Should the child be found hiding then they are spoken to in a calm manner. A member of staff will comfort the child as necessary and explain what has happened. If the child was hiding then the staff member will also explain that hiding from the adults is not acceptable and why they need to be where the adults are and where the adults can see them in order for them to be safe. As with point 2 the LADO will
be informed and the investigation will be continued as a staff conduct issue. An action plan will be filled out.

4. Should a child go missing and remain missing nursery management will immediately inform the child’s parent/carers, the police, the LADO, Ofsted, Social Services and Director of Student Services (to change in September 2018). University External Relations will also be contacted so they can deal with any press enquires. If any media should arrive at the nursery they will be directed to External Relations. Staff will not make any comment to the media. In this instance, our actions and procedures will be informed by leading agencies.

* All named documents are stored within the standards laid out in our GDPR Privacy Notice/Data Protection Policy

**June 2018**
One World Nursery Privacy Notice/Data Protection Policy

One World Nursery
University of Brighton
Tithe Barn
Moulsecoomb Place
Lewes Road
Brighton
East Sussex
BN2 4GA
Tel: 01273 642021/642022
Email: OneWorldNursery@brighton.ac.uk

Ofsted Registration Number: RP902364
Setting Number: 130703

The University of Brighton collects and processes personal data. The University is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations.

Data Controller

The Data Controller is University of Brighton, Mithras House, Lewes Road. If you would like information about how the University uses your personal data please contact dataprotection@brighton.ac.uk, 01273 642010
The data controller at the nursery is Becky Pollack.
If you have any concerns regarding the way in which the nursery is processing your personal data, please contact the Data Protection Controller at One World Nursery: Becky Pollack (Nursery Manager)

Data Protection Officer

The Data Protection Officer for the university is responsible for advising the University on compliance with Data Protection legislation and monitoring its performance against it. If you have any concerns regarding the way in which the University is processing your personal data, please contact the University Data Protection Officer: Rachel Page (Head of Data Compliance and records management) 01273 642010 dataprotection@brighton.ac.uk
Introduction

One World Nursery is committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

From September 2018 all members of staff will be trained using the University of Brighton’s data protection online training during their induction and knowledge refreshed every two years.

What personal data do we collect?

We collect personal data about you and your child to provide care and learning that is tailored to meet your child’s individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:

- your child’s name, date of birth and home address(es)
- health and medical needs including any allergies, food preferences, toileting needs, historical medical conditions, current health needs, vaccination history, accidents (both inside and outside nursery) and administration of medicines/creams
- developmental progress and needs including their development prior to nursery, observation and assessment of activities undertaken at nursery (through our online learning journal, Tapestry, and in accordance with the EYFS), two year progress reports, transfer to school documents and tracking their well-being and involvement during their time at nursery
- any special educational needs, either pre-existing or identified during your child’s time at nursery.
- any incident records relating to safeguarding, behaviour management, health and safety or illness
- information relating to cultural background and heritage, including ethnicity, country of birth, languages spoken, religion and festivals celebrated
- additional information regarding to cohort variables such as gender and summer born
- any involvement with other support agencies such as EMAS, BHISS, social services
- passport and birth certificate information

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.
We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:

- your name, home and work address, phone numbers and emergency contact details
- email address for use on Tapestry and general communication with the nursery manager
- family details such as who lives with the child, siblings, extended family involvement, parental circumstances (as necessary)
- food allergies that exist within the family
- passwords for collection of your child
- information regarding to early years entitlement (see Privacy Statement in reception)
- Information for Connect (see Privacy Statement in reception)

This information will be collected from you directly in the enrolment form and One World Nursery Welcome Sheet.

If you apply for the 30 hours free childcare, we will also collect:

your national insurance number or unique taxpayer reference (UTR), if you’re self-employed. We may also collect information regarding benefits and family credits that you are in receipt of.

**Why we collect this information and the legal basis for handling your data**

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- contact you in case of an emergency
- to support your child’s wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at our setting
- to carry out regular assessment of your child’s progress and to identify any areas of concern
- to maintain contact with you about your child’s progress and respond to any questions you may have
- to process your claim for free childcare (two year funding/15 hours early years entitlement/up to 30 hours - only where applicable)
- to keep you updated with information about the nursery

With your consent, we will also record your child’s activities, as mentioned, for their individual learning record, on Tapestry. This will include photographs and videos. You will
have the opportunity to withdraw your consent at any time, for images taken, by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also, as recommendation good practice, transfer records and certain information about your child to the school that your child will be attending via a transfer document (See Transfer Policy).

**Who we share your data with**

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about our service
- the University of Brighton Finance department regarding nursery fees (as applicable)
- *the Childcare Voucher Companies Edenred and Sodexo (as applicable). See also Edenred’s and Sodexo’s Privacy Statement’s in reception.
- the Local Authority (where you claim up to 30 hours free childcare as applicable)
- the government’s eligibility checker (as above)
- our insurance underwriter (if applicable)
- our setting software management provider, Connect
- the school that your child will be attending

We will also share your data if:

- we are legally required to do so, for example, by law, by a court or the Charity Commission;
- to enforce or apply the terms and conditions of your contract with us;
- to protect your child and other children; for example by sharing information with social care or the police;
- *to seek support from outside agencies such as Speech and Language Therapy, EMAS (Ethnic Minority Service), BHSS (Brighton and Hove Inclusion Support Service). This information will be shared through a Front Door for Families referral form and your consent will always be obtained prior to referral. All of these services have their own Privacy Statements of which there is a copy in reception.
- it is necessary to protect our/or others rights, property or safety
- we transfer the management of the setting, in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes.
How do we protect your data?

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

Keeping all paper records containing personal data in secure storage on site.

Where information is required to perform tasks and duties during the day to ensure your child safety and educational needs are met the information will be held as appropriate to activity

Electronic data is held in secure access controlled system.

Records obtained from you (including enrolment forms, passport information, copies of birth certificates, incident records, safeguarding records, enquiry forms, application forms, welcome sheets, cohort information, fees information, SEN information, accident forms, key group files (with two year progress reports, consultation summaries, individual planning), quality assurance data, low level concern forms, collection of children forms, contact information, passwords for collection of children, risk assessments,) are kept in a locked secure location.

Archived data is stored in a separate secure locked location.

The data/items listed below are needed and protected by nursery staff during opening hours. These items, which are kept in various locations around the nursery, are secured within the locked building when nursery staff are not on the premises.

- Dietary information and records for administrating medicines.
- Weekly registers
- The nursery practitioner’s day book containing information which they need to know in order to meet the needs of that day. Specific information about children will be written in this book as necessary.
- The nursery managers and deputy managers updating book which supports the sharing of necessary information. This does contain some information relating to specific children. Only the nursery manager, deputy managers and SENCO have access to this book.
- All iPads and nursery cameras. Tapestry, which is accessible through each of our iPads, is locked and only accessed by practitioner’s individual usernames and passwords. These items do not leave the nursery vicinity.
- Weekly plans, which contain lists of children to be offered small group activities.
- The nursery reflective journals to help support practice. These books may at time contain details about children.
- Children's names are displayed on the pigeon holes, pegs, drawers, birthday wall, sleep form, nappy/toileting form, self-registration board, planning walls, diary walls and observation lists.
- Sun cream consents.
- Photographs displaying the children are on the pegs, birthday wall, daily slideshow, planning wall, dairy wall, and on various displays within the nursery.

Printing is done on the nursery printer which is located in the reception area next to the office. All items which are printed are collected as soon as possible by a member of the nursery team.

The University of Brighton has a CCTV system in place which has cameras overlooking the nursery. This is in accordance with the University of Brighton’s Data Protection Policy.

The nursery building is only accessible during the day to authorised persons (nursery staff, families and some university staff such as caretakers and facilities management services). The nursery is always locked to those who do not have a key card. The nursery door can only be opened by a key card or by ringing the bell. Key cards issued to nursery families and staff can only open the nursery door during the hours of 7:45am and 6pm. The key card system used by the nursery stores the child’s name and the number of the card which has been issued to them. This data is only stored on the system for the time the family are attending the nursery. When the family leave their information is deleted from this system and the card deactivated and returned to the nursery. Other university key cards do not work apart from those of the caretakers and facilities management team, who are not permitted to use their cards to enter the building during nursery opening hours. Only nursery practitioners are authorised to let anyone enter the building during opening hours. The reception has a further locked door which can only be opened with a key code. Those without a key code need to be escorted through the building by a member of the nursery team and wear a visitor’s badge. The nursery building is locked and alarmed overnight.

Any incidents regarding the security of your data will be managed and recorded according to the University of Brighton’s Data Breach Policy.

**How long do we retain your data?**

We retain your child’s personal data for up to 5 years after your child no longer uses our setting. This information is then shredded either at the nursery or given to an external company for confidential large scale shredding. A copy of their privacy statement can be found in the nursery reception. Application and enquiry forms are kept for up to 2 years, or until the child starts nursery and are then shredded. Medication records and accident records are kept for longer according to legal requirements. Your child’s learning and development records are maintained by us. When your child leaves you will be sent a link via email which enables you to download a PDF of your child’s learning journal on Tapestry. If you do not have email we will print off a copy for you and give it to you.
In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements (see Safeguarding Policy).

**Your rights (with respect to your data)**

You have the right to:

* request access, amend or correct your/your child’s personal data. The process for requesting access to your data is covered by the Universities policy.

* request that we delete or stop processing your/your child’s personal data, for example where the data is no longer necessary for the purposes of processing; and

* request that we transfer yours and your child’s personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you have continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk/

**Changes to this notice**

We keep this notice under regular review. You will be notified of any changes where appropriate.

Reference is made to this privacy notice/data protection policy within our other nursery policies.

Having now read all the above information please can you indicate to us if you agree to receive marketing communications from the nursery by ticking the box below:

Yes, I agree  [ ]  No, I don’t agree  [ ]

Signed (parent/Carer)..........................................................................................................................
Print Name ......................................................................................................................

Date..............................................................................................................................

Signed (Second Parent/Carer)........................................................................................

Print Name ......................................................................................................................

Date..............................................................................................................................
Outing procedures

Definition of Outing
Any time spent out of the nursery that involves one or more member of staff taking one or more children out of the nursery.

Consent
At the beginning of the year the parent/carers all sign a form to enable the children to take part in any ‘spontaneous’ trips as they arrive (please note: at this time the only ‘spontaneous’ outings we have are to the library at the end of the drive and the garden at Cockcroft on University campus). More organised trips will have a separate consent form.

Risk Assessments
For each specific outing the nursery will carry out a full risk assessment, which includes an assessment of required adult to child ratios. This assessment will take account of the nature of the outing and consider whether it is appropriate to exceed the normal ratio requirements. For all outings offered off the nursery premises a 1:2 adult to child ratio will be adopted.

Communication and Contact Numbers (see*)
Two way radios and/or mobile phones will be taken on trips where there is likely-hood of the group becoming spread out. All those children that are not being accompanied by their parent/carer will be allocated and accompanied by a member of staff. This appointed member of staff will be responsible for carrying all relevant documentation regarding the children that are in their direct care. This will include taking the child’s cardex card which includes contact number details and notification of emergency medical treatment consent.

Other Measures
A fully qualified first aider is required for all trips off university premises. This person will be responsible for maintaining and carrying the first aid kit. For trips that remain on site a first aider is not required as the university has first aider’s on all sites on call.
Emergency Procedures for Outings

Injury
The first aider will administer treatment for any injury. If minor then the incident is to be logged upon return to the nursery. If the injury requires medical attention then we will adhere to our first aid policy.

Lost Child
(see lost child policy)

* All named documents are stored within the standards laid out in our GDPR Privacy Notice/Data Protection Policy

May 2018
**Parental Responsibility**

It is a legal requirement that the nursery obtains information about who has legal contact with any child attending the nursery and who has parental responsibly for the child (please see the nursery registration form which asks for the named parents that have Parental Responsibly) (also see*).

**What is parental responsibility?**

Parental responsibility was established in the Children’s Act 1989 and updated in the 2006 act, it is a legal status an adult can hold in relation to a child, which gives that adult all the ‘rights and responsibilities’ of a parent. Not all parents have parental responsibility, it can be held by more than one parent-figure of either sex at the same time.

Without parental responsibility a parent cannot authorise medical treatment for the child and has no right to see its medical records. A parent without parental responsibility cannot veto the child’s adoption, change of surname, or remove from the country for a significant period.

These parents **have** parental responsibility:

1. The natural mother of the child.
2. When a child’s father and mother were married to each other at the time of birth.
3. When the father is named on the child’s birth certificate i.e. joint registration of the birth of the child (for all children born after 1st December 2003)
4. Anyone who has a Residence order which is currently in force in respect of the child.

These people **do not** automatically have parental responsibility.

1. The father of the child if he and the mother were not married to each other at the time of birth or the father if he isn’t named on the birth certificate.
2. Grandparents or other relatives.
3. Step fathers.
4. Guardians of the child appointed by a Will

**How does this affect your child at Nursery? (see*)**

1. Only the parents with parental responsibility are able to sign any consent forms.
2. The parents with parental responsibility can give signed permission for their child to be collected by a person who does not have parental responsibility.
How do parents get Parental Responsibility?

Parental Responsibility can be acquired by formal written agreement with the mother or by Order of Court and many solicitors will offer a short consultation on this issue free of charge.

* All named documents are stored within the standards laid out in our GDPR Privacy Notice/Data Protection Policy

May 2018
Parent/Carers Concerns and Complaints Procedure

Our aim is to work in partnership with parent/carers and we welcome suggestions on how to improve our nursery and will give prompt and serious attention to any concerns about the running of the nursery. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

Aim

We aim to bring all concerns about the running of nursery to a satisfactory conclusion for all the parties involved.

Making concerns known

Stage 1

A parent/carer who is uneasy about any aspect of the nursery’s provision should first of all talk over any worries and anxieties with the Nursery Manager or in her absence, the Joint Deputy Managers.

Stage 2 (see*)

If this does not have a satisfactory outcome, or if the problem recurs, the parent/carer moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the Nursery Manager.

All complaints made at this stage that relate to one or more of the national standards will be investigated. The Nursery Manager or in her absence the Joint Deputy Managers will give an account of the findings of the investigation into the complaint and any action taken, to parent/carer’s within 28 days of the date of the complaint. Most complaints should be able to be resolved informally at Stage 1 or at Stage 2.

Stage 3 (see*)

If the problem is not resolved to the parent/carers satisfaction the Stage 3 procedure is for the parent/carer to request a meeting with the Nursery Manger and the Director of Student Services. Both parent/carers and the Manager could have a friend present at the meeting if they wish and an agreed written record of the meeting would be made. All of the parties present at the meeting sign the record and receive a copy. This signed record signifies that the procedure has concluded.
Stage 4 (see*)

If at the Stage 3 meeting the parent/carer and the nursery cannot reach agreement an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice.

The role of the mediator will be to help define the problem, review the action so far and suggest further ways in which it might be resolved. The mediator will keep all discussion confidential. S/he can hold separate meetings with the nursery personnel and the parent/carer if this is decided to be helpful. The mediator keeps an agreed record of any meetings that are held and of any advice given.

Stage 5 (see*)

When the mediator has concluded her/his investigations, a final meeting between the parent/carer, the Nursery Manager and the Head of Student Wellbeing Services is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator’s advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

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

The role of the Office for Standards in Education, Early Years Directorate – Ofsted

The registering authority has a duty to ensure the nursery meets the requirements of the Children Act and Ofsted is responsible for the regulation of childcare for under 8’s in England. Parent/carers can phone the Ofsted complaints line on 03001231231. More information about Ofsted’s role as the regulator of childcare can be gained by visiting their website www.ofsted.gov.uk/parents

Records (see*)

A written record of all concerns and complaints is made (taking into account data protection rules when disclosing records that refer to third parties) including the date, source of complaint, nature of the complaint including all the standards that the complaint relates to,
how it was dealt with, actions taken and outcomes, a summary of which will be provided to any parent/carer on written request.

A record of all complaints is kept in accordance with the guidance from Ofsted for at least three years. The nursery is legally required to provide Ofsted, on request, with a written record of all complaints made during any specified period, and the action which was taken as a result of each complaint.

The Nursery Manager or in her absence the Joint Deputy Managers will give an account of the findings of any investigation into a Stage 2 complaint (which relates to one or more of the national standards) along with any action taken, to parent/carer’s within 28 days of the date of the complaint.

We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the nursery and parent/carers that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality and in accordance with our Confidentiality Policy.

* All named documents are stored within the standards laid out in our GDPR Privacy Notice/Data Protection Policy

May 2018
Planning for a Human Influenza Pandemic

Our aim:

The aim of the nursery is to ensure that all children and staff are in a safe and healthy environment. The nursery will remain open unless the Government, Local Authority or the Director of Student Services advise us to close. The nursery will be open as long as we have adequate staff; the nursery has been cleaned and has heating and hot water.

Responsibilities:

It is the responsibility of the nursery to maintain up-to-date *contact numbers for all staff and parent/carers in accordance with the Disaster Plan and the Health and Safety Policy. It is the responsibility of all nursery staff to keep up-to-date *contact numbers of the nursery and nursery managers, home and mobile and to ensure the nursery/managers has their current contact numbers on the information held.

It is the responsibility of all staff to *notify their manager as soon as any symptoms of illness occur either at work or home. If at work, they must as far as possible, separate themselves from the children and the other staff and arrange to go/ be taken home as soon as possible. It is the responsibility of all parent/carers to ensure the nursery has updated *contact numbers and to notify them of their child’s absence and the circumstances of that absence.

All staff would be expected to come to work as normal unless:

- they show signs or symptoms of flu-like illness
- they were caring for an ill member of their family

All staff would be expected to abide stringently to the guidelines to reduce the risk of infection by reinforcing hygiene procedures at all time. To work with children in supporting them, where developmentally appropriate, to help manage their own hygiene routines.

Guidance to reduce the risk of infection

- Covering your nose and mouth when coughing or sneezing, using a tissue when possible.
- Disposing of dirty tissues promptly and carefully.
- Washing your hands frequently with soap and water to reduce the spread of the virus from your hands to your face or to other people.
• Cleaning hard surfaces (such as door handles) frequently using a normal cleaning product.
• Having well ventilated rooms
• Only well children/staff at the nursery

Procedures

If a member of staff, nursery child or nursery parent/carer is feeling ill with flu like symptoms we ask that they stay at home and seek advice. Advice and information can be obtained by phoning 08001513513 or through the following web sites www.nhs.uk or www.direct.gov.uk. As usual, the nursery will need notification from nursery staff and parent/carers regarding the circumstances of their absence.

If a child becomes unwell during the nursery day

One member of staff would be designated to look after a sick child away from the other children until that child is collected, minimising as far as possible the spread of the infection. Any mattress/cover/pillow used by the child to be washed as soon as possible.

Closure and Re-opening

Nursery staff and parent/carers would be kept fully informed by phone or text, or letter as to the current situation regarding the necessity for closure once notification had been given. Staff and parent/carers would be contacted by phone or text when the nursery is to reopen. It is the responsibility of all members of staff to return only if they can do so without risking the spread of infection.

Managerial responsibilities

• To make the decisions in consultation with the Director of Student Services about what and when to share information with parent/carers.
• *Keep records/contact numbers of management staff, nursery staff and parent/carers up-to-date, ensuring all holders of this information are informed
• Review plans regularly to ensure all staff are familiar with the policies and procedures
• If notified that a pandemic is imminent, review plans and procedures and check that necessary supplies e.g. tissues/soap etc are in place.
• Provide any information as requested by the Local Authority (e.g. absence rates).

*All data collected is done so in accordance with GDPR and the nurseries Privacy Notice/Data Protection Policy.

May 2018
Risk Assessment Policy

Our aim

We carry out regular risk assessments to ensure the setting and practitioners provide a safe environment in which the children can develop.

Method:

We carry out two types of risk assessment, generic and specific.

Generic risk assessments include whole areas of the nursery, for example, the art room or the barn. Specific risk assessments refer a particular activity, piece of equipment or a *person who we feel needs to be assessed more thoroughly. Personal risk assessments are only shared with those who need to be aware of the risk and how it is to be managed. We abide by our confidentiality policy at all times.

Risk assessments are carried out/ reviewed annually, as well as throughout the year in response to circumstances within the setting, for example accidents, modifications to the building, purchase of new equipment, practitioners health, observed practices or experiences within the setting etc.

The risk assessments are written by the Nursery Deputy Managers, Emma Cook and Sarah Ottewell, though all practitioners have input into the risk assessments.

In order to complete the risk assessments we follow the system used within the University by the Health and Safety Department. Both Emma Cook and Sarah Ottewell have received risk assessment training, which is kept up to date. When completing the risk assessments we identify possible hazards, the cause of the particular hazard and the possible consequence of those hazards. We then identify the current controls which we have in place in response to that particular hazard.

In order to assess the level of risk we use the following formula:

1. We look at the frequency of an accident occurring as a result of this hazard. We do this by looking back through the previous year’s accident records. This is then given a number based on a scale 1-5, 1 low frequent and 5 being high frequency.
2. We look at the severity/possible severity of the hazard consequence. This is then given a number on a scale of 1-5, 1 being less severe and 5 being the most severe.
3. These two numbers are then multiplied by each other to give another number which refers to the level of risk.

We then put this number into the risk assessment matrix (please see risk assessment file). Any numbers coming up in the GREEN section of the matrix are seen as low risk, any
numbers in the AMBER section are seen as medium risk and any numbers in the RED section are seen as high risk. Any risk assessments which result in a number in the AMBER or RED section of the matrix are passed on to the nursery manager for further review, and if possible the risk is removed from the setting to the best of our ability.

We aim to have all risk assessments falling within the green section of the matrix.

The final section of the risk assessment shows any recommendations or control measures we need to put in place in order to manage the risk identified.

When reviewing risk assessments we look back at the accident/incident reports which we have collected over the previous year to identify any particular areas which may be causing a higher frequency of accidents. All records of accidents/incidents are kept within the nursery for 5 years.

*All of the risk assessments are shared with all of the practitioners. They are also available for all parent/carers to read in a folder which is kept in the reception area of the nursery. Risk assessments are also shared with any volunteers or students who are spending time in the setting.

*All data collected and shared within the risk assessments is done so in accordance with GDPR and the nurseries Privacy Notice/Data Protection Policy.

**May 2018**
Safeguarding and Child Protection Policy and Procedures

1. Aims and Purpose

The Children Act 2004, Section 11, places a statutory duty on key people and bodies to make arrangements to safeguard and promote the welfare of children.

The Shared Principles for all people working with children are:

All children have the right to be safeguarded from harm and exploitation whatever their: race, religion, ethnicity, gender, age, disability or status.

Child abuse is non-discriminatory and occurs within all socio-economic backgrounds and ethnic groups.

Children with learning or physical disabilities, children under the age of 1 and those with communication difficulties are particularly vulnerable.

Stereotyping and assumptions do not protect children.

(SafetyNet)

One World Nursery is committed to providing an environment which ensures children are safe from potential abuse and will respond to any suspicion of abuse in a way which respects the child’s rights and reinforces the adult’s responsibilities to the children. Our aim is to work with children, staff, parents/carers, the University of Brighton and the community to ensure the safety of children and to create a safe environment for all. We adhere to the legal framework set out in the EYFS and follow the procedures and guidelines from the Local Safeguarding Children Board (LSCB).

“... the action we take to promote the welfare of children and protect them from harm – this is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.” (Working Together to Safeguard Children DfE 2015)
2. Responsibilities

2.1 Designated Person (see*)

Our named person, who co-ordinates child protection issues, is Becky Pollack with Emma Cook and Sarah Ottewell deputising in her absence, and Chris Randall, in the absence of all three managers. Becky, Emma and Sarah all have Lead Practitioner Training and along with Chris, can be contacted on 01273 642021/642022.

If all four of the people named above are absent then a named person will act as the designated person. This named person will be identified in the day book and can contact Becky Pollack, Emma Cook or Sarah Ottewell by phone should the need arise. The named person is not responsible for making safeguarding decisions.

The designated person for The University of Brighton is Patrick Wrangles Head of Student Wellbeing Services. We would notify Patrick if we made a referral to the local safeguarding board.

Everyone in the setting is responsible for safeguarding the children. However, the designated or lead practitioners are responsible for:

Overseeing the implementation of the child protection policy and procedures and in ensuring that they comply with those approved by the Local Safeguarding Children Boards.

Attending training and keeping up to date about child protection practice and local arrangements. Safeguarding training must happen every two years, with knowledge and skills refreshed annually.

Sharing information about safeguarding and child protection and good practice with parent/carers, staff and volunteers. (To include safeguarding in the induction process for all new members of staff and volunteers).

Ensuring that all nursery policies and documents are consistent with the child protection policy and procedures.

Ensuring staff attend training that includes recognition factors and appropriate responses so that they are aware of the local authority guidelines for making referrals.

That all members of staff know the procedures for reporting and recording their concerns in the nursery.

Notifying Ofsted about any allegations of serious harm or abuse against a child while the child is in our care and any changes in our arrangements which affect the wellbeing of children.
Liaising with other bodies and working within the Local Safeguarding Children Boards guidelines as needed (a link to procedures approved by the LSCB can be found on www.proceduresonline.com/pansussex/scb).

Following procedures and gaining confidential advice from Brighton & Hove Front Door for Families (see 10.1) 01273 290400 or our Local Authority Designated Officer (LADO) Darrel Clews (01273 295643). When contacting Front Door For Families (see point ) to request support or report a concern about a child you can either call the above number or you can also use the Online Referral Form.

Making referrals to agencies as needed. Referring, as required, to the ‘Children’s Services Threshold Document’ to help clarify the circumstances in which to refer a child to Brighton and Hove Front Door For Families.

To have regard to the Government’s statutory guidance ‘Working Together to Safeguard Children’.

In consultation with members of the University of Brighton Human Resources department to: Under the Safeguarding Vulnerable Groups Act 2006, make a referral to the Disclosure and Barring Service where a member of staff is dismissed, because they have harmed a child or put a child at risk of harm. Also with regard to all relevant aspects relating to ‘Disqualification’ as stated on page 19 of the ‘Statutory Framework for the Early Years Foundation Stage’ 2014.

It is not the role of the manager’s to decide on whether a child has been abused or to investigate; this is the role of the local authority and the police.

Completing a Record of Concern Form and a Safeguarding Action Plan following an incident, allegation or raised concern.

We have a legal responsibility to note any issues regarding a child’s welfare, this can include a low level concern which would be something we wouldn’t necessarily report to other agencies. However, it can help us to build up a bigger picture of (ongoing) concerns which may eventually need to be shared to best meet the needs of the child.

For example; if a child came to nursery in a nappy which appeared to have been on all night we would share this information with management, who would note it in the daily updating book. We would also have an informal discussion with the parent, letting them know that we had noticed it. If this happened a couple more times we would fill out a low level concern form and ask the parents to sign it. This form would be filed in the Low Level Concerns File which is kept locked in the office. If low level concerns became persistent or entrenched then we might seek advice from other professionals.
2.2 The Staff Team (see*)

All members of staff are responsible for:

Recognising and responding to physical, emotional and behavioural indicators of a child suffering harm e.g.:

significant changes in children’s behaviour,

deterioration in their general well-being,

unexplained bruising, marks or signs of possible abuse,

children’s comments which give cause for concern

signs of neglect e.g. extreme hunger

(adapted from EYFS Statutory Framework 3.6 2017)

Signing in and out of the building.

Responding to inappropriate behaviour by other members of staff. Or any other person working with the child. For example, inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Practitioners will make sure that the indoor and outdoor environment, and all equipment and toys, are fit for purpose

2.3 Prevent Duty

As part of our wider safeguarding duties practitioners are “subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have ‘due regard to the need to prevent people from being drawn into terrorism.”

The DfE has produced some guidance for schools and childcare providers:


This can be found here:

Further support for practitioners is available through Channel Awareness.

3. Abuse

3.1 Definition of Abuse

Child abuse happens when an adult inflicts harm on a child or young person. A child can be abused by an adult’s direct actions (e.g. hitting), by an adult’s inaction (e.g. not feeding) or by an adult’s indirect action (e.g. domestic violence, addiction). There are four main categories of abuse recognized by U.K law. These are physical, sexual, emotional, and neglect.

3.2 Categories of Abuse

Physical abuse happens when a child is deliberately hurt, causing injuries such as cuts, bruises and broken bones. It can involve hitting, shaking, throwing, poisoning, burning, slapping or suffocating. It is also physical abuse when a parent or carer fabricates, or induces, the symptoms of an illness in a child.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities. It does not necessarily involve violence and the child may or may not be aware of what is happening. Sexual abuse includes: grooming a child with the intention of sexually abusing them; all forms of penetrative and non-penetrative sex; sexually exploiting a child in return for gifts, money or affection; and making, looking at and distributing indecent images of a child.

Emotional abuse is persistent and, over time, it severely damages a child’s emotional development. Active emotional abuse involves an adult deliberately trying to scare, humiliate or verbally abuse a child. Passive emotional abuse happens when a parent or carer denies the child the love and care they need in order to be healthy and happy. Such adults might be emotionally unavailable; fail to offer their child praise and encouragement; interact with them in an age-inappropriate way; be over-protective, limiting their opportunities to explore, learn and make friends; or expect the child to meet the parent’s own emotional needs.

Neglect is persistently failing to meet a child’s basic physical and/or psychological needs resulting in serious damage to their health and development. Neglect is difficult to define as it is hard to describe the absence of something such as love or attention (Daniel et al, 2011). In practical terms, neglect may involve a parent’s or carer’s failure to:

- provide adequate food, clothing and shelter
- protect the child from physical and emotional harm or danger
- supervise the child properly
make sure the child receives appropriate medical care or treatment.

Neglect often happens at the same time as other types of abuse (Daniel et al, 2011; Rees et al, 2011). (Definitions taken from www.nspcc.org.uk)

### 3.3 Recognition of Abuse (see*)

Should a practitioner observe or be made aware of any suspicious marks or bruises on a child’s body they would be noted, along with the record of concern form, on a body map. The Body map below shows areas of the body where marks or bruises indicate non-accidental injury:

Practitioners recognise that children are learning social skills and are gaining an understanding of their physical abilities. Young children often role model their experiences in order to make sense of them. With this in mind practitioners have a duty to protect all children within the settling from incidents of physical or emotional abuse from their peers.

Practitioners are aware of the additional barriers that can exist when recognising the signs of abuse and neglect of children who have special educational need and or disabilities.
Practitioners have a legal duty to report known cases of Female Genital Mutilation (FGM). FGM - sometimes referred to as ‘Female Circumcision’ or ‘Female Genital Cutting’ - is a procedure where the female genital organs are injured or changed and there is no medical reason for this. Further information can be found in the ‘Brighton and Hove FGM Multi-Agency Resource Pack’


Lead practitioners have undergone online FGM awareness training.

3.4 Responding to signs of abuse (see*)

Practitioners would use a body map which looks like the one below, on an incident form, to show where the marks had been observed. This would then be signed by the practitioner, a manager and then shown to the parent/carers that day, along with the record for concern form, for them to sign.

We encourage the children to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them.

Records are kept on all members of staff, bi-annually meetings are carried out and one to one’s as needed. During annual one to one meetings, staff are asked if anything has changed in their circumstances that would affect their suitability to work with children. At this time practitioners are asked to sign a statement either outlining changes or stating that to the best of their knowledge nothing has changed. Relief/pool workers and members of staff who have not worked for 6 weeks are required to fill in a Staff Suitability Declaration Form before they start work. A Practitioner may be disqualified from working with children if they are living on or working on premises where a disqualified person lives or where a disqualified person is employed. This includes a provider or a nursery worker living in a
household with a person that is disqualified. This applies to household members including partners, children including foster children, house share colleagues and lodgers. Permanent members of staff have an annual Staff Development Review.

We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no unsuitable person works at the nursery or has access to the children.

All practitioners in our setting receive safeguarding and child protection training which will help them to respond to suspected abuse. The formal training is updated every three years for practitioners and two years for the management team. Staff receive in house training annually.

In addition to receiving training all practitioners receive regular updates on safeguarding at least annually.

We have developed safe working practices and policies (which are monitored) including:

- Aiming to organise staffing levels so that adults are not left alone with individual children (see Lone Working, and Intimate Care Policy)

- Ensuring that adults are never alone in a closed room with an individual child (see Lone Working, and Intimate Care Policy)

- Ensuring that students and volunteers working at the nursery are never alone with children (see Lone Working, and Intimate Care Policy)

- Ensuring that mobile phones and/or any other unauthorised photographic equipment does not enter the nursery past the locked reception door (see Technology and Communication Policy)

- Ensuring that all videos and photos are taken with parental consent and are stored securely in accordance to nursery policies (see Technology and Communication Policy)

- Practitioners are not able to access children’s Tapestry accounts while not on the nursery premises. We ask the staff to sign an agreement stating that they will not access Tapestry outside of nursery and, unless needed for their own children within their family, practitioners will agree not to have the Tapestry Application on their own personal devises (mobile phones/iPads etc.)

- We have procedures for recording visitors to the nursery, and have made security steps to ensure that we have control over who comes into the nursery so that no unauthorised person has unsupervised access to the children. All visitors to the nursery must ring the bell to gain access to the building and must identify themselves to a member of staff before being given entry to the reception area. Visitors needing to enter the main body of the nursery will be asked to wear a ‘visitors’ badge and to sign themselves in and out of the
building. The front door to the nursery has a key card entry system. Parent/Carers are assigned one key card per family (occasionally two key cards should circumstances require). These key cards are managed by the nursery manager/deputy managers through an online secure system and access to the building is restricted to certain days and times. All practitioners also have a key card. The internal door leading from the reception to the main nursery rooms has a key code. We ask that only parent/carers or the person who will be regularly collecting your child, has the code for the internal door and that you use our ‘password’ system for anyone new who may be picking up your child. Any child or visitor to the nursery is signed in and out by a member of staff (see Visiting/Working Personnel Risk Assessment).

We note and inform parent/carers about accidents at nursery that have made a mark and ask parent/carers to inform us about marks made at home. This needs to be recorded and signed on the same day. This information is kept in the nursery and remains confidential (see confidentiality policy).

We also note and inform parent/carers of any incidents which occur at nursery. These incidents are recorded on our One World incident forms, signed by a manager and shared with the family on the same day, or as soon as possible. Ways forward are decided as necessary. Should an incident occur which requires us informing the University Health and Safety Department then a further University of Brighton incident form will be completed and sent off to the necessary department.

We have procedures in place to ensure the safe collection of children.

The safeguarding advice from Brighton and Hove Local Safeguarding Children Board is that if a person arriving to collect a child is noted to be smelling of alcohol, but their behaviour is not affected, this will be logged on our record of concern form. If another similar incident occurs, the matter will be discussed with the person and a decision made whether a referral should be made to Brighton and Hove Front Door For Families.

If a collecting person is noted to be ‘under the influence of alcohol’, affecting their behaviour and their capacity to look after the child, this would be reported immediately to Brighton and Hove Front Door For Families and the police, and our procedure for safe collection of children subsequently followed. Please be aware that the advice from Brighton and Hove Local Safeguarding Children Board and the police is that if a parent or carer is driving under the influence of alcohol or illegal drugs they would be challenged and the police notified if this continues. The police would be called immediately should an incident occur on nursery premises which resulted in anti-social behaviour.
3.5 How to respond to a child telling us about abuse

Practitioners will:

offer reassurance to the child
listen to the child
give reassurance that she or he will take action
not question the child or make promises
treat the child with dignity and respect and will listen to the child whatever their level of development/communication

4. Allegations and Staff/Volunteer Conduct

All staff must respond to inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, any inappropriate sexual comments made; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

4.1 Allegations/Staff Conduct Issue (see*)

(Also see Whistle Blowing Policy)

We ensure that all parent/carers know how to complain about staff or pool workers within the nursery, which may include an allegation of abuse. All concerns raised by parent/carers regarding the welfare of children at the nursery will be investigated and for the sake of the child, family and the nursery staff we ask that privacy is maintained and confidentiality is respected while these concerns are being investigated. Please see flow chart below.

On being alerted to suspicions of abuse all staff and volunteers must:

Record accurately, separating third party information, professional opinion and fact. These records are signed and dated and kept in a separate confidential file

Report concerns to Becky Pollack or Emma Cook and Sarah Ottewell in her absence (in the case of all being absent the ‘named person’) without delay and certainly on the same day.

Lead Practitioners must:

Contact Darrell Clews the Local Authority Designated Officer (LADO on 01273 295643) and seek advice from Brighton and Hove Front Door For Families
Contact the University HR department

If there is injury involved – fill in a University Accident/Incident form and a nursery one.

Gain statements from other practitioners, volunteers or students who were present at the time or who have information regarding the allegation/ staff conduct issue. These statements should be written and signed by the practitioner/volunteer/student giving the information and should adhere to the seven golden rules and principles outlined in the ‘Information Sharing Document’ produced by the DfE in 2015 (see previous section titled Information Sharing). All statements will be read and signed by the manager and the safeguarding lead, and, if necessary, any discrepancies noted. Statements will be talked through at a one to one meeting between the nursery manager and the person writing the statement to ensure clarity, understanding and address any discrepancies.

4.2 Outcomes of investigations of allegations/staff conduct issue (see*)

Substantiated – there is sufficient evidence to prove the allegation/ staff conduct issue

Malicious – sufficient evidence to disprove the allegation/ staff conduct issue and there is a deliberate act to deceive.

False – sufficient evidence to disprove the allegation/staff conduct issue

Unsubstantiated – insufficient evidence to either prove or disprove the allegation/ staff conduct issue. This term, therefore, does not imply guilt or innocence

If an allegation against a member of staff is substantiated, a staff conduct issue took place with malicious intent or the member of staff leaves before an investigation has been completed, then the designated officer will refer this person to the Disclosure and Barring service.

5. Data Handling (GDPR)

In March 2015 the DfE produced a document offering guidance on information sharing:

“Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.”

This document outlines seven golden rules to information sharing:
1. Remember that the General Data Protection Regulation (GDPR) 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

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

Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. No practitioner should assume that someone else will pass on information which may be critical to keeping a child safe.

As well as the seven golden rules the document also outlines seven principles which should be considered when sharing information:

**Necessary and proportionate**
When taking decisions about what information to share, you should consider how much information you need to release. The General Data Protection Regulation (GDPR) 2018 requires you to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

**Relevant**

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

**Adequate**

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

**Accurate**

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

**Timely**

Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

**Secure**

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation’s policy on security for handling personal information.

**Record**

Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation’s own retention policy, the information should not be kept any longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.
A full copy of the DfE document can be found at:
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

(See current nursery GDPR Privacy Notice/Data Protection Policy)

6. Safe Recruitment (see*)

We ensure that all practitioners who work with the children are suitable to do so, making sure that they have the right qualifications, training, skills and knowledge. We follow comprehensive recruitment procedures for both practitioners and volunteers including them attending an interview, providing references, undergoing all appropriate checks and have a six month probationary period for all new permanent members of staff.

7. Legislation and Guidance

The relevant legislation, standards and guidance used as a framework for this policy and procedures are:

Children’s Act 1989 – working together to safeguard children

The Children’s Act 2004

The Childcare Act 2006

Protection of Children Act 1999

Freedom of Information Act 2000

Data Protection Act 1984 and 1998 and 2018

The General Data Protection Regulation (GDPR) 2018

Human Rights Act 1989

United Nations Convention on the Rights of the Child

Care Standards Act 2000

Safeguarding Vulnerable groups Act 2006

EYFS – Safeguarding and promoting children’s welfare, Suitable people.
8. Review Procedure

This policy will be reviewed annually and updated according to current or new legislation.

9. Associated Policies

Admissions Policy
Confidentiality policy
Parent/Carers Involvement Policy
Parental Responsibility Policy
Parent Carers Complaints Procedures
Behaviour Management Policy
Health and Safety Policy
Collection of Children Policy
Lost Child Policy
Outings Procedures
Lone Working
Intimate Care
Whistle Blowing Policy
Technology and Communication
Staffing Policy
SEND Policy
IT Policy
10. Useful Numbers and Contacts

10.1 Front Door For Families

The Front Door For Families (FDFF) service is made up of professionals with different areas of expertise who work together to assess, decide and coordinate how best to support children, young people and their families where there are concerns. The FDFF includes:

- **Referral Officers**, who receive your calls, accept e-mails and online notifications and can provide information, advice and guidance.

- **Social Workers** - assess the needs or concerns raised about a child or young person.

- **Police Officers** - assess information and notifications about children and young people coming to the attention of the Police.

- **Health Visitors** - advise on the developmental needs of children with additional needs that are referred to the FDFF to ensure they receive the most appropriate support.

- **Education Safeguarding Officers** - advise schools where there are safeguarding needs identified for a child.

- **Family Coaches** – triage contacts that meet the threshold for targeted Early Help and Parenting Support and will assist partner agencies in setting up Team Around the Family meetings and plans.

- **Family Information Service** - provide information and advice, through their online directory and Family Support Officers about access to childcare, access to support services and access to employment.

10.2 Numbers and Contacts

Brighton and Hove Front Door For Families. – 01273 290400 or FrontDoorForFamilies@brighton-hove.gcsx.gov.uk (out of hours – 01273 335906/05)

Local Police: 01273 665502 or 0845 6070999 or 101

Local Authority Designated Officer (LADO) Darrel Clews (01273 295643)
darrel.clews@brighton-hove.gcsx.gov.uk
Designated Professionals Brighton & Hove:

Designated Doctor Safeguarding Children: 01273 238703

Designated Nurse Safeguarding Children: 01273 238703/ 07770 381421

NSPCC FGM Helpline - 0800 028 3550

Prevent Coordinator – Nahida Shaikh – 01273 290584

ChildLine - 0800 1111
11. Procedure Flow Charts

Procedures In Place For Engaging With Brighton and Hove Front Door For Families (FDFF)

FDFF is made up of many agencies (e.g. police, social services....) who work together to make timely and correct decisions in order to protect and support children and young people. If a referral is made to FDFF then parent/carers would be informed unless doing so would put the child/children at risk of significant harm.

A concern is expressed about a child in our setting because the child has:
- Behaved inappropriately in a way that could suggest abuse has occurred or
- Unexplained bruising or marks or
- Shown deterioration in their general wellbeing.
- Children’s comments which give cause for concern
- Signs of neglect e.g. extreme hunger

A concern should be reported as soon as possible to Becky Pollack - the Named Safeguarding Officer (NSO), or Emma Cook, Sarah Ottewell or the Named Person if Becky is not present.

Still has a concern.

NSO will liaise with the practitioner involved and a confidential Case for Concern record will be filled in, omitting any names at this stage.

NSO gains confidential advice from Brighton and Hove Front Door For Families (FDFF).
FDFF-Tel - 01273 290400 or FrontDoorforFamilies@brighton-hove.gcsx.gov.uk

NSO will then act on advice from FDFF

If a referral is made to FDFF then the NSO will need to make a referral to Ofsted. This should be done as soon as possible but definitely within the 14 day limit.

No longer has a concern.

Child concerned will be monitored and as necessary Record of Concern forms used.
Procedures In Place For Dealing With An Allegation/Staff Conduct Issues

A concern is expressed about an adult in our setting because the person has:
- Behaved inappropriately in a way that has or may have harmed a child or
- Possibly committed a criminal offence against a child or
- Behaved towards a child or children in a way that indicates that they are unsuitable to work with children.

An allegation/staff conduct issue should be reported as soon as possible to Becky Pollack - the Named Safeguarding Officer (NSO), or Emma Cook, Sarah Ottewell or the Named Person if Becky is not present.

Still have concerns.  No longer has a concern.

NSO:
- gains confidential advice with the Local Safeguarding Children Board (specifically the Local Advice, Contact and Assessment Service - Darrel Clews - 01273 205043 ,
- informs Ofsted,
- confidentially discusses and investigates with a senior member of staff in the university human resources department
- completes a university incident form.
- Informs the Head of Student Wellbeing Services

If the allegations were made towards the Nursery Manager, the matter should be referred immediately to the Head of Student Wellbeing Services (the manager’s line manager. This is Patrick Wrangles - after 1st October (before this date, contact Jo Tomlinson ex 2461)

Where it is considered appropriate to suspend a member of staff while a case is being investigated this will be in accordance with the University of Brighton’s agreed procedures for the suspension of staff.

The member of staff who has had an allegation made against them or been involved in a Staff Conduct Issues will be given as much support as possible, if necessary with individual and/or group counselling being made available to all members of staff as required.

Parent/Carers will be kept informed in an unbiased, sympathetic and confidential manner by the NSO or either Patrick or Jo.

If the allegation made/Staff Conduct Issues is substantiated and on conclusion the employer dismisses the person or ceases to use the person’s services, or the person ceases to provide his/her services. Then the employer should consult the LADO about whether a referral to the Independent Safeguarding Authority ISA and Ofsted is required. If a referral is appropriate the report should be made within one month.
* All named documents are stored within the standards laid out in our GDPR Privacy Notice/Data Protection Policy

May 2018
Special Educational Needs Policy

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the Equality Act 2010.

Introduction: Values and Principles

We value all the children in the nursery equally and the educational aims for children with difficulties and disabilities are the same as for those for all the children. The help children need in progressing towards these aims will be different and we recognise that early intervention and additional support may be necessary.

1 - Definition of Special Educational Needs:

“A child.....has Special Educational Needs if they have a learning difficulty or disability [or delay] which calls for special educational provision to be made for him or her.”

“For children aged two or more, special educational provision is educational provision that is provided in addition to or different from that made generally available for children of the same age” SEND Code of Practice

At Nursery all practitioners will work with all children including those with SEN.

A child can also be seen to have a Special Educational Need if they achieve above and beyond what is expected for their age and developmental stage, thus requiring extra educational input to ensure they are appropriately stimulated and challenged to help them move forward in their development. This is not a legal SEN classification but recognition of individual need.

Roles and Responsibilities – The Special Educational Needs Co-ordinator (SENCO) at One World Nursery is Chris Randall.

The Nursery managers and SENCOs will work closely with other staff to take responsibility for the day to day operation of the Policy and co-ordinating any actions required to be taken. This will include *information gathering as appropriate from families and other agencies. Confidentiality and sensitivity will be maintained at all times. Nursery practitioners will work with the SENCO’s in order to support and provide a differentiated curriculum for the children identified as having a Special Educational Need. Practitioners in their role as Key Persons are responsible in collaboration with the SENCO
and parent/carers for *drawing up individual education plans (IEP’s) with clear targets and strategies for working towards this; they will also *monitor and evaluate progress towards these targets.

**2 - Identifying Special Educational Need**

We are committed to the early identification of children’s additional needs and this may be done in one or more of these ways

- The key worker or other staff reporting concerns arising from observation and monitoring to the SENCO
- Parent/carers approaching the nursery with concerns about their child’s progress
- Through staff meetings where children’s progress and development are discussed
- By an outside agency such as Speech Therapist, Health visitor or BHISS contacting the nursery.
- By children themselves who may bring a concern to a member of staff

We find that many early concerns respond to the interventions and general strategies that we use to help children with their learning. Where a child does not make progress despite this support then further action is indicated.

The SEND Code of Practice identifies 4 broad areas of need these being:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

The purpose of identification is to work out the action needed to best support a child and is not to fit the child into a category. At Nursery we identify the needs of the child by considering the whole unique needs of that individual not just the special educational needs.

**3- Graduated Approach to SEN support**

When a child is identified as needing extra support the SENCO and key worker will in consultation with the parent/carers formulate a way to move forward using the Assess – Plan – Do – Review process.

Within this we

- Assess where a child is at now, what their needs are,
- Plan a set of actions, finding out what works to help them move forward,
Do - implement the plans, and then
Review the outcomes, making an assessment of what works and the need to repeat, refine or continue the cycle.

This is the essence of the SEN process in that additional and different provision will be required to help the child progress, this may take the form of focussed activity alongside the child, specific small group work, additional 1:1 staff with the child, the purchase and use of specialised resources and equipment amongst a number of possibilities. The response will thus be tailored to the unique need of the individual child.

To aid a child in making progress a clear date for review within this is necessary and will be set.

This cycle of action will be revisited and repeated (with increasing detail) as needed informing and involving parents at all stages

*4 – SEN Register

The graduated process mentioned above will be overseen and kept up to date by the named SENCO although individual support and actions will most often be carried out by the Child’s named Keyworker, a member of the key group team or wider staff group. The SEN register is a list of children within the setting in receipt of such support. Outside agencies offering support and information through this process include:-

- **Brighton & Hove Inclusion Support Service** (BHISS – formerly known as PRESENS) is the local Special Educational Need Service offering intervention, assessment, support and advice. They can be accessed by requesting an Early Help Family Assessment (EHFA) from us, your health visitor or a speech and language therapist. No referral can be made without your parental consent.
• This initial referral goes to the Early Help Hub (electronically) where it is logged and passed to your named Health Visitor or your child’s nearest Children’s Centre. The Health Visitor will visit you and do an ASQ (Age and stage development review) which is then sent on to Seaside View Child Development centre to be assessed and allocated for professionals such as BHIS and/or a paediatrician, etc

• Speech and Language Therapy has an open referral service but we can only refer as a Nursery with parental consent, please chat through any concerns with us or your family’s Health Visitor.

5 – Supporting children and families

We believe that through working in partnership with parent/carers we can provide the best possible early learning experiences for young children. In supporting children with SEN we strive to involve parent/carers at all stages of the process and in identifying and reviewing appropriate targets for meeting those needs. The SENCO’s will work closely with parent/carers and offer suggestions for ways of supporting learning at home and hope parent/carers will share approaches from home to use at nursery.

Parent/carers will be kept informed through
- Informal discussions at start and end of sessions with SENCO or Keyworker
- Regular formal meetings/ reviews of progress
- Meetings with representatives of external agencies involved
- *Record keeping and observations
- Making appointments to meet with SENCO and/or keyworker.

All actions within these processes will adhere to our Confidentiality Policy which is available in the Nursery Handbook, GDPR and our privacy notice/data protection policy.

• Local Offer: All local authorities will have a “local offer” detailing information, services and support available to families of children with a Special Educational Need or Disability, details of the Brighton and Hove local offer can be found at: https://www.brighton-hove.gov.uk/content/children-and-education/local-offer

Please be aware the local authority is currently reviewing this process (2016)

• Other agencies can offer support to families and these include: AMAZE – a charity that offers information, advice and support to families of children and young people who live in Brighton and Hove. More information can be found at http://amazebrighton.org.uk/ or by calling 01273 234020 (general enquiries) or 01273 772289 (Helpline).

*General admission arrangements to nursery can be found in the “Admission Policy”
**Education, Health and Care Plan:** An EHC plan is a legal document that describes a child’s special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. These are drawn up with the child and family at the centre. The nursery can, where applicable, be a venue for the meetings of family and professionals in drawing up this document.

**Transition to school:** Transition to school or other settings can depend on the nature of setting the child is moving on to and the specific needs of that child. Where a child has an EHC plan this will often state and support the nature of the transition process. In general the Nursery will complete a transfer document outlining the child’s interests, strengths and areas where support is needed clearly describing where the child is working within the Early Years Foundation Stage; we also support and welcome the sharing of information and visiting by staff of other settings.

6 – Supporting a child with medical conditions

As a setting we recognise that children with medical conditions should be properly supported and have full access to education and care, some children with medical conditions may be disabled and where this is the case the setting will comply with its duties under the Equality Act 2010 –

Any administration of medicines will be done in line with the processes outlined in the section titled “Administration of Medication” in our Health Policy contained in the Nursery Handbook.

Some children may also have SEN and EHC plans in place bringing together health and social care needs as well as SEN provision....

7 – Training and Resources

Some streams of funding can be accessed to support children identified as having SEN, these can be used to provide some 1:1 support for the child where a member of staff is allocated to that child for a set period of time. This funding can also sometimes be used to fund the acquisition of specific resources or items of equipment and training.

The SENCO regularly attends the Local SENCO network meetings in order to keep up to date with local and national updates in SEND.
The Nursery Managers regularly review the training needs of the staff team in order to ensure that they can provide effectively for the needs of all children.

Other agencies that offer advice and support include:
- Brighton & Hove Inclusion Support Service (BHISS)
- Speech and Language Therapists
- Educational Psychologist (where a child is being considered for an EHCP)
- Autistic Spectrum condition support service
- Health Visitor
- Learning Support Services (where a child is being considered for an EHCP)
- AMAZE
- EMAS (Ethnic Minority Achievement Service)

Where a child’s home address is outside of Brighton and Hove the equivalent services for their home area may be able to offer support.

8 – Reviewing the Policy

In line with all our other policies at Nursery we aim to review this SEN policy regularly and ideally annually.

9 – Accessibility

Wherever possible we aim to meet the needs of all children with a planned differentiation of the on-going learning processes within the general Nursery environment. Please note: One World is a listed building with some physical restrictions.

10 – Complaints

Initially if appropriate please approach your child’s keyworker and/or the SENCO otherwise please refer to our “Parent/Carers Concerns and Complaints Procedure” contained in the Nursery Handbook.

11 – Bullying

As a Nursery we do not accept bullying behaviour and our responses to any instances of this are outlined in the section titled “Bullying Behaviour” within our Behaviour Management Policy in the Nursery Policies booklet.
*All data collected and shared is done so in accordance with GDPR and the nurseries Privacy Notice/Data Protection Policy.

May 2018
Superhero, weapons and war play policy

- The EYFS specifically talks about the unique child and requires us to meet the needs of all children starting from a point of their own interests. In “Learning & Development” card 4.1 “Play and Exploration” specifically talks about valuing the play of all children including “that which is based on people such as superheroes” or noisy play that may be “based on a theme with which you are unfamiliar” or “do not appreciate ... yourself”.
- As staff, to help us to gain confidence and to move play forward we will support each other through *discussion at staff meetings, research around the play and themes and by responding to each other’s needs in both spontaneous and pre-planned situations. (For example being prepared to ask for on the spot support in a conversation with a child or group of children during free play).
- *We will also work in partnership with parent / carers sharing ideas, information and support around this area of play and development.
- When children are constructing we will allow, discuss and explore that play. This includes the specific construction of weapons (neither condemning nor condoning the actual object). This includes both indoor and outdoor play.
- When children are involved in imaginative play we will allow, discuss and explore that play. This includes superhero and war play and both indoor and outdoor play.
- We will aim to use this play and discussions within and around it to explore, broaden and clarify our and the children’s understanding of what helps to make a superhero and an individual heroic.
- Important to all of the above points is the consensual involvement and minimal disruption to other individuals and groups.
- We will support and encourage the right of children to opt in or out of play and to say no to any situation with which they feel uncomfortable – all children have a voice and they need to be heard. Any play that harms or deliberately excludes others is not acceptable.
- We acknowledge children’s interests while having clear guidelines about appropriate behaviour and will adhere to our behaviour policy.

This policy, as with all our policies, has been produced after consultation amongst the staff group, with parent/carers, other professionals, and most importantly the children. It will be regularly reviewed.

Any information is shared in accordance with the GDPR and our privacy notice/Data Protection Policy

May 2018
Sun Safety Policy

One World Nursery believes in sun safety to ensure that children and staff are protected from sunburn and skin damage caused by harmful ultra violet radiation from the sun. Skin cancer is one of the most common cancers in the UK and it is particularly important to protect children and young people from the sun as their skin is more delicate and easily damaged. The nursery believes that by encouraging sun safe behaviour at the nursery and by teaching children about the risks of sunlight, we can prevent them burning and contribute towards preventing skin cancer.

As part of our sun safety policy we will:

- Check, during the months April – September the daily UV index (a measure of the sun’s strength) for the Brighton area on the Met Office website (www.met-office.gov.uk). We will use the information regarding the UV index to inform our daily practice with the children. At the nursery, as in the UK population as a whole, children/staff attend with a wide variety of skin types and the lighter the skin the higher risk of burning and all are at risk of burning when the UV index is high. In order for our practice to all consistent and to meet all children’s needs when the index is forecasted to be 4 or higher we will apply sunscreen (either child’s own or provided by nursery) and all children will need to wear a sun hat when in the garden.

- Provide sunscreen of at least factor 30.

- Encourage children to wear clothes that provide good sun protection e.g. T-shirts that cover shoulders, no sleeveless clothes please e.g. vest tops and sundresses unless there is a tee shirt underneath. Children who are very sensitive to the sun are to be encouraged to wear light long sleeved clothing.

- Provide a supply of spare sun hats.

- Schedule outdoor activities at times other than those in the middle of the day when the UV index is forecasted to be 6 or higher.

- Hold outdoor activities in the shade whenever possible.

- Work towards increasing the provision of shade available in the garden for everyone.

- Encourage staff to act as a good role model by practicing sun safety.

- Inform and remind children about our sun safety policy through activities, stories and songs and at circle times. Including referring to the daily UV index at the a.m. snack time and informing children about what that means with regard to play in the garden the wearing of sun hats and putting sunscreen on etc.
• Inform and remind parent/carers about our sun safety policy through newsletters, staff and parent/carers meetings and on a daily basis.
• Regularly monitor the effectiveness of this policy, assess the amount of shade available and review our resources available, i.e. hats and sunscreen to implement our stated objectives.

Parent/carers can help by:

• During the summer months, noting the forecasted daily UV index which will be shown on the door into the nursery and on the fridge in the Rainbow room.
• Reminding your child/children that they need to wear a sun hat (during the summer months) at all times in the nursery garden and have sunscreen on. Also by letting us know if you have put sunscreen on your child/children before coming to nursery.
• Providing your child/children with appropriate dress (see above) a sun hat and ideally a pair of UV protective sunglasses (please put names in them all – see *).
• Encourage good practice and talk to them about sun safety and the risks of sunlight on their skin.
• Giving written permission for the nursery staff to apply sun screen to children as needed and informing a member of staff if you require your child to use a different sunscreen to the one used by the nursery e.g. if your child has had an allergic reaction to sunscreens and you will be providing one from home (named please – see *). If your child has their own sunscreen it will be noted clearly for staff to access easily (see *).

*for all named items please refer to our GDPR Privacy Notice/Data Protection Policy

May 2018
Technology and Communication Policy

Aim of this policy

Our prime responsibility is the welfare and wellbeing of all children in our care. This policy is produced to define procedures and staff practices at One World Nursery to prevent the misuse of IT. We are committed to promoting e-safety. Please see leaflet titled “Internet Safety for Parents”, which is given to all parent/carers when starting the nursery, as well as our safeguarding policy.

Within this policy we will be outlining the agreed procedures for using:

- Digital cameras
- iPads
- Staff mobiles
- The internet
- Screen Time
- Tapestry
- Social networking
- Remote Access

We are aware that technology is continuously developing and this policy will be reviewed accordingly.

EYFS 2018:

The Early Learning Goals - Technology: Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

*Assessment: Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with
children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development. Parents and/or carers should be kept up-to-date with their child’s progress and development.

**Procedures**

*Digital Camera:* The setting has a digital camera solely for the use within the setting. The camera has two memory cards which are used on a rotational basis either in the camera or the digital photo-frame (displayed in reception). The memory card is erased of its contents weekly.

Photographs (and videos) are taken for the purpose of monitoring the child’s development and as a visual representation of their time at nursery. Occasionally some photos may be used for other purposes. As part of the registration process parent / carers are requested to complete a photograph consent form which gives them options concerning media use for their online learning journal, nursery website, press, and other nursery publicity or research. However, extra consent forms will always be issued for media used in any way other than learning journals or nursery displays.

Photographs taken with the digital camera used for purposes other than the slide show (see above) will be deleted from the nursery computer at the end of the academic year or sooner if possible.

The nursery camera does not leave the nursery premises and is stored securely overnight.

Practitioners are not permitted to take photographs on personal cameras or mobile phones (see section below) of the children anywhere in the setting. Parent/carers are permitted to take photos of their children during nursery social occasions when taking place away from the nursery premises e.g. the fun run and the Christmas social, but must respect the wishes of others if consents are not given. Before such events take place notices will go out giving parent/carers the chance to prohibit the photography of their children by anyone other than nursery staff. We do request that any photographs taken by you of your children at nursery social occasions remain for personal use and do not appear on any social networking sites.

*iPads:* Staff use iPads to record images and videos of the children and practitioners as a developmental aid and to access Tapestry by the means of an app. iPads are occasionally used by staff, one to one or in small groups, to research topics alongside the children e.g.
Google images, Cbeebies or YouTube but children are not left to use the iPads autonomously.

Photos and videos stored on the iPad’s memory are deleted termly. They are moved to the main nursery computer and are deleted at the end of each academic year (see section on digital camera).

There is one iPad allocated for each play space (and two spares). The iPads do not leave the nursery premises and they are locked in the office each night.

Staff are committed to engaging with the children during their sessions at nursery and endeavour to limit the time spent ‘recording observations’ on the iPads. On reflection the staff team have decided that only one member of staff should use an iPad at any given time in a single play space. Staff are encouraged to always to make the rest of the team aware of their actions when using an iPad. If our staffing numbers are particularly high at any given time then one other practitioner may use an iPad within the play space for assessing children’s development.

Procedures for media taken on the iPad for any other reason than for a child’s online learning journal are discussed in the section on the use of our digital camera.

**Staff Mobiles:** Staff are required to leave mobiles in the secure environment of the office or their lockers. They are not permitted to take them passed the coded door into the Rainbow Room. Should members of staff want to use their mobile phones in the staff area upstairs during lunch times they are permitted to do so but we ask that they transport their phone upstairs via the back staircase rather than through the nursery playrooms. Any visitors are strictly prohibited to use mobile phones passed this point. There are signs clearly stating this policy.

The setting has a landline should there be a need for a person to contact a member of staff in an emergency.

**Other devices e.g. Smart Watches etc.:** As with mobile phones and iPad’s, we ask that the same rules apply to smart watches and any devices which can take photographs, videos, recordings or access the internet. Please either leave these devices in the reception area or turn them off while in the nursery.

**Internet:** There is internet connection throughout the nursery by the means of Wi-Fi. This can be accessed on the iPads, the children’s computer and the 3 staff computers (the usage of staff computers are covered by university policy). As discussed in the section on iPads the staff team are all permitted to use the internet in order to access age appropriate resources.
for the children, for research and study purposes. The children’s computer is occasionally used to show the children short DVD’s (certificate U only) as well as IT programs designed to develop skills within various areas of development. We are currently collating a list of suitable games/IT programs for our children to access. If you have any suggestions please let us know. All games/IT programs are researched tried and tested by us before we use them with the children.

The children’s computer and the iPads must not be used for accessing social networking sites or any website that is not relevant or appropriate.

As far as possible parental controls are activated to ensure that only safe web sites are accessed.

Should members of staff require personal access to an internet site during their lunch break they may do so either on the nursery computer in reception, an iPad which is not currently being used or their personal devise in either the reception area or within the upstairs staff area. We ask that personal access of the internet always happens in staff members own time and that if a nursery devise is used for this purpose that the member of staff always closes down the sites they have been accessing before the devise returns to general nursery use. Any personal devises, such as iPads, brought into nursery by a member of staff must be treated in the same way as a mobile phone and should remain in the office, locked in their locker, or used in the upstairs staff area (see staff mobile phone section)

Screen time: We are aware that all families are unique and have different boundaries when it comes to screen time. Recent research has led to the recommendation that children under the age of two have no screen time at all, children between the ages of 2-5 should have no more than one hour a day and children aged 5-18 up to two hours a day. Within the nursery children will have the opportunity to access screens, under the supervision of a nursery practitioner, in the form of the children’s computer which is used in the way described above. Within the nursery the time children spend in front of a screen when accessing a game/internet search on the computer is 10 minutes (5 minutes playing the game & 5 minutes watching another child having their turn). To ensure this we use 5 minute sand timers. We also occasionally watch DVD’s with the children during parent/carer social times on a small television. All DVD’s we watch within the nursery are certified as ‘U’. When watching a DVD in this way children may be having screen time which runs up to an hour. On these occasions we will give parent/carers prior notice. We appreciate that screen time is something that our children may access at home and therefore we are committed to working in partnership with our families on this issue.

*Tapestry: Tapestry is online learning journal software we use to support the monitoring and assessing of each children’s development using photos, observations and comments.
This will show children’s developmental progress through the different age bands of the Early Years Foundation Stage (see also Tapestry Guidance for Key Workers).

We have researched and hold on file Tapestry’s security policy. Points taken to formulate our own policy are as follows;

- Informing parents when introducing them to Tapestry that the copying of images is prohibited other than downloading videos of your child or the pdf of the learning journal once your child is moving on from the nursery.
- We give the staff training in the use of Tapestry, explaining sensible precautions such as keeping their access details confidential, and not permitting any material to be used without written permission from the parents/carers.
- We will delete staff from our Tapestry account once they have left our employment.
- We will prevent access to Tapestry from staff who are involved in disciplinary procedures.
- We will prevent access to Tapestry for parents whose children have been made inactive or have been deleted, unless they have other children at our setting.
- Observations put into the Tapestry system are moderated by the child’s key worker before being added to the child’s Learning Journal.
- Parents logging into the system are only able to see their own child’s Learning Journal.
- Parents are asked to sign a consent form giving permission for their child’s image to appear in other children’s Learning Journals, and to protect images of other children that may appear in any photos contained in their child’s Learning Journal.
- The Tapestry on-line Learning journal system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Tapestry can only be gained by unique user id and password.

Occasionally practitioners may access their key children’s Tapestry files at home to catch up on uploading observations and making assessments. We ask parent/carers to sign a consent form if you are happy for this to happen. When accessing this information at home practitioners are required to abide to the nurseries confidentiality policy.

**Social Networking and Social Media:**

**What is social media?** Social media is the term commonly used for websites which allow people to ‘network’ and interact with each other by sharing information, opinions, knowledge and interests.

Here are some of the main ‘types’ of social media websites...
1. Social Networking – services that allow you to interact with other people of similar interests and backgrounds, ability to add friends, comment on profiles, join groups and have discussions. For example: Facebook, LinkedIn.

2. Social Bookmarking Sites – services that allow you to interact by tagging websites, search through websites bookmarked by other people and share these. For example: Delicious, Blinklist and StumbleUpon.

3. Social News – services that allow you to interact by voting for articles and commenting on them. For example: Digg and Reddit.

4. Social Media Sharing – services that allow you to interact by sharing photos or videos and commenting on profiles and user submissions. For example: YouTube, Flickr, Instagram, Pinterest.

5. Microblogging – services that focus on short updates that are pushed out to anyone subscribed to receive the updates. For example: Twitter.

6. Blogging / Forums – services that allow you to post a comment and reply to other comments, thus developing discussions. In both cases, you can leave comments which may or may not be moderated and you may have to identify yourself with a name and email address. For example: blogger.

Staff are asked to use social networking sites with caution (see staff code of conduct). There must be no mention of the nursery nor should any anecdotal incidents be repeated in a public domain. Nor should it be used for communication between staff and parents. We ask that all staff adhere to our confidentiality policy. To support this please can we ask that parent/carers do not attempt to contact or communicate with members of staff through social media or social networking sites.

Please see Social Media and Social Networking guidance produced by Brighton and Hove City Council in the I.T. file in reception.

Remote Access: We use software for administration purposes and from time to time it may become necessary to allow remote access. At these times a member of the management team will remain at the computer and observe the files being accessed and will be in a position to stop their access immediately.

*This policy is written with due consideration of GDPR and our Privacy Notice and Data Protection Policy.

May 2018
**Transition Policy**

At One World Nursery we aim for all children to develop *transition resilience*. This is the ability to understand and deal with changes both within and outside of the setting.

Transition concerns the changes a child encounters from one place to another. As children develop from birth throughout childhood they move, or transition, from one learning environment or setting to a new one. Often, these transitions involve a process of change that requires them to adapt their thoughts, feelings and behaviours to meet new expectations.

Some of the transitions they may experience during their time at Nursery are:

- From home to setting (settling in)
- Between settings
- Nursery to school
- At times within the Nursery day (lunchtime staff changeovers, etc.)
- Outside transitions that may affect them here (moving house, etc.)
- Extended care set ups
- Interactions between Nursery and other professional agencies (speech therapy, etc.)

**Transition from home to setting:**

We aim to support this major transition through:

- Welcoming all children and their families
- Sharing clear information prior to settling in as the beginning of a two way partnership process between parents/carers and One World Nursery
- Arranging a visiting and settling in process that suits each child (and their family’s) individual needs
- Ensuring a Key Person is allocated for each child/family thus building on the partnership process (see contact/key person policy)
- Valuing the unique child and their individual contribution throughout the Nursery but especially through things like the *diary wall* and *family photo board*, etc.
- Clear channels of communication (the Nursery handbook and regular updates) outlining processes and policies and timetables, etc.
- Respecting children’s choice of comfort and transition toys, etc.
- The use of carefully chosen and appropriate resources and books that support this process (“Owl Babies”, etc.)

**Transition between settings and with other agencies**

- Gathering permission from parent/carers to approach other settings
*By establishing contact and a relevant information flow with other settings the child attends*

**Transition from Nursery to School:**

We recognise that starting school can be a worrying time for children and their families and the more that can be done to ease this transition the more positive experience it can be for all involved.

- Using information gathered over time at the Nursery to fully and accurately inform the Brighton and Hove Transfer documents.
- Providing activities and opportunities to explore and discuss the process
- Where appropriate or practical supporting contact with teachers and others where sought.

**Transition within the Nursery Day**

- Using the visual timetable and other means to support the changes throughout the day
- Being sensitive to each child’s individual needs and responding accordingly

**How you can support your child and help build transition resilience**

- Talk to your child and allow them times to discuss current and future changes
- Books are a great “non-threatening” way of raising issues with children and giving them space to chat
- Share ideas/concerns with all adults important to your child so they will get clear and consistent messages and support
- Allow children to have real and active involvement in changes where at all possible
- Talk to others who have been through similar situations

*All data collected is done so in accordance with GDPR and the nurseries Privacy Notice/Data Protection Policy.

May 2018
Whistle Blowing Policy

All staff are encouraged to feel confident and able to share any concerns regarding any of the children in their care or the care of the parent/carers or other staff members. We have an open and honest environment and an “open door” ethos. If any member of staff has a concern they should feel a genuine freedom to be able to discuss it with a senior member of staff.

All adults working within the setting should be observant at all times to ensure high standards of care to all children. Whilst we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective, there may be occasions where this may not be happening.

It is vital that all team members feel they have a voice and talk through any concerns they may have with their manager at the earliest opportunity to enable problems to be ironed out as soon as possible.

*Disclosure of Information

If at any point staff become aware of information that they reasonably believe shows one or more of the following, they MUST use the nursery disclosure procedure set out below:

- That a criminal offence has been is being or is likely to be committed
- That a person has failed is failing or is likely to fail to comply with nursery Safe Guarding and Child Protection policy.
- That a miscarriage of justice that has occurred, is occurring, or is likely to occur.
- That the health and safety of any individual has been, is being, or is likely to be endangered
- That the environment has been, is being or is likely to be damaged so to cause harm.
- That information tending to show any of the above, is being, or is likely to be, deliberately concealed.

*Disclosure Procedure

- If this information relates to safeguarding then the safeguarding policy should be followed.
- Where you reasonably believe one or more of the above circumstances listed above has occurred you must promptly disclose this to the NSO.
- Employees will suffer no detriment of any sort for making such a disclosure.
• Any disclosure or concerns raised will be treated seriously and dealt with in a consistent and confidential manner.
• Any employee who is involved in victimising employees who make a disclosure or takes any action to deter disclosure or who makes a malicious allegation or disclosure in bad faith will be subject to disciplinary action which may result in dismissal.
• Failure to report serious matters will be investigated and will also lead to disciplinary action which may result in dismissal.
• Any management employee who inappropriately deals with a whistle blowing issue may be deemed to have engaged in gross misconduct which could lead to dismissal.

If any member of staff has a concern of this nature they have the option of contacting;

*PUBLIC CONCERN AT WORK NATIONAL HELPLINE - 020 7404 6609

*All disclosures should happen in accordance with GDPR regulations and our Privacy Notice/Data Protection Policy

May 2018
Student services

Manor House
Moulsecoomb Place
Lewes Road
Brighton
BN2 4AG
studentservices@brighton.ac.uk

www.brighton.ac.uk/current-students

Further information

You may find further useful information relating to the issues introduced in this handbook on our website www.brighton.ac.uk/childcare

If you would like this information in an alternative format such please telephone 01273 642895 or email studentservices@brighton.ac.uk