

## OPERATIONAL POLICIES



<b>CONTENT</b>	<b>PAGE</b>
STATEMENT OF AIMS AND OBJECTIVES	1
SUPERVISION OF CHILDREN	2
SETTLING IN PERIOD	3
THE ROLE OF THE KEYPERSON	4
SAFEGUARDING AND PROMOTING CHILDREN'S WELFARE {CHILD PROTECTION}	6
ALLEGATIONS	13
BEHAVIOURAL MANAGEMENT	16
PARTNERSHIP WITH PARENTS AND CARERS	20
EQUAL OPPORTUNITIES	23
SPECIAL EDUCATIONAL NEEDS	26
SPECIAL EDUCATION NEEDS – PARTNERSHIP WITH PARENTS/CARERS	32
INCLUSION	35
MEDICATION	37
FOOD	39
HEALTH AND SAFETY	40
EMERGENCY EVACUATION PROCEDURES – Pre-school	45
EMERGENCY EVACUATION PROCEDURES – Baby Unit	46
OUTINGS	47
CARE OF THE SICK CHILD	50
ACCIDENT PROCEDURES	52
LOST CHILD	53
UNCOLLECTED CHILD	54
DROPPING OFF CHILDREN	55
RISK ASSESSMENT	56
FIRE PREVENTION	58
COMPLAINTS	60
COLLECTION OF CHILDREN – FROM OUR PREMISES	61
COLLECTION OF CHILDREN – AT THE END OF A SCHOOL DAY	62
CONFIDENTIALITY	63

CONTROL OF RECORDS	64
CCTV	65
PICK-UP POLICY AND PROCEDURES	70
THE ROLE OF THE ADULT WHEN CROSSING THE ROAD	74
WHISTLE BLOWING	76
SOCIAL MEDIA	78
SUN PROTECTION	81
TWO YEAR OLD'S	82
PERSONAL MOBILE PHONES	85
CAMERAS AND USE OF PHOTOGRAPHS	86
NO SMOKING	87
ALCOHOL AND DRUGS	88
BULLYING	90
PERSONAL CARE	92
EYLOG LTD PRIVACY POLICY	94
CORONOVIRUS POLICY- COVID 19	90

## STATEMENT OF AIMS & OBJECTIVES OF THE SETTING

It is the objective of Lily's Kids Klub to provide care to all children to a standard of excellence which embraces fundamental principles of Good Child Care Practice, and that this may be witnessed and evaluated through the practice, conduct and control of quality care and learning within the setting.

It is the objective of the setting to provide a friendly, clean, comfortable and safe environment which the children will find stimulating and challenging, and where enjoyment and fun are linked with discovery and learning. Staffs are sensitive and responsive to the individual needs of each child.

To meet these needs the setting management is committed to achieving the following objectives:

1. To deliver a Child Care Service of the highest quality that will develop, improve and sustain each child's overall quality of life.
2. To ensure that the Child Care Service is delivered flexibly, attentively and in a non-discriminatory fashion.
3. To ensure that each child's needs and values are respected in matters of religion, culture, race or ethnic origin, disabilities or impairments.
4. To ensure that the Care Service in whole is delivered in accordance with agreed Standards.
5. To manage and implement a formal programme of staff planning, selection, recruitment, training, supervision and personal development to enable Child Care needs to be met.
6. To manage the setting efficiently and effectively to make best use of resources and to maximise value for money for the client.
7. To value partnerships with parents and carers through encouraging and fostering good communications, being attentive and responsive to feedback, and by sharing information.

## SUPERVISION OF CHILDREN

1. It is the policy at Lily's Kids Klub to ensure that the staff: child ratios required by regulations are maintained at all times. These will be as follows:

Child age under 2 years:	Ratios <i>1 staff: 3 children</i>
Child age 2 years to 3 years:	Ratios <i>1 staff: 4 children</i>
Child age 3 years to 8 years:	Ratios <i>1 staff: 8 children</i>

2. These ratios will be maintained through all activities, including:
- those taking place within the setting;
  - those taking place in outdoor play areas;
  - during organised outings and trips.
3. At the start of each session parents or guardians are requested to ensure that they actually hand over their children to a member of staff. Children will never be left unattended, whether inside or outside the buildings.
4. In the event that a child needs to be sent home then the parents or guardians will be contacted to arrange collection of the child. A child will not be sent home:
- 4.1 in the company of anybody unknown to the setting, unless prior written consent has been given by the parents or guardians. In such cases proof of identity will be required before releasing the child into his / her care.
- 4.2 in the company of any person under 16 years of age.
5. Whenever a child is sent home records will show the following:
- the date and time the child left the setting
  - identity of the person accompanying the child
  - reason for sending the child home
6. At the end of each session there will be a 15-minute period allowed for the child to be collected. After that period if the child still has not been collected, and no prior arrangements have been made for late collection, staff will contact the parents or guardians using the emergency contact numbers on file.
7. In the event that emergency contact has not been possible, and contact has still not been possible one hour after the end of the session, then the Manager will contact Social Services to arrange for them to take charge of the child.

## SETTLING IN PERIOD

We believe that, where possible, having a gradual settling in period for each child is beneficial to the child, their parents / carers and to the setting.

This enables everyone involved with the child to work together ensuring a happy settling in to nursery life.

The first day should initially be limited to a 1-2 hours visit where the child, their parent / carer and the key worker get to know each other and for the relevant forms to be filled for the child.

The time spent is extended gradually depending on how the child is coping with the separation. Each child is different, and some children take longer to settle than others.

The child can stay for lunch and then for their full hours whilst the Parent / Carer is on the premises. However, during the Coronavirus pandemic, parent/carer can stay in the entrance lobby or return to the setting in an hour.

We appreciate that this may be difficult, especially for working Parent. We will do our best to settle each child as quickly as possible, whilst providing a secure environment.

## THE ROLE OF THE KEYPERSON

This Policy summarises the arrangements in place within the setting for allocating a Key person to a child. A Key person is a staff member with special responsibilities for the child's welfare, care and learning arrangements and subsequent reviews and revisions:

1. Allocation of a Key person to each new child is an integral part of the procedure for admitting and welcoming the child to the setting.
2. At the Admissions stage, a child is assigned a member of the staff who will become their main point of contact within the setting and who will have special responsibilities for their continued care and welfare. This staff member will be known as the child's Key person.
3. The Key person will closely participate in starting the child's "Care File", developing specific plans of care and educational needs for the child, and in subsequent reviews of these plans.
4. The Key person will undertake basic responsibilities as outlined in section 7 below. These are listed as duties that will be additional to the Keyworker's normal Job Description.
5. After the Key person has been allocated to the child, and once the child has settled in, an informal review is held to assess mutual compatibility of the Key person and the child. In the event of incompatibility or other personality problems a new Key person may be allocated to the child.
6. Key person is listed against children's names on an appropriate Child Register.
7. The following duties are considered to be specific to the role of the Key person and are additional to normal staff duties:
  - 7.1 To establish and foster a relationship of friendship and trust from the child's viewpoint. This will include Home Visits to the child's home prior to starting at the Nursery.
  - 7.2 To get to know likes / dislikes and any special interests that the child may have.
  - 7.3 To be aware of any special cultural and ethnic requirements in terms of food; worship, festivals and activities, particularly those forbidden by religion.

- 7.4 Where the child is disabled, or has impairment, to help with the child's personal needs as may be required.
- 7.5 To participate in Open Days / Evenings with parents or guardians and other functions as encouragement for the child.
- 7.6 To maintain close contact with the child's parents or guardians through setting's Manager.

## **Safeguarding and Promoting Children's Welfare (Child Protection)**

This Policy defines the procedures to be followed upon where it is alleged or suspected, or has been discovered, that a child has been abused by a third party.

### 1. PRINCIPLES OF CHILD PROTECTION:

1.1 setting Management is committed to the following principles regarding the abuse of a child:

1.1.1 It is recognised that abuse can and does occur in society, and that this may take the following forms:

- verbal abuse / threats
- racial / sectarian abuse
- emotional abuse
- sexual abuse
- physical abuse

1.1.2 The fundamental responsibility of the Nursery is to ensure the welfare and protection of the child, and THAT EVERY CHILD IN OUR CARE HAS THE RIGHT TO FREEDOM FROM ABUSE. It is therefore the policy at the Nursery that any staff member who does not possess a valid and current *CRB* Disclosure Certificate is never left alone with a child.

1.1.3 All staff will receive appropriate training at the Induction stage in abuse of the child. This training will focus upon the types of abuse, the signs and symptoms involved, and the appropriate action to be taken.

1.2 With respect to sources of abuse, the setting recognises the following:

1.2.1 The setting's management procedures and arrangements are designed so that all possible measures are taken to ensure that abuse of a child does not occur as a result, either directly or indirectly, of any of the activities provided by the setting.

1.2.2 Where it is suspected that a child has suffered abuse at the hands of a third party the setting has a duty to report these suspicions to the Local Authority and will follow procedures set down in the Local Authority Child Protection Policies.

1.3 For the purposes of this Policy, and in line with Local Authority Policies, abuse will be classified into the following 4 categories:

- physical injury
- sexual abuse
- emotional abuse
- neglect

2. INVOLVEMENT:

2.1 It is the underlying policy of the setting that the safety, well-being and protection of the child are paramount. Procedures require that any injuries or illnesses that a child has suffered, whether at home or in the setting, are recorded. Where there is serious concern, for example where abuse is suspected, this will be reported immediately to the setting Manager, who will review the evidence and take the appropriate action. Such action may include the involvement of the Social Services Child Protection Team, and in all cases issues and concerns are dealt with in the strictest confidence.

2.2 It is the policy of the setting to involve the child's family or guardians at all stages unless it is considered, at the discretion of the setting Manager, that this is not in the child's best interests and the child could be exposed to further risk.

3. SPECIFIC PROCEDURES:

3.1 Physical Injury:

3.1.1 Signs and symptoms will include:

- scratches / cuts / bite marks / pinch marks inconsistent with normal play activities
- burns / scalds inconsistent with explanations offered
- bruises in body areas not usually harmed through normal play activities
- bruises indicative of slaps, punches, being squeezed or violently shaken
- bruises suggesting the use of straps or sticks
- nervous / fearful watchfulness; fear of physical contact by adults
- unexplained fractures

### 3.1.2 Action to be taken:

Any sign of a mark or injury noticed when the child comes into the setting will be recorded and discussed with the main parent or guardian. These discussions will also be recorded, ensuring that the parent or guardian is provided access to these records. If explanations are judged to be unsatisfactory, the Local Authority Child Protection Officer will be informed.

## 3.2 Sexual Abuse:

### 3.2.1 Signs and symptoms will include:

- scratching / soreness / unexplained rashes in the genital areas
- stained / blood-stained underclothes
- bruises on inner thighs and buttocks
- discomfort when sitting or walking
- constant wetting or soiling of clothing
- suggestion of undue sexual awareness through play, drawings or the use of inappropriate words

### 3.2.2 Action to be taken:

All observations will be reported immediately to the Local Authority Child Protection Officer.

## 3.3 Emotional Abuse:

### 3.3.1 Signs and symptoms will include:

- undue aggression or withdrawal
- constant wetting or veiling of clothing
- poor language development / speech disorders such as stammering or stuttering
- inability to relate to adults and other children
- telling lies
- tantrums beyond the age where they would be expected as normal development

### 3.3.2 Action to be taken:

Any concerns will be discussed with the main parent or guardian. These discussions will be recorded, ensuring that the parent or guardian is provided access to these records. If explanations are judged to be unsatisfactory, the Local Authority Child Protection Officer will be informed.

## 3.4 Neglect:

### 3.4.1 Signs and symptoms will include:

- inappropriate or inadequate clothing
- poor standards of personal hygiene / unwashed, dirty clothing
- constant hunger
- underweight for their age / emaciation
- constant tiredness / listlessness
- untreated medical conditions
- BABIES: constant soreness / rash from infrequent changing of nappies

### 3.4.2 Action to be taken:

Any concerns will be discussed with the main parent or guardian. These discussions will be recorded, ensuring that the parent or guardian is provided access to these records. If explanations are judged to be unsatisfactory, the Local Authority Child Protection Officer will be informed.

If a child tells me that they or another child is being abused, I will:

- show that I have heard what they are saying, and that I take their allegations seriously
- encourage the child to talk, but I will not prompt them or ask them leading questions. I will not interrupt when a child is recalling significant events and will not make a child repeat their account
- explain what actions I must take, in a way that is appropriate to the age and understanding of the child
- write down what I have been told using exact words where possible

- make a note of the date, time, place and people who were present at the discussion
- make a note of the date, time, place and people who were present at the discussion
- If an allegation is made against me, I will report it to Ofsted/CSSIW and social services, following the Safeguarding Children Board procedures.  
advice and support.

In all instances I will record:

- the child's full name and address
- the date and time of the record
- factual details of the concern, for example bruising, what the child said, who was present
- details of any explanations from the parents
- any action taken such as speaking to parents.

It is not my responsibility to attempt to investigate the situation myself.

**Parents must notify the setting of any concerns they have about their child and any accidents, incidents or injuries affecting the child, which will be recorded. We work together with parents to make sure the care of their child is consistent – please refer to my Working with Parents policy.**

The manager and her deputy are responsible for all safeguarding issues

Pre-School+Out-Of-School - Setting Manager - Bridget Cole Deputy: Caroline Leahy

Baby Unit - Setting Manager – Josephine Moore Deputy: April Nelson

### Useful telephone Numbers

Local police station	020 7326 1212
CSSIW	01443 848 450
Ofsted	0300 123 1231
NSPCC child protection helpline –	0808 800 5000
24 hours helpline for people worried about a child	
Local Authority Referral And Assessment Team	020 7926 7856 / 7868 / 6508
Out Of Hours	020 7926 1000

## ALLEGATIONS AGAINST STAFF

(THIS APPLIES TO PAID, UNPAID, VOLUNTEER, CASUAL,  
AGENCY AND SELF-EMPLOYED WORKERS)

(INITIAL ACTIONS)

### What is an allegation?

If the member of staff is alleged to have:

- **Behaved in a way that has harmed, or may have harmed, a child.**
- **Possibly committed a criminal offence. against children, or related to a child**
- **Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.**

OR

- There are concerns about an individual's behaviour to his/her own children
- There are concerns about behaviour in the private or community life of a staff member

### When receiving an allegation or concern:

- **Treat it seriously** and keep an open mind
- **Do not** investigate or ask leading questions if seeking clarification
- **Do not** make assumptions or offer alternative explanations
- **Do not** promise confidentiality
- **Make a written record**, as far as possible in the child/adult's own words
- **Include** time/date/place of incident(s), persons present and what was said
- **Sign** and **date** the written record.
- **Do not** disclose the allegation to the accused person

Inform the designated senior safeguarding lead *immediately*

Bridget Cole  
Caroline Leahy

Inform the deputy senior safeguarding lead if the manager is absent or if he/she is the subject of the allegation.

Caroline Leahy  
Samantha Perrin

### Persons to be notified

The Local Authority Designated Officer (**LADO**) must be notified within one working day. The **LADO** will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

Andrew Zachariades (LADO)

Tel: **0207 926 4679**

A referral form must be completed and sent to the **LADO**.

(Retrieve on-line from Lambeth Safeguarding Children Board (LSCB).

The LADO helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

Please contact the First Response Team on:

Tel: **020 7926 5555**

Inform them you want to make a referral to the LADO.

**Ofsted** must also be notified of an allegation against a member of staff.

You can also contact:

**Denys Rasmussen**  
(Early Years Safeguarding Manager)  
for advice

[drasmussen@lambeth.gov.uk](mailto:drasmussen@lambeth.gov.uk)

Tel: 0207 926 8915  
Mob: 07703 392369

### **Action by designated safeguarding Manager**

- **Do not** investigate the matter or interview the member of staff, child concerned or potential witnesses.
- Obtain written details, signed and dated by the person receiving the allegation (not the child/adult making the allegation).
- Countersign and date the written details.
- Record any information about times, dates and location of incident(s) and names of any potential witnesses.
- Record discussions about the child and/or member of staff, any decisions made, and the reasons for those decisions.
- Complete initial enquires to determine whether the matter is patently or demonstrably false and to get some background info around the incident.
- Record details of the parent/carer/siblings.

### **The employer must ensure that children are safeguarded**

#### **This means:**

- Considering suspension without prejudice (suspension should not be automatic)  
Or
- Completing a formal risk assessment.

*this would usually be decided after consultation with the LADO or safeguarding team*

Suspension should be considered in any case where:

- there is cause to suspect a child/ren is at risk of significant harm, or
- the allegation warrants police investigation, or
- the allegation is so serious that it might be grounds for dismissal

### **Remember**

#### **The LADO should always be consulted first, to:**

- take advice on whether informing the parents or the accused staff member will impede the investigation process or place the child or children at further risk.

Every effort should be made to maintain **confidentiality** while an allegation is being investigated.

Apart from keeping the child, parents and accused person up-to-date, information should be restricted to those who have a **need to know** in order to protect children, or manage related employment processes.

#### Support

- Advise the member of staff to contact his/her union or professional association if applicable.
- Consult HR about support via the occupational health or employee welfare arrangements if available
- Help all parties to understand the process
- **Do not** use 'Compromise Agreements'
- Maintain **confidentiality** (Remind staff not to discuss/comment on social media)
- Guard against **unwanted publicity**

## ALLEGATIONS

In the case of an allegation made directly against a member of staff:

The setting Manager should be the first line of complaint or advice

If the setting Manager is unable to resolve the situation or reach agreement with the member of staff, then the matter should be taken to the deputy manager and/or managing director.

Any allegation will be reported to Ofsted and Social Services and advice will be sought from our Local Authority Designated Officer at Lambeth (LADO).

The member of staff who the allegation has been made against is likely to be suspended until a satisfactory outcome has been reached in cases where;

- There is cause to suspect a child is at risk of significant harm.
- The allegation warrants investigation by the police
- The allegation is so serious that it might be ground for dismissal.

The employment agreement with that staff member would then be reviewed. All conversations between parents and staff will be recorded and kept confidential.

### **Allegation of abuse** made against a member of Staff / Manager

This policy contains the procedure, which will be undertaken if an allegation of abuse is made

against a member of staff. Unless the allegation is against the setting manager / managing director, in which case it should be reported to the Human Resources Manager – Moorepay Tel. 0845 077 8881

This complies with both Ofsted and Social Services.

### **To minimise the chance of any misunderstanding the following procedure will be applied:-**

1. If a child sustains an injury whilst in our care, we will record it in the accident form as soon as possible. When the child is collected, we will inform whoever picks the child up about the injury and ensure that they also sign the accident book.
2. If a child arrives with an injury sustained elsewhere we will ask for an explanation and will record this in the accident book with the explanation given. We will ask whoever has told us of the incident to sign the record.
3. We ensure that all staff undertakes regular child protection training.

4. We will endeavour to ensure that all parents understand our role and responsibility in child protection through the prospectus given to parents prior to entry.
5. Our behaviour management policy states that no physical sanctions will be used and we will ensure that everyone complies within the setting.
6. We will try to avoid situations where an adult is left alone in a room with a child. If this does occur, we will make sure that the door is left open and there are other people around.
7. We will avoid engaging in rough physical play with children – as this may be misconstrued and could cause accidental injury to a child.
8. We will avoid doing things of a personal nature for children that they can do for themselves, wherever possible.
9. We will take up references, including one from the candidate's last employer, and will always question any gaps in employment history.
10. We encourage an open door ethos, to enable staff to talk to senior managers if they have concerns about the conduct of any of their colleagues.

#### **What happens if an allegation of abuse is made against a member of staff in the Setting?**

1. If anyone makes an allegation of abuse against a member of our staff, the manager or deputy will be informed immediately.
2. They will assess whether the allegation reaches the threshold for referral to Police / Social Services and advise accordingly regarding further action to be taken in respect of the child and the member of staff.
3. The manager or deputy will complete a form for recording allegations or complaints made against staff.
4. The manager or deputy will not discuss the allegation with the member of staff concerned, unless advised to do so by Social Services.
5. **All staffs are aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.**

6. If Social Services and/or the Police decide to carry out an investigation, **it may be possible that Ofsted will advise the setting to suspend the member of staff, whilst enquiries are carried out.** Lily's Kids Klub could also invoke their disciplinary procedure.
  
7. We will not carry out an investigation ourselves **unless** Social Services and the Police decide it is not appropriate for them to do so. We understand that Ofsted may wish to undertake further investigations.

Once informed of an allegation the manager / deputy have the responsibility to inform and seek advice from the following organisations at the earliest opportunity:

- **The Lambeth Local Authority Designated Officer (LADO) – Tel: 020 7926 8508**
- **Ofsted - Tel: 0300 123 1231**

**The Local Authority Designated Officer (LADO) may also advise the manager / deputy to inform the Lambeth Referral and Assessment duty social worker – Tel: 020 7926 7856.**

The Local Authority Designated Officer and Ofsted will provide advice to the setting regarding the investigation and resolution of the allegation.

**We always remember: The welfare of the child is Paramount.**

## **BEHAVIOUR MANAGEMENT**

### **Dealing with negative behaviour**

When dealing with negative behaviour, staff will;

- Always communicate in a clear, calm and positive manner.
- Make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Avoid shouting.
- Facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.
- Work as a team by discussing incidents and resolving to act collectively and consistently.
- Try to discuss concerns with parent/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it.
- Give children who experience bullying, racism or other unacceptable behaviour the confidence to speak out.
- Encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation.
- Make sure that activities will be varied, well planned and structured, so that children are not easily bored or distracted.

In the event that unacceptable behaviour persists, more serious actions may have to be taken, in accordance with the Suspensions and Exclusions policy. At all times, children will have explained to them the potential consequences of their actions.

### **The use of physical interventions**

Staff will not use physical interventions unless they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

A dialogue should be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.

Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.

Only the minimum force necessary to prevent injury or damage should be applied. Staff can only use physical intervention as an act of care and control and never punishment. Physical interventions must not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property.

As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

The force of the physical intervention will be always appropriate to the age, size and strength of the child or children involved. If staff are not confident about their ability to contain a particular situation or type of behaviour, they should call the manager or, in extreme cases, the police.

Where a member of staff has had to intervene physically to restrain a child, the manager must be notified, and the incident recorded in the Incident Record Book. The following details should be recorded:

- the name of the child
- the name of the staff member(s) who used the physical intervention
- previous intervention techniques used just before the incident
- date, time and place of incident
- circumstances of incident and factors leading up to the incident
- nature of physical intervention used
- names of witnesses
- injuries that may have occurred during the incident
- further action taken
- parents'/carers' signature

The incident will be discussed with the parent/carer at the earliest possible opportunity.

The “Allegations against Staff” and “Safeguarding Children” policies should be used if a member of staff commits or is alleged to have committed any act of violence or abuse towards a child.

### **Biting in toddlers**

Children can bite at about 1-2 years of age. It is not a spiteful act, but rather a means of expression where language skills are limited. Often at the toddler stage they may resort to

biting when they are tired, unwell or in an attempt to gain attention. Biting is often a way of dealing with frustration.

When a toddler bites an adult, respond accordingly. Use facial expressions, words and body language to show it hurts. It is also important to follow this through with the removal of adult contact, so the child learns that biting does not get attention.

### **Suspension and exclusion of children**

The provider has the right to temporarily suspend or permanently exclude a child in the event of persistent and irresolvable unacceptable behaviour. This must always be the last resort when other behaviour management strategies and supports have been fully exhausted.

Staff will consult with the manager as early as possible if they believe that a child's behaviour is in danger of warranting suspension or exclusion. The decision to suspend or exclude should only be taken by the manager or Register Provider.

Staff will always keep parent/carers informed about behaviour management issues relating to their child and attempt to work with them to tackle the causes of disruptive or unacceptable behaviour.

The setting will record and kept detailed records of all warnings, suspensions and exclusions. Each warning should be discussed with the child concerned and their parent/carer and identify the actions, strategies and professional supports that have been used to address the behaviour.

When a suspension is over and before a child is allowed to return to the setting, there should will a discussion between staff, the child and their parent/carer. This should address how appropriate behaviour will be supported and managed on the child's return to the setting.

### **Behaviour Management Officers:**

Pre-School + Out-Of-School - [Bridget Cole + Caroline Leah](#)

Baby Unit - [Josephine Moore + April Nelson](#)

## Out Of School Rules

1. On arrival put belongings in appropriate place
2. Wash hands regularly .
3. Sign in
4. Listen for our name whilst the register is being taken
5. Always be polite and show good table manners
6. Talk quietly so no-one has to shout to be heard
7. If you have a problem with another child , tell a member of staff who will sort it out.
8. Help tidy up the activities at the end of the session.
9. Always ask a member of staff if you want to use the toilet when playing outside
10. Show respect to everyone in the setting
11. Do not use any rude or unacceptable language in the setting or during trips and outings
12. Avoid physical confrontation with your peers - Go and talk to a staff member
13. Always approach a member of staff when you need to talk to them
14. Remember to take turns and share the activities
15. Try and cough into a tissue.
16. If you are unable to do so, cough into your hands and then wash your hands straight away.
17. Remember to bin tissues straight after each use.
18. We must remember to take turns and share the activities

## PARTNERSHIP WITH PARENTS & CARERS

This Policy defines the setting's ethos in establishing a working partnership with parents or guardians that ensures that the needs of the children, both as individuals and as a group, are met.

In developing a policy for Working in Partnership with Parents and Carers the management of the setting fully understands and respects those parents or guardians have primary responsibility for their children, which necessarily includes their development and education. This policy is designed to build upon these fundamental principles:

1. It is the policy at Lily's Kids Klub to work in close co-ordination with each child's parents or guardians in an atmosphere of open dialogue and mutual collaboration with respect to the child's needs, wants and values. This will soundly contribute to the following key objectives:
  - 1.1 To ensure that the individual developmental and learning needs of the child are met.
  - 1.2 To better understand, and to contribute positively to, the cultures and values of the child's family and community.
  
2. Setting Management has established the following procedures to assist in these objectives:
  - 2.1 *Information for Parents and Carers* - a Prospectus has been prepared which summarises the setting's activities, operations, policies and practices. This includes written Terms & Conditions for placement of a child in the setting, and clearly states what is on offer, and what is not negotiable. A transcript of the Prospectus is documented
  - 2.2 *"Parents in Partnership" Agreement and Information Pack* - prior to the child joining the setting a *"Parents in Partnership" Agreement and Information Pack* is sent to the parent or guardian. This Pack is designed to supplement the Prospectus and contains the following:
    - a) Consent Forms for medication, taking the child on outings and trips, and for photographing the child during setting activities. The parent or guardian is requested to sign these Forms and return them to the setting Manager.
    - b) The *Information Pack* is designed in a user-friendly way to provide the setting with the following information that ensures the setting is able to build up a better profile of the child and to better plan and provide the activities and interests for the child that meets the expectations of the parents or guardians:
      - how and where the child likes to play;

- the types of activities that most interest the child;
- any previous attendance at playgroups, toddler groups, etc;
- any friends or siblings currently at the setting, or who may be joining;
- favourite stories and books;
- favourite toys / playthings;
- favourite rhymes and songs, and ability and willingness to sing along;
- ability and willingness to draw with crayons, felt pens etc;
- ability to use building blocks, do jigsaws etc;
- ability to use scissors constructively;
- details of any pets at home, and their names.

2.3 *Feedback from Parents and Carers* - a procedure is in place for eliciting comments from parents or guardians with respect to the way the setting is run and the services provided to their children, and to make recommendations for appropriate improvements.

3. Parents or guardians are asked to openly discuss any special needs that a child may have, and agree on the best procedures for caring for the child. This will address language, cultural, religious, dietary and medicinal needs, allergies, phobias, disabilities and impairments. This is established at the outset before the child joins the setting, and reviewed regularly with parents or guardians. Mutual dialogue will ensure that the parent or guardian is fully aware of the services the setting can, and are able to, provide.
4. To maintain a continual interaction with parents or guardians, the latter are encouraged to visit the setting at any time to discuss their child's progress. The setting provides the following opportunities for on-going involvement with parents or guardians:
  - 4.1 Informal chats and discussions about the child's activities, interests, progress and the care provided at the beginning and end of each day when the children are dropped off / collected.
  - 4.2 Through a series of open days and evenings where the parents or guardians have the opportunity to look at examples of their child's work and discuss their interests and progress in a more relaxed atmosphere free from the immediate time constraints of a busy working day.
  - 4.3 By encouraging any parents or guardians who have special interests, hobbies or skills to visit the setting to show the children.
  - 4.4 By writing a quarterly newsletter about the setting, the children, their achievements, outings and trips, and any people making special visits to the setting.

5. Parents or guardians are actively enabled to spend some time with their children if they wish to do so. This may be particularly valuable during the initial settling-in phase after the child joins the setting.
6. A copy of the setting's Policies is kept on display at the setting for parents or guardians to consult at any time.
8. Parents or guardians are afforded access to the child's records at any time.

## **EQUAL OPPORTUNITIES**

### **Equal opportunities procedure**

Lily's Kids Klub is open and available to all parent/carers and children in the local community.

Issues of race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability will not inhibit a child from accessing the services.

All children and their parent/carers will be treated with equal concern and value.

In planning and implementing the programme of activities, Lily's Kids Klub have regard for promoting understanding, respect and awareness of diversity and equal opportunities issues.

Lily's Kids Klub helps all children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities.

Recruitment policies and procedures is open, fair, inclusive and non-discriminatory and It is important to endeavour to recruit a staff team that reflects the make-up of the setting's local community.

All members of staff is aware of, and understand, the Equal Opportunities policy as it relates to all aspects of their work.

Staffs are encouraged and supported to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory incident.

Any member of staff found to be acting, or to have been acting, in a discriminatory way, will be treated according to the provisions of the Staffing & Employment policy.

Lily's Kids Klub ensures that the legal requirements of the Sex Discrimination Act 1975, the Equalities Act 2010, the Human Rights Act 1998 and the Race Relations (Amendment) Act 2000 are fulfilled.

The manager; Pauline Pearson (Baby Unit) and Bridget Nicol (Pre-School) will be responsible for ensuring that the Equal Opportunities policy is implemented and that its effectiveness is regularly monitored. They will be responsible for ensuring that:

- Staff receive appropriate training
- The Equal Opportunities policy is consistent with current legislation and guidance
- Appropriate action is taken wherever discriminatory behaviour, language or attitudes become apparent

### **Preventing discrimination**

The setting will take proactive steps to prevent harassment and discrimination. In order to do this we will ensure that;

- All children are valued, irrespective of their race, colour, nationality or ethnicity
- Individuals are encouraged to treat each other with respect, regardless of their race, colour, nationality or ethnicity
- They acknowledge the existence of racism in society and take steps to promote harmonious race relations in the community
- Good relations are promoted between different ethnic groups and cultures within the setting and in the wider community
- Different cultural and religious needs are met, understood and communicated to all individuals involved in the setting

As an employer, the provider will ensure that the workforce reflects the multicultural community that it serves. To this end, the provider will

- Advertise job vacancies in a variety of media sources and outlets and in a variety of places
- Ensure that their human resource procedures prohibit discrimination and harassment, and promote inclusive practices
- Investigate any allegation of discrimination or harassment according to the provisions of the Staff Disciplinary Procedures and Behaviour Management policies
- Collect and monitor information about the ethnic background of the staff team and children

### **Addressing discrimination**

If a member of staff or a child becomes aware of an incident of harassment or discrimination occurring at the setting, they will be encouraged to report the incident to the manager or other senior member of staff.

Any allegation made against a member of staff or a child will be investigated thoroughly. The individual concerned will be told that such behaviour will not be tolerated at the setting and that steps will have to be taken to ensure that it does not happen again.

Each incident will be fully investigated and details will be recorded in a separate section of the Incident Record Book.

In the case of children, incidents will be reported to their parent/carer and a course of action agreed upon to resolve the situation, in accordance with the provisions of the Behaviour Management policy. However, if a solution cannot be found, then the setting may have to inform the child – and their parent/carer – that they are no longer allowed to attend sessions at the setting, in accordance with the Suspensions and Exclusions policy.

In the case of staff, provisions within the Staffing & Employment policy must be activated and a record of the incident will be kept and made available to statutory authorities if appropriate.

The manager is responsible for ensuring that all incidents are handled both professionally and sensitively. All incidents will be kept confidential. In cases where the manager is involved, or the subject of an allegation, the Registered Person will handle the incident, or nominate a senior member of staff in their place.

In all cases, continued harassment or discrimination from any individual will result in exclusion from the setting, where all other efforts have failed to provide a satisfactory resolution.

# Special Education Needs

## Definition

“Children have Special Educational needs if they have a learning difficulty which calls for special Educational Provisions to be made for them”. As defined by the Code of Practice 2014 for those who have Special Educational Needs and disabled children

## Introduction

At Lily’s Kids Klub we aim to include all children and value them equally. We aim to ensure that all children with SEN have equal opportunity to access the Early Years Foundation Stage. This policy will have regard to the Equality Act 2010 and the SEN Code of Practice 2014.

## Role of the SENCO

The SENCO is responsible for the identification, monitoring and recording of children with SEN and for ensuring a high quality of provision to meet their needs.

## Identification, Monitoring and Recording Arrangements

At Lily’s Kids Klub, we observe all children to monitor their progress across the Early Years Foundation Stage (EYFS). The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the setting.

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

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or

communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Children may have Special Educational Needs either throughout or at any time during their nursery development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

### **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the Special Educational Needs of each child;
- to ensure that the Special Educational Needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's Special Educational Needs;
- to enable all children to have full access to all elements of the setting's curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.
- 

### **Educational Inclusion**

At Lily's Kids Klub, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our setting community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

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

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;

- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

### **Special Educational Needs**

Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

they have significantly greater difficulty in learning than the majority of children of the same age; they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

All our children are assessed when they join our setting, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Co-ordinator (SENCo), the child's Key person will offer interventions that are 'different from' or 'additional to' those provided as part of the setting's usual working practices. The Key person will keep parents informed and draw upon them for additional information. If the SENCo, Key person and parents feel that the child would benefit from further support, the SENCo will then take the lead in further assessments of the child's needs. The Individual Assessment of Early Learning and Development (IAELD) is designed to be completed if practitioners are concerned about a child's rate of progress compared with their peers, or when some of their skills appear to be delayed. The IAELD assesses a child's skills within the setting in collaboration with parents or carers.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents will be involved in the writing and review of each IEP.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the setting by

external support services. This may lead to 'additional' or 'different' strategies and external support outside of the setting. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's nursery setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. The SENCo will start the procedures. A range of written evidence about the child will support the request.

Some children at the setting may have significant behaviour problems. Staffs uses a range of strategies for dealing with difficult behaviour, but some children may require further support. In these cases the SENCo, Key person, outside agencies and parents will create a Nurture Plan, clearly outlining key targets for the child to work towards achieving, as well as the strategies and support being offered to the child. At this point advice would also be sought from external support services. Nurture Plans are reviewed.

### **Early Support**

Early Support supports parents and carers of children aged five and under. It brings together all the services and support available from different agencies. This makes it easier for families to co-ordinate their child's health, education and social care needs.

Some families will have a key worker who provides advice and support and can help negotiate the system. A key worker may be needed more at some times than at others. Families can decide what works best for them.

Early Support has developed a wide range of resources, training courses and workshops. They include:

- A Family Pack containing information booklets about services and the Family File for sharing information with service providers easily
- materials and resources to record your child's development
- information booklets on a range of disabilities and conditions
- A range of training courses developed for families and carers to help them use the resources and services offered by Early Support

### **Education Health and Care Plans (EHC)**

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment

Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them

across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

### **Common Assessment Framework (CAF)**

The CAF is a shared assessment and planning framework for the use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. The CAF is aimed at children and young people with additional needs who have needs that are not being met by their current service provision.

At Lily's Kids Klub the SENCO:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manages the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with Special Educational Needs;
- act as the link with parents;
- act as link with external agencies and other support agencies;
- monitor and evaluate the Special Educational Needs provision.
- manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs;
- contribute to the professional development of all staff.

### **Local Offer**

Local authorities (Lambeth) **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and

- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

### **Assessment**

Early identification is vital. Nursery staff inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The staff and the SENCO assess and monitor the children's progress in line with existing nursery practices. This is an ongoing process.

The SENCO works closely with parents and Key person to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the Nursery. The Key person and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff use a range of strategies to meet children's Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans (IEPs), which employ a small-steps approach, feature significantly in the provision that we make in the setting. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the setting situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

## Special Education Needs – Partnership with Parents/carers

At Lily's Kids Klub we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs.

We have termly meetings with parents to review the progress of their children against the targets set in the IEP and to set new targets for the next term. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

### Pupil participation

In our setting we encourage children to take responsibility and to make decisions. This is part of the culture of the setting and relates to children of all ages and all abilities. The work in the setting recognises the importance of children developing social as well as educational skills.

### Partnership with Area SENCO

The Area SENCO helps make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.

Typically, the role of the Area SENCO includes:

- providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice
- providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN
- strengthening the links between the settings, parents, schools, social care and health services
- developing and disseminating good practice
- supporting the development and delivery of training both for individual settings and on a wider basis
- developing links with existing SENCO networks to support smooth transitions to school setting and reception classes, and

informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years  
The Area SENCO plays an important part in planning for children with SEN to transfer between early year's provision and schools.

### Monitoring and Evaluation

The SENCO monitors the movement of children within the Special Educational Needs system in the setting. The SENCO provides staff with regular summaries of the impact of the policy on the practice of the setting.

The SENCO draws up Individual Education Plans for children. The SENCO and the managers hold regular meetings to review the work of the setting in this area.

The SENCO monitors the progress of children with Special Educational Needs termly and discusses findings with all staff and parents.

If you would like to discuss your child's special educational needs and support, please talk to;

**SENCO - Caroline Leahy (Pre-school + Out-Of-School)**

**SENCO - Josephine Moore (Baby Unit)**

#### **Role and Responsibilities of SENCO – Main responsibilities:**

- Ensure your setting has regard to the SEN Code of Practice (2014), the Disability Discrimination Act (DDA) (1995) and the Equality Act 2010.
- Be Responsible for ensuring:
  - An SEN Inclusion Policy is in place;
  - The policy is put into Practice;
  - The policy is reviewed annually
- Observation, Recording, Assessment and Planning
  - Take the lead in observations and assessments of children with SEN including their strengths and areas to develop using the Individual Assessment of Early Learning and Development (IAELD) where appropriate
  - Liaise with the key person to complete the IAELD and set IEPs
  - Gather evidence and co-ordinate support, work with colleagues to develop the child's skills through inclusive planning in line with Early Years Foundation Stage Curriculum.
  - Keep appropriate records which are regularly reviewed and monitored;
  - Ensure appropriate Individual Education Plans are in place and regularly monitored and reviewed;
  - Apply for Exceptional Needs Funding where appropriate.
  - Support agencies and families with Educational Health Care Plans
- Work closely with parents to ensure background information is collected and shared appropriately Liaison
  - Liaise with colleagues and managers as appropriate;
  - Promote a positive working relationship with parents/carers;
  - Develop links and liaise as appropriate with other professionals, Health Visitors, SEN preschool Advisory Teacher, Speech and Language Therapists, Inclusion Development Officer, Educational Psychologists.
- Professional Development
  - Attend SENCO clusters regularly to update and inform;

- Identify individual setting's needs and arrange in-house training where appropriate.
- Have an awareness of Early Support and Common Assessment Framework (CAF)
- Use your knowledge and experience to support your setting to develop their inclusive practice.

## INCLUSION

At Lily's Kids Klub every child has the right to quality care and education.

Our goal is to welcome all children and where necessary, seek to provide additional support and resources to enable the inclusion of all children. We believe that all children have the right to high quality care and education. We aim to achieve this by:

- identifying individual children's need and requirement
- working in partnership with Parents / carers
- identifying and providing additional resources and support {we will, whenever possible, help Parents / Carer find various routes to achieve this}.

We aim within these criteria to meet a range of needs and admit Children with a range of abilities and disabilities. We aim to work in full partnership with Parents and professionals. We recognise expertises and skills that all parties bring and put into practice to enable a child to reach their full potential.

When starting at Lily's each child is appointed a key worker whose responsibility is to;

- link with Parents
- observe the Children
- identify needs
- record the child's progress

This information is sheared with Parents at regular progress meetings. Additionally staff will endeavour to build good working relationship with parents and carer to enable regular sharing of information aside from a formal meeting.

Information will also be shared with other relevant professional involved in the care of the child.

We acknowledge that children learn at different rate and will need varying degree of support from time to time. We plan to ensure that all children have access to a wide range of resources to develop their learning in all areas of the curriculum and will endeavour to take into account each individual child's need and interest.

All physical resources take into account young children's height and physical needs. We therefore offer;

- child sized toilets and sinks
- tables and chairs
- nappy changing area

Lily's Kids Klub has a complaints procedure, which is accessible to all users of our service. A copy of this is issued to each client upon starting at Lily's Klub Klub.

We are committed to constantly updating and refreshing staff's knowledge and skills by regular staff training programmes. We implements by;

- identifying individual training needs and providing access to relevant training
- Providing three in-service training days per year
- Accessing free or subsided training offered by various bodies i.e. Lambeth Early Years

The Manager and a member of the staffing team will be the persons responsible with regard to SENCO.

## MEDICATION

This Policy defines the arrangements for handling, storing and administering medication to children within the setting:

1. It is setting policy that the written permission of the parent or guardian must be obtained before medication may be administered to a child. Medication is received, stored and handled on the setting premises under this strict understanding. The parent or guardian is asked to sign a general *Declaration of Consent Form*.
2. When a child is admitted to the setting, details of any medication that the child is currently receiving are required to be disclosed to the setting staff by the parent or guardian. Where it is necessary to medicate during a setting session the parent or guardian is requested to complete and sign a specific *Authorisation for Special Medication Form*.
3. Medication may be oral (tablets, linctus, syrups etc), topical (creams & ointments), or nasal-pharyngeal (pre-filled inhalers). Where antibiotics have been prescribed for chronic conditions it will be requested that the child be excluded from the setting until the condition is cured to prevent undue cross-infections.
4. Nursery staff WILL ONLY administer medication to the child under the following conditions:
  - 4.1 Where medication is prescribed by a GP as part of a treatment regime. Over-the-counter medicines or homeopathic remedies will NOT be administered.
  - 4.2 Where administering medication does not require a level of medical or technical knowledge for which setting staff are not qualified. Where child has complex needs, the setting Manager and her deputy would seek advice or training from a health care professional.
  - 4.3 Where each item of medicine is packaged in its original container from the pharmacy, and clearly labelled by the pharmacist with the child's name, description of medicine, quantity of medicine, and instructions for administration. Medication in any other type of container will NOT be accepted by setting staff.

5. All medication received into the setting is logged onto our Medication form. This Form provides for recording medicines received, and those returned to the parent or guardian. This form provides a complete record of all medicines handled in the setting.
6. All medicines are stored in accordance with the instructions of the pharmacist or the medicine manufacturer (refers to container or package label as appropriate):
  - 6.1 Except where low temperature storage is required all medicines are kept in a locked cupboard in the setting's Manager's office.
  - 6.2 Medicines requiring low temperature storage are kept in a locked container which is kept in the domestic refrigerator. The temperature of this refrigerator is checked weekly with a calibrated thermometer; readings in excess of 7°C are reported to the Manager for appropriate action.
  - 6.3 The setting Manager is responsible for the safe keeping of the keys to the Medicines Cupboard and refrigerator storage containers.
7. Medication may only be given to a child by a qualified staff member. Each instance of administering medication is recorded in a Medication form. The following details are recorded:
  - date
  - name of child
  - type of medicine
  - dosage given
  - time given
  - signature of qualified staff member
  - signature of second staff member (as witness)
8. Unused medication is returned to the parent or guardian and logged onto our medication form. Where all medicines have been used up the empty medicine container is returned to the parent or guardian. The records contained in the Medication form will confirm medication given.
9. Details provided by the parent or guardian on the original Registration Form will include provision of an emergency contact number and any other information relevant to emergency medical treatment of the child. Where a child requires emergency medical treatment the parent or guardian will be notified immediately.

## FOOD

Lily's Kids Klub's ethos in relation to food is to provide a verified diet containing healthy whole food as much as possible.

We cater to individual children's dietary needs, which are identified of cultures and actively encourage parents and carers completes the initial Personal Record for their child.

We believe in providing a wide range of foods a variety of cultures and actively encourage parents and carers to share recipe ideas with us.

We do not use red meat

We do not use pork

We use soya as an alternative for those who do not eat dairy products.

We also use Quorn, soya, pulse and vegetables instead of meat.

Puddings are usually;

- mousse
- fruit cocktail
- Yoghurt
- custard & cake
- fruit jelly
- ice-cream
- or other desserts served after all main meals.

Foods for the weaning babies will be blended / pureed. Parents also provide meals for the younger babies.

The setting provides the following on a daily basis;

Breakfast – toast / a selection of cereal and milk [with no nut contents]

Milk / water and biscuits

Lunch cooked meal and desert

Tea light meal with fresh fruits, milk or water

Please note that tea is only a small meal to sustain your child until they get home after setting.

## **HEALTH & SAFETY**

Lily's Kids Klub will comply with The Health and Safety at Work Act 1974 and the Workplace (Health, Safety and Welfare) Regulations 1992 and their associated Approved Code of Practice (ACoP) and guidance will be complied with at all times.

The following steps should be followed:

- Create an environment that is safe and without risk to health.
- Prevent accidents and cases of work-related ill health.
- Use, maintain and store equipment safely.
- Ensure that all staff are competent in the work in which they are engaged.

The manager and Health & Safety Officer is responsible for the day to day implementation, management and monitoring of the health and safety policy. The manager deputy and Health & Safety Officer is required to report any matter of concern regarding the health and safety policy to the Registered Person.

A Health and Safety Poster is displayed in the setting and staff must be made fully aware of their health and safety responsibilities.

### **Risk Assessment**

The settings conduct a risk assessment and review it regularly, at least once a year or more frequently where the need arises. The risk assessments identify high, medium, and low risks to adults and children.

The risk assessments identify aspects of the environment that need to be checked on a regular basis. The settings maintain record of these particular aspects and when and by whom they have been checked.

The nursery will take all reasonable steps to ensure that hazards to children both indoors and outdoors are kept to a minimum.

### **Role of Health and Safety Officer**

The Health and Safety Officer, Deputy and/or the manager are responsible for:

- Carrying out regular safety checks and accurately logging reports
- Taking any action required as a result of a health and safety inspection is taken as rapidly as possible
- Distributing information received on health and safety matters is distributed to the deputy, manager, Registered Person and all members of staff (including volunteers)
- Adequately training staff to fulfil their role within the Health and Safety policy
- Ensuring that there are adequate First Aid arrangements including a qualified first aider

## **Role of Staff**

Staff and any volunteers are responsible for ensuring that the provisions of the Health and Safety policy are adhered to at all times. As such, they are required to:

- Have regard for any health and safety guidance issued by the manager / deputy or the designated member of staff, and act upon it whenever appropriate
- Take reasonable care for their own health and safety as well as that of other persons who may be affected by their acts or omissions at work
- Take all reasonable care to see that the equipment and premises that are used by children, and the activities that are carried out on the premises, are safe
- Report any accidents, incidents or dangerous occurrences that have led to, or may in the future be likely to lead to, injury or damage, and assist in the investigation of any such events
- Undergo relevant health and safety training when instructed to do so by the manager / deputy / registered person
- Inform parent/carers of safety issues For example, through discussion, leaflets, brochures, newsletters, notice boards etc
- Increase children's awareness of safety issues. For example through discussion, planned activities, routines etc

Both the manager and one other designated member of staff are responsible for assessing risks to health and safety arising out of the setting's activities and introducing suitable steps to eliminate or control any such risk identified.

The Registered Person / manager / deputy will ensure that adequate arrangements exist for the following:

- Monitoring of the effectiveness of the health and safety policy and authorising any necessary revisions to its provisions
- Provision of adequate resources, including financial, as is necessary to meet the setting's health and safety responsibilities
- Provision of adequate health and safety training for all staff. Ensuring that all accidents, incidents and dangerous occurrences are adequately reported and recorded (including informing the Health and Safety Executive, and Ofsted, where appropriate)
- Investigate any reported accidents, incidents and dangerous occurrences
- Review all reported accidents, incidents and dangerous occurrences, and the Provider's response, to enable corrective measures to be implemented

## **Insurance**

The Children Act 1989, 2004 and the Health and Safety at Work Act 1974, place a number of legal responsibilities on the Provider. Therefore, the Provider must have insurance cover appropriate to its duties under this legislation, including Employer's Liability Insurance. Responsibility will, in most cases, rest with the Provider, but staff should take reasonable care, both for themselves and other people who may be affected by their acts or omissions at work. If the Provider is held responsible for any incident that may occur, public liability insurance will cover compensation.

## **Liability**

Under provisions contained in the Occupiers Liability Act 1957, the Provider has a duty to ensure that both children and any visitors are kept reasonably safe. The parties named in this regard in the wording of the premises contract are responsible for this duty.

## **Standard Health and Safety Guidance**

Settings must comply with the following requirements as a minimum:

- The rooms used in the setting should be free of stacked chairs and tables (or anything on shelves) which can be pulled over by young children
- Ensure that any trailing flex is made safe
- radiators and hot pipes are protected with a guard
- Check for everyday hazards on the floor. Young children will put small items in their mouths, e.g. drawing pins, used staples, safety pins, pen lids etc
- Ensure that windows at the children's height have safety locks. Otherwise ensure that children do not have access to them
- Ensure that the room is well ventilated, warm, draught free and cleaned each evening
- If a room has a door without a window panel, it is important to have a note on the outside of the door advising people to "please open the door gently, as children may be behind it"
- Where a door is a glass panel it is protected with either shatterproof glass or protective covering
- All electric sockets at children's height must be covered with protective caps.
- Hot water taps must be made inaccessible to children. If necessary use a bowl of water and paper towels at the child's height
- Where only adult toilets are provided then a non-slip child step will be required with adult supervision
- Toilet area should be frequently checked for cleanliness and separate cloths provided to clean seats, handles etc
- Cleaning equipment must be kept out of the reach of children
- Bins must be emptied daily and have a secure lid on them
- Have separate washing up bowls for hands, dishes etc must be provided

- Disposable gloves, aprons and baby wipes must be provided
- Potties should be washed after each use and sprayed with an antiseptic spray, or use a portable potty where the bag can be thrown away after each use. This needs to be disposed of in the nappy bin.
- The parent/carer should provide spare clothes when accidents occur
- All spillages must be cleaned up immediately
- Hot drinks should not be taken into areas where children are based
- All fire doors and exits must remain free of toys and clutter
- All gas and electric appliances and fittings must conform to safety requirements

### **Sleeping Children**

Ensure that sleeping children are safe and keep a record of checks for sleeping babies. Fire Safety Officer will check the sleeping area.

Staffing arrangements for supervising sleeping children should also be adhered to.

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

- Ensure you stack/store equipment/resources safely and securely
- Cleaning products must be stored in a lockable cupboard
- You must comply with COSHH (Control of Substances Hazardous to Health) regulations 2002

### **Animals**

The setting will ensure that any animals on the premises are safe to be in the proximity of children and do not pose a health risk.

A system is in place to report all actual or potential injuries, diseases and dangerous occurrences.

### **Supervision**

Children must not be left unsupervised at any time during activity sessions. In the event of staff shortages, available space will be restricted to ensure that children are adequately supervised, in accordance with the staff ratio provisions set out in the Staffing policy.

The manager must allocate responsibility to individual members of staff for observing and supervising the main entrance and exit points at the beginning and end of the session.

### **Additional health and safety for babies**

Ensure that:

- Any soiled nappies are immediately placed in a bag and disposed of in a separate lidded bin. Gloves must always be worn when dealing with bodily fluids

- Changing mats need to be as close as possible to hand-washing facilities. Have a paper roll available to cover the mat for each change or use a sterilising spray. Torn mats must be promptly thrown away
- There is a space for babies to play away from mobile children
- Baby chairs have safety harnesses provided
- Toys and equipment are checked for safety daily
- Sleeping babies are constantly supervised
- Children are placed on their back to sleep unless directed otherwise by the parent/carer
- No pillows or duvets are used for children under 1 year (Baby Unit – Only)
- Feeds provided by the parent/carer are kept in correct storage conditions
- Bottles are clearly labelled with the child's name. The amount taken by the baby should be noted for the parent/carer, together with toileting routine that day
- Babies being bottle-fed should have the same carer where practical

## Pre-school

# EMERGENCY EVACUATION PROCEDURES

This could be a result of a fire, flooding, gas leak etc..

First consideration must be the safety of the children.

Close all doors and windows and try to get the children out of the premises by normal routes.

Do not leave the children unattended.

Do not stop to put out fire (unless very small).

Take attendance record of the day contact number, mobile phones and keys.

**CALL THE FIRE BRIGADE BY EXCHANGE TELEPHONE AS SOON AS POSSIBLE AS FOLLOWS: -**

- 1. LIFT THE RECEIVER AND DIAL 999**
- 2. GIVE THE OPERATOR OUR PHONE NUMBER  
020 8674 8678 AND ASK FOR FIRE**
- 3. WHEN THE BRIGADE REPLIES GIVE THE CALL DISTINCTLY**

**FIRE AT:**

**LILY'S KIDS KLUB**

**BRIXTON HILL METHODIST CHURCH, ELM PARK, LONDON, SW2 2TX**

DO NOT REPLACE THE RECEIVER UNTIL THE ADDRESS HAS BEEN REPEATED BY THE BRIGADE.

## Baby Unit

# EMERGENCY EVACUATION PROCEDURES

## FIRE ASSEMBLY POINT

**INTERNAL FENCING AT THE ENTRANCE GATE INTO THE CHURCH YARD ON BRIXTON HILL - SIGN POSTED: "FIRE ASSEMBLY POINT"**

**DO NOT RETURN TO THE BUILDING UNTIL THE EMERGENCY SERVICES HAVE DECLARED IT IS SAFE TO DO SO.**

From the ground floor and, at least, two additional staff (cleaner and student) will join this team to help evacuate its children. Assemble all the children in the upstairs landing. Staff should evacuate the children by forming a human chain on

**Ground Floor:** Normally housed 5 staff and 15 children.

In case of emergency, one of these staff will reinforce the first floor team. The remaining four staff, one should open the evacuation trolleys, whilst the other three staff transfer the children into the trolleys and ride them out of the premises immediately to the assembly point.

## **Do not leave the children unattended**

**Do not stop to put out fire (unless very small).**

**Take attendance record of the day contact number, mobile phones and keys.**

**CALL THE FIRE BRIGADE BY EXCHANGE TELEPHONE AS SOON AS POSSIBLE AS FOLLOWS:**

1. LIFT THE RECEIVER AND DIAL 999
2. GIVE THE OPERATOR OUR PHONE NUMBER  
020 8674 6444 / 020 8674 6999 AND ASK FOR FIRE
3. WHEN THE BRIGADE REPLIES GIVE THE CALL DISTINCTLY

**FIRE AT:**

**LILY'S KIDS KLUB**

**131 REAR OF BRIXTON HILL, ELM PARK, LONDON, SW2 1AF**

DO NOT REPLACE THE RECEIVER UNTIL THE ADDRESS HAS BEEN REPEATED BY THE BRIGADE.

THERE IS NO CHARGE FOR ATTENDANCE OF THE BRIGADE TO A FIRE OR AN ALARM OF FIRE.

### **FIRE ASSEMBLY POINT**

**THE WALL OUTSIDE THE PLAY AREA – ELM PARK**

**SIGN POSTED: "FIRE ASSEMBLY POINT"**

**DO NOT RETURN TO THE BUILDING UNTIL THE EMERGENCY SERVICES HAVE DECLARED IT IS SAFE TO DO SO.**

Note: The evacuation trolley should be equipped with first aid box, nappies, baby wipes, etc.

For all the following procedures must be followed:

- Written permission is obtained from all parents prior to the outings.
  
- Staffing ratios is maintained at the same level as in force in the setting. Additionally, where possible parents are encouraged to join in as they can be responsible for the safety of their own child or children and allow staff to concentrate on the other children.
  - Correct ration of staff to children are :
  - 1:1 Swimming
  - 1:4 if visit is in a confined area e.g. theatre
  - 2:3 if outing to coast or using public transport.
  
- All the staff is responsible for the care and safety of children on outing and children should never be left unattended.
  
- If possible students / volunteers can be allocated 1 child. Responsibility for 2 children may be given subject to approval of the nursery manager. Members of staff will be responsible for the supervision of any students and volunteers who have control of a child.
  
- The youngest of the children will be placed with members of staff, not volunteers or students.
  
- No member of staff is to take their child away from group without giving an explanation to the organiser.
  
- A first aider must be present and suitably equip first aid box must be taken. Copies of registration sheets containing contact numbers, allergies, etc must also be taken.
  
- The children will be counted before setting off (on the coach if used) and counting must be ongoing at regular intervals throughout the outing. If the group is broken up into separate groups a designated person in charge will be assigned and that person is responsible for counting the children at regular intervals.

- Labels must be attached to all children showing the name and telephone number of one of the staff, members on the outing. This label must be displayed on the child in a manner which is visible and is not easily removed by the child.
- Toilet facilities must be provided at regular intervals.
- Food and drinks must be provided at similar times to those in the setting. Additional drinks should be offered if weather is warm or energetic exercise is part of the day.
- Meeting points must be pre- designated and times arranged when all the party should assemble. These must be strictly adhered to.
- Transport must be fully insured, drivers; details satisfactory and all capacity of the vehicle must not be exceeded.
- All children should have spare clothing.
- At the conclusion of each outing the staff in charge of the outing will complete a review of the outing, noting the following.
  - Any particular problems with transport (e.g. coach arriving late, no seatbelts etc)
  - Any particular problems with the venue ( e.g. no here to shelter during rain)
  - Any particular problems with specific children (illness, distress, etc}
  - Educational benefits of the visit
  - Comments from parents
  - Recommendation for future visits

Prior to each outing the staff in charge of the outing will refer back to the reviews and take accounts of comments when preparing for the next outing.

## **SWIMMING**

1. There should be nominated organiser of the party
2. Children should always be supervised on a one-to-one basis; this may include parents/carers, students and volunteers.
3. There must be a public lifeguard on duty and present throughout the swimming sessions.
4. Please ensure supervision is constant both in the pool and changing rooms.
5. Where small children are unable to stand in the water, armbands should be worn.
6. Members of staff must take relevant information with them on all outings, e.g. emergency numbers.
7. Should an accident occur, the Manager or Deputy Manager must be informed immediately and report written as soon as possible.

## **CARE OF SICK CHILDREN**

It is our policy to encourage and promote good health and hygiene for all the children in our care.

This specifically includes monitoring the children for signs and symptoms of communicable diseases such as chicken pox, Measles, mumps, rubella, meningitis, hepatitis, diarrhoea, vomiting and fevers of 101°F, 38°C or above.

With the welfare of the sick child in mind and in the interests of the remaining children, if in the opinion of the staff a child is ill, then the Parents / Carer will be contacted and requested to collect him / her as soon as possible.

The staff must be convinced that the child has returned to good health before readmitting them.

In the case of the serious accident or illness occurring then the Parent / carer will be contacted immediately along with the medical

In the case of serious accident or illness occurring then the Parent / Carer will be contacted immediately along with the medical professional and the appropriate action taken. In the unlikely event of the Parent not being able the senior staff member will assume charge and if necessary take the child to hospital along with all relevant details.

When the child returns to the nursery the child's key person will liaise with parents to ensure the child has returned to good health so is well enough to return to the return.

### **Minimum exclusion periods for illness and disease**

The following recommended exclusion guidelines apply to children and staff in your setting. However, it is recommended that you consult the Health Protection Agency for an up to date list of exclusions as advice does change.

<b>DISEASE</b>	<b>PERIOD OF EXCLUSION</b>
Antibiotics prescribed First	24 hours
Chicken Pox	7 days from when the rash first appeared
Diarrhoea	24 hours
Diphtheria	2-5 days
Gastro-enteritis, food poisoning	
Salmonella and Dysentery	24 hours or until advised by the doctor
Glandular Fever	Until certified well

Hand, Foot and Mouth disease	During acute phase and while rash and ulcers are present
Hepatitis A	7 days from onset of jaundice and when recovered
Hepatitis B	Until clinically well
High temperature	24 hours
Impetigo	Until the skin has healed
Infective hepatitis	7 days from the onset
Measles	7 days from when the rash first appeared
Meningitis	Until certified well
Mumps	7 days minimum or until the swelling has subsided
Pediculosis (lice)	until treatment has been given
Pertussis (Whooping cough)	21 days from the onset
Plantar warts	Should be treated and covered
Poliomyelitis	Until certified well
Ringworm of scalp	Until cured

## **ACCIDENT PROCEDURES**

Staff members witnessing accident **MUST INFORM THE MANAGER OR DEPUTY OF EACH AND EVERY ACCIDENT**

CHILDCARE Manager or deputy to assess severity of the accident

**Serious Accident requiring hospital treatment**

- Ring for an ambulance or taxi - depending of the severity of the accident (**company car not to be used**)
- Collect child's nursery records and take with child to hospital
- Ring parent at work or home and him/her to meet you at the hospital
- Record accident in the Accident Book (Health & Safety)
- Fill in accident form and ensure that this is signed by the Parent / carer **ON THAT SAME DAY**

**Accident not requiring hospital treatment:**

- Carefully assess the wound or bump to confirm that no hospital action is necessary
- Plenty of cuddles
- Action as necessary, e.g. cold compress
- Parent or carer informed immediately
- Fill in accident form and ensure THAT this is **signed by Parent or carer, ON THAT SAME DAY**

**LOST CHILD**

Procedure to be followed in the event of a child being lost.

1. **Within setting Premises**

- Staff must immediately check the environment.
- Manager, Deputy or key worker to inform the Police by dialling 999 on any phone.
- The Parents of the child will be contacted and given information of all communications.
- Manager, Deputy or key worker to inform the Duty Social Worker by dialling 0207 926 1000 and asked to be connected to the Duty Social Worker.
- Details of the incident will be recorded and signed by the relevant persons.
- Inform Ofsted.
- Details of all communication and correspondence will be kept on file.

2. **Away from Nursery Premises** [e.g... ... Outings]

- Staff must immediately check the environment.
- The information desk at the location will be notified  
*[where possible an announcement can be made to try to locate the child].*
- Manager, Deputy or key worker to inform the Police by dialling 999 from any phone.
- The Parent of the child will be contacted and given full detail of the incident.
- Manager, Deputy or key worker to inform the Duty Social Worker by dialling 0207 926 1000 and asked to be connected to the Duty Social Worker. Where the destination is out of our borough "LAMBETH", the local Services department will be contacted.
- Details of incident will be recorded and signed by the relevant persons.
- Inform Ofsted.
- Details of all communication will be kept on file.

**UNCOLLECTED CHILD**

### Procedures to be followed if a child is not collected by 18:10 hours.

- Parents will be contacted by telephone. Messages will be left on answer phones where possible.
- If Parents cannot be reached, emergency contact listed on the application form will be contacted by telephone. Messages will also be left on answer phones.
- If the child is still on the Premises, at 19.00 hours, if Parents or Carers failed to collect the child, the Manager, her deputy or key worker will contact the Social Worker on 0207 926 1000 [*ask to be connected to the duty Social Worker*] and the child might be taken into emergency care.
- If Parents or Carers continue to collect their child after closing time, the Manager or her deputy will inform the Duty Social Worker.
- Details of this incident will be recorded and be kept on file.

## **DROPPING OFF CHILDREN**

All Parents/carer should accompany their child/ren to their classroom/s.

**Children attending Breakfast Club** will be taken to School by the time School is due to commence. They will be taken to their school's playground.

The children will walk to and from school and where possible the children will have use of our mini-bus or on occasions by hired vehicles.

The children are monitored and a register records their attendance.

Information which Parent's require to be passed on to the child's School will be forwarded to the relevant person.

## **RISK ASSESSMENT**

This Policy will summarise management philosophies and commitment to the effective management of hazards, and therefore the risks associated with these hazards, within the setting environment. This Policy will complement the Health & Safety Policy.

1. It is setting's policy to conform to the legislative requirements of "*The Management of Health & Safety at Work Regulations; 1992*", as amended by "*The Management of Health & Safety at Work (Amendment) Regulations; 1994*".
2. Management of the setting recognises the need for, and will undertake, the following responsibilities:
  - 2.1 To carry out a review of each area of working activity and identify the potential hazards.
  - 2.2 To assess the risks associated with these hazards, and to quantify them in order of severity.
  - 2.3 To identify the persons at risk from these hazards. These may be:
    - Staff.
    - Children.
    - Visitors to the setting - parents / guardians / carers, contractors, etc.
  - 2.4 To determine what action is required to protect persons against these risks, and to implement the measures necessary.
  - 2.5 To implement a Health Surveillance Programme for all staff.
  - 2.6 To provide extra protection where needed for special categories of employee. These may be:
    - Older workers.
    - Young people.
    - Pregnant women.
    - Employees with disabilities.
  - 2.7 To appoint "competent persons" within the setting to assist in implementing these measures and to ensure that relevant legal obligations are fulfilled.

- 2.8 To provide appropriate Health & Safety training for all staff to ensure that they are provided with up-to-date Health & Safety information.
  - 2.9 To develop and implement emergency procedures to address serious accidents, incidents and untoward events involving imminent danger.
  - 2.10 To continually assess individual employees' capabilities to perform their duties safely and in accordance with management Policies.
  - 2.11 To ensure that the elements of this Policy, particularly training in Health & Safety matters, are extended to students and volunteer workers that may be employed at the setting.
3. Reference clauses 2.1 to 2.4 above, a specialised Risk Assessment Schedule has been developed for specific use within the setting. This Schedule focuses on each area within the setting, indoor and outdoor, will enable potential hazards to be identified, the risks quantified, and action plans for corrective / preventive action to be developed.
4. Risk Assessments are seen as an on-going process, and it is planned to cover the Risk Assessment schedule on a annual basis, and to use the Management Review Meetings as the forum for reviewing results and developing action plans. Risk Assessments are the responsibility of the setting Manager, or designate, and records of all Risk Assessment activities undertaken will be retained by the setting Manager as part of the Quality Records System.

## **FIRE PREVENTION**

This Policy will summarise the precautionary arrangements and measures in place for the prevention of fire to ensure compliance with Health & Safety and other legislative requirements.

THIS POLICY APPLIES TO ALL STAFF, WHO ARE REQUIRED TO CONFORM TO THE FOLLOWING RULES. THERE ARE NO EXCEPTIONS:

1. The setting operates a total "NO SMOKING" policy within the buildings and outer environment of the setting.
2. Fire doors within the setting must be kept closed at all times. Self-closing doors MUST NOT be wedged open for "convenience". Closed fire doors help to prevent the spread of fire and allow more time for evacuation.
3. Fire exits must be kept clear at all times and not blocked with toys, equipment and other items.
4. When using gas and electric appliances:
  - 4.1 Exercise appropriate care and caution, and where appropriate ensure such appliances are operated in accordance with manufacturers' instructions;
  - 4.2 When finished using an appliance, ensure that it is switched off before leaving it:
    - 4.2.1 All electric plugs should be removed from sockets. This must include electric kettles and other appliances.
    - 4.2.2 Ensure that lamps are not covered with a cloth or other material at any time.
5. Ensure that there are no cloths etc. "left to dry" by hanging over open gas cookers or hobs.
6. Fire extinguishers must be kept in the positions marked on the Fire Plan and at no time moved to other areas or used as door stops.

7. Fire escape and exit routes will be clearly marked in pictorial fashion throughout the setting. The optimum escape route from each room will be clearly displayed on the back of the door to each room or Activity Area.
  
8. All staff, through formal and regular training, must:
  - 8.1 know the exact locations of all fire extinguishers and fire-fighting equipment, and be familiar with their types, identification and mode of use;
  
  - 8.2 know the exact positions of all fire exits and escape routes;
  
  - 8.3 know the fire drill and assembly points outside the buildings;
  
  - 8.4 be aware of their particular responsibilities for the areas in which they work.
  
9. Where possible, furniture, fixtures and fittings must be made of fire-resistant or fire-retardant fabrics and materials.
  
10. All fire systems and alarms will be tested monthly by setting staff. Records will be kept of all such testing as part of the setting's Manager responsibilities.
  
11. All firefighting equipment will be checked annually by a qualified fire extinguisher maintenance engineer. This will be planned as part of the procedure for Servicing, Repair & Maintenance of Toys & Equipment, and the specialist engineers will be listed on the Preferred List of Service Sub-contractor to the setting.
  
12. Rooms and activity areas within the setting, including the kitchen and laundry area, should be inspected last thing at night to ensure all electrical appliances are unplugged.

## **COMPLAINTS**

This Policy summarises the procedures to be followed to process complaints received from parents or guardians regarding the quality of the childcare services provided by the setting:

1. Complaints may originate from children or their parents or guardians (in the latter case these may arise either directly or through OFSTED), and even from the setting Staff. Complaints may be received both verbally and in writing.
2. Each instance of complaint must be reported / routed to the setting Manager. Upon receipt of the complaint the setting Manager will complete the appropriate sections of a Complaint Record Form for appropriate action.
3. The setting will investigate all written complaints and notify complainants of the outcome within 28 days of having received the complaint.
4. Once the complaint has been resolved the setting Manager will complete the relevant sections of the Complaint Record Form, which will then be signed-off by the setting Manager.
5. The setting Manager is responsible for maintaining all records relating to a complaint, using an appropriate Complaint Record Form as the basis for monitoring the progress made in resolving the complaint. Records will include all written complaints received, and copies of all statements from relevant parties.
6. Complaint records are retained for a minimum of three years and is accessible to all service user should you wish to view this record, please inform;  

[Josephine Showers - Baby Unit \(Manager\)](#)  
[Bridget Cole - Pre-School & Out-Of-School \(Manager\)](#)
7. Completed Complaint Record Forms will be reviewed on a regular basis for apparent adverse trends in service quality as part of the Management Review of the Quality System.

Ofsted can be contacted on Tel: 0300 123 1231

**The nursery keeps a complaints log that parents can access.  
If a parent wishes to access the complaints log they should speak to  
the nursery manager.**

**COLLECTION OF CHILDREN – FROM OUR PREMISES**

**We have a very strict policy relating to the collection of children from the setting. This policy is in place to protect your children.**

**The collection procedure is outlined below:**

All persons (EXCEPT PARENTS AND CARERS) whom are to collect your child from the setting MUST have their details entered onto your child's 'Collection Form' or on the registration documents.

All persons who are to collect your child from the nursery MUST either be introduced to us, details entered on to the collection form or bring photographic identification with them e.g. passport or photograph driver's licence

Please note that this procedure MUST be followed if anyone other than the child's parent or main carer is to collect them from the setting. This includes parents who do not live at the same address as the child, any relatives (Including Grandparents, siblings, Aunts, Uncles Etc.), au pairs and anyone else.

**In extreme emergencies, parents can call the nursery for someone else not known to us to collect a child. Once the parent/carer is identified by our security questions, you can set up a password or ask the person to bring a photographic identification.**

Please make every effort to collect your child on time. It is unfair to expect staff to stay at the setting in their own time. We will make a charge of £10.00 per 15 minutes (or part of) to parents who are late collecting their child. After an hour we are required by law to contact Social Services. If there is an emergency that will unavoidably delay the collection of a child, please contact the setting immediately on;

**020 8674 8678 (pre-school + out-of-school)**

**020 8674 6444 (baby unit + out-of-school)**

**07958 346 058 (mobile)**

**COLLECTION OF CHILDREN – AT THE END OF A SCHOOL DAY**

Children will be collected at the end of the School day from their School's pick-up-point as agreed.

Children are required to stay in groups as instructed. If a mini-bus is used Children should enter and exit the bus as instructed by staff. Seat belts must be worn at all times.

They will be taken to the registered premises.

**Staff must seek clarification from the setting's management if they are unsure who is to collect a child.**

**CONFIDENTIALITY**

This Policy will define the philosophy controlling confidentiality of children's affairs within the setting:

1. In the course of their duties the staff at LILY'S KIDS KLUB will be privy to confidential information concerning a child's private affairs:
  - 1.1 It is a condition of employment within LILY'S KIDS KLUB that such information shall not be disclosed to any unauthorised third party without the express consent of the child's parents or guardian.
  - 1.2 Confidential information regarding a child will not be sought unless expressly in the interests of that child, i.e. to enable a better Plan of Care, Welfare and Learning to be developed.
  - 1.3 The child's parents or guardian shall be kept involved and informed at all times of the outcome of confidential discussions by the setting Staff concerning the child.
  - 1.4 Staff will always consult their immediate supervisor or manager if they are unclear with respect to any item concerning confidentiality, or when made privy to confidential information that may have legal and / or criminal connotations (e.g. if a child tries to confide that he / she has allegedly been submitted to sexual abuse by a staff member).
2. Any breaches of this Policy will be dealt with under the Disciplinary Procedure.

## **CONTROL OF RECORDS**

This Policy summarises the systems and arrangements in place at the setting to control records and personal files in line with the requirements for OFSTED Registration, and the requirements of the latest edition of the ISO 9001 Quality Standard.

1. Each set of records will be maintained in a secure location within the setting's Administration offices, and in such a manner as to prevent deterioration or spoilage. Records will be collated and filed in an orderly fashion and indexed so as to be easily retrievable.
  
2. A Quality Records Log will be maintained which will identify the following for each set of records, taking into account statutory requirements as applicable:
  - 2.1 Location of storage.
  - 2.2 Disk References, where records are stored on word processor / computer.
  - 2.3 Length of time records are kept ("Retention periods").
  - 2.4 Responsibilities for maintenance and control.
  - 2.5 Restrictions on staff who are authorised to have access to individual sets of records.
  
3. Obsolete records will be processed as follows:
  - 3.1 Where history records are required - archived under the control of the setting Manager. In such cases, archiving shall be for an initial 5-year period, after which the Manager will review the need to continually retain the records. Thereafter, archived records will be reviewed annually; those that can be disposed of will be shredded, per 3.3 below.
  - 3.2 The setting Manager must always be aware of appropriate legislation / regulations governing the storage periods for archived records, and archiving will be in accordance with these requirements. A log of archived records will be maintained by the setting Manager.
  - 3.3 Disposal - by shredding. NB This will require written authorisation from the setting Management.

Employees are not permitted to withdraw their labour in pursuit of grievances. Lily's Kids Klub has in place a CCTV surveillance system across various locations on the premises. Images are not monitored all the time but they are recorded centrally and will be used in strict accordance with this policy.

The system is owned by the setting. The setting Management team is responsible for ensuring this policy is implemented.

The setting Management team may be contacted as follows:

<b>Bridget Cole</b>	<b>Pre-School + Out-Of-School</b>	<b>020 8674 8678</b>	<b>or</b>	<b>07958 346 058</b>
<b>Josephine Showers</b>	<b>Baby Unit</b>	<b>020 8674 8678</b>	<b>or</b>	<b>07983 626 627</b>

Bridget Cole (pre-school manager) is responsible for ensuring compliance with the policy and the procedures it contains.

### **DATA PROTECTION ACT 1998:**

CCTV recording, if it shows a recognisable person, is Personal Data and is covered by the Data Protection Act. This policy is associated with the setting's Data Protection Policy, the provisions of which should be adhered to at all times.

### **1. THE SYSTEM**

The system comprises 6 fixed position cameras, a monitor, digital hard drive recorder and 1 public information signs.

Cameras are located at strategic points on the premises, principally at the hallway, red room, blue room, learning room and the lower ground hall.

No camera is hidden from view and all will be prevented from focussing on

areas of private accommodation. Signs are prominently placed at entrance and exit points of the site to inform staff, pupils, parents, visitors and members of the public that a CCTV installation is in use. The digital recorder and single monitor screen are located in the nursery office. Although every effort has been made to ensure maximum effectiveness of the limited system it is not possible to

guarantee that the system will detect every incident taking place on the site.

### **2. PURPOSE OF THE SYSTEM**

The system has been installed by the setting with the primary purpose of monitoring

- staff interaction with children
- ensure that children are appropriately cared for
- facilitate the identification of any activities / event which might warrant disciplinary proceedings being taken against staff and assist in providing evidence to the setting Manager.
- reducing the threat of a child being abducted
- damage to the building

- theft
- assist in the prevention and detection of crime;
- helping to ensure the safety of all the users, staff, pupils, parents and visitors, consistent with respect for the individual's privacy.
- Deter those having criminal intent
- Identify any activities which might warrant disciplinary proceedings  
being taken against staff, pupils, parents or visitors and assist in providing evidence to the setting and to the individuals against whom disciplinary action is, or is threatened to be taken.

The system will not be used to: Provide images for the world-wide-web;

Record sound.

### **3. THE DIGITAL RECORDER**

Images captured by the system will be recorded and reviewed (in the event of an incident) at the location of the recorder and its monitor. The monitor will not be visible to staff who are not authorised to view the images. The VDU monitoring screen is turned off at the end of the working day. Access to the recording system will be strictly limited to the Management team, police officers and other individuals granted access on a case-by-case basis, with written authorisation from the Manager / Proprietor. In an emergency and where it is not reasonably practicable to secure prior authorisation, access may be granted by a member of the nursery management team, to persons with a legitimate reason to access the system. The identity of any visitor must be checked before access is allowed.

### **4. ADMINISTRATION AND PROCEDURES**

The administration of the system is the responsibility of the Management team. It is recognised that images are sensitive material and subject to the Data Protection Act 1998; the Manager / Proprietor is responsible for ensuring day to day compliance with the Act. All recorded data will be handled in strict accordance with this policy and the procedures that form part of it.

### **5. STAFF**

All staff involved with the CCTV system will be made aware of the sensitivity of handling CCTV images and recordings. The Manager / Manager will ensure that these individuals are fully briefed in respect of the operation and administration of the CCTV system.

### **6. RECORDING**

Digital recordings are made using digital data to the hard drive supplied with the system. Incidents are recorded in real time. When the hard drive is full the system automatically overwrites the earliest recorded images. (This could be every month) The hard drive will be inspected annually, as advised by the suppliers, for surface defects. A log of such checks will be kept. Hard drives used will remain the property of the setting until disposal and destruction.

## 7. ACCESS TO IMAGES

All access to images will be recorded in the Access Log, as shown in the Appendix. Any visitor with the authority to access the images must complete and sign the Access Log. Access to images for staff other than those specified in 3 is restricted to that staff that needs to have access in accordance with the purposes of the system. Disclosure of recorded material will only be made to third parties in strict accordance with the purposes of the system and in compliance of the Data Protection Act 1998, after a

correctly authorised and served documentation is received. Such access will be limited to:

- Law enforcement and government agencies where images recorded would assist in a criminal enquiry or the prevention of terrorism and disorder;
- Prosecution agencies;
- Relevant legal representatives;
- The media, where the assistance of the general public is required in the identification of a victim or a perpetrator of a crime;
- People whose images have been recorded and retained unless such disclosure would prejudice criminal proceedings;
- Emergency services in connection with the investigation of an accident.

## 8. ACCESS TO RECORDINGS BY A DATA SUBJECT

Anyone who believes they have been filmed by a CCTV system is entitled to ask for a copy of the recording, subject to the prohibitions on access also covered by the Data Protection Act 1998. They must apply in writing to the Data Protection Officer, the request being accompanied by the fee of £100.00. A response will be provided promptly and in any event within twenty eight days of receiving the fee

and the request. The Data Protection Officer has the right, according to the Act, to refuse a request for a copy of the images, particularly where such access could prejudice criminal proceedings.

## 9. REQUEST TO PREVENT PROCESSING

An individual has the right to request the prevention of processing where this is likely to cause substantial and unwarranted damage to that person. Requests should be addressed to the Manager, who will provide a written response within 21 days, setting out their decision. Copies will be kept of the request and the decision.

## 10. COMPLAINTS

Should members of the setting have concerns or complaints about the operation of the system, they may follow the setting's Complaints Procedure, initially addressing their complaint to the Manager. Concerns relating to the Data Protection Act 1998 should also be addressed to the Manager. These rights do not alter the existing rights of members of the setting, or any other individuals under any relevant grievance or disciplinary procedures.

## 11. COMPLIANCE MONITORING

Upon request to the Management team, enquirers will be provided with:

- A copy of this policy
- A copy of the Complaints Procedure

The effectiveness of the system in meeting its purposes will be kept under review.

## 12. CCTV SYSTEM

A list of the basic system checks required is detailed below:

-Checked (Date)

-By

-Date of

-Next Review

Notification of the system has been submitted to the setting and the next review date recorded. Cameras have been sited so that their images are clear.

enough to allow the police to use them to investigate a crime. Cameras have been positioned to avoid capturing images of persons not visiting the premises.

There are signs showing that a CCTV system is in operation visible to visitors to the premises. Contact details for the service provider are displayed. The recorded images from this CCTV system are securely stored, where access to them is limited to authorised persons only. The recorded images will only be retained until the system writes over them. Recordings will only be made available to law

enforcement agencies involved in the prevention and detection of crime, and no other third parties. The operating equipment is regularly checked to ensure that it is working properly and that the date and time are correctly set. The Management team knows how to respond to requests from individuals for access to images relating to that individual.

**Name of Applicant**.....

**Reason for Application for Access**.....

.....

.....

.....

.....

.....

.....

.....

**Date received**.....

**Fee received**.....

**Signature of Applicant**.....

**Access granted (Date and By Whom)** .....

.....

**PICK-UP POLICY AND PROCEDURES (Out-of-school – children)**

Setting manager: Bridget Cole - EY444175

## 1. Pick-up Policy and Procedures

During term time Lily's Kids Klub will endeavour to provide an efficient and smooth running pick-up service from the following local primary schools within the area;

* Corpus Christi	*St. Bede's	*Jubilee
* St. Bernadette	* Holy Trinity	* Christ Church

## 2. Aims and objectives

The aim is to ensure that all children are picked up on time and escorted back to the Lily's Kids Klub's premises in a safe and orderly fashion. To provide a back-up plan in cases of emergency or problems during pick-up from schools.

These guidelines will form part of the Lily's Kids Klub's policy and procedures and must be adhered to always by all staff.

Staff must always arrive at the school before the children are let out of class.

Before leaving Lily's Kids Klub, staff must check the diary and notice board for details of any changes to pick-up arrangements requests made by parents/carers each day.

Individual school pick-up registers must be updated to clearly show these changes, and to show that all the children are accounted for before leaving the school.

School pick-up register must contain each child's full name, class and teacher's name.

Telephone numbers of both managers and deputy managers should be listed in case of emergencies / problems.

One staff member should always take a mobile phone on each minibus or group each day to relay messages to and from Lily's Kids Klub if necessary. Lily's Kids Klub will meet the cost of any calls carried out in the course of your duty.

In accordance with health and safety procedures the following ratio of staff to children must be complied with;

**Infants:** 1 staff member to 8 children (under 8)

**Juniors:** 1 staff member to 10 children (under 10)

**Due to the busy main road from the schools it is necessary to have a minimum of 2 adults for the infants and 2 adults for the juniors.**

**Please note that it is the parent's responsibility to ensure that their children behave and cooperate fully with Lily's Kids Klub's After School staff, particularly during pick-up from school.**

### **3. Pick-up Points**

There is a collection point at each school. This will be explained to you so that you can familiarise your child before they start. Children must make their own way to the meeting point.

One member of staff will collect the reception children and take them to the main meeting point.

A second member of staff will collect the other children and take them to the meeting point. The older children will join the others at the meeting point.

If a child who is registered to be collected from school is not at the collection point, staff must check with the child's class teacher before leaving the school and the register noted accordingly. It is important that all children are picked up on time. **It is unacceptable for a child to be left behind at school.** Teachers will be asked to sign the collection form if a child is not collected.

If a child who was present at school today cannot be located for collection by staff, Lily's Kids Klub staff must inform the school immediately. If the child still cannot be found, Lily's Kids Klub staff must follow our **lost child policy**.

Parents must phone or let a member of staff know in advance if their child is not to be collected from school on any day.

When all the children are gathered staff must check that they have their bags and coats etc.

Staff must then check again to make sure all children are present by doing a register and a head count.

Any message from teachers to parents must be relayed in writing.

Children should be lined up in two's and walked back to the centre in an orderly fashion.

Children are not allowed to go to any cake sales, shops, or back to their classrooms once picked-up.

All children are expected to go to the toilet before being picked up by Lily's Kids Klub's staff.

There is to be no eating or drinking on the way back to our premises, and no stopping to talk to friends.

If you have children that walk slowly they should walk at the front of the line to determine the pace of the group. It is important to keep the line together.

Please avoid shouting at children. Talking quietly to a child that is misbehaving nearly always achieves better results.

Praise the children for good behaviour goes much further than telling off.

All incidents/problems must be reported to the coordinator on arrival back at the centre, so that strategies can be put in place to avoid future problems.

Once back at the centre, the register needs to be taken in the main register at the centre. No child shall be marked in the register unless he/she is present. The time of arrival should be recorded on the bottom of the register.

Once completed the main register should be checked against with the pick-up register to ensure all children who were picked up have arrived.

If children are dropped at Lily's Kids Klub by a third party, for example if they attend an after-school activity at school, they will be signed in by the responsible adult dropping them at Lily's Kids Klub in the extra pick-up register. Once again, the time of arrival should be recorded.

Parents are to inform Lily's Kids Klub if they are to collect their child/ren from school in advance. This can be done by telephoning our usual numbers on **020 8674 8678 or 07958 346 058**. Parents will be asked to complete a form to confirm that their child/ren safely left the school premises.

#### **4. Collection of children from the Lily's Kids Klub**

Children are to be collected from the Lily's Kids Klub premises by parents/carer. Children are not permitted to leave the club with someone other than their parent/carer unless previously arranged by the parent/carer with Lily's Kids Klub's manager or deputy manager.

Parents/carers are to sign out their children before they leave Lily's Kids Klub on the signing out sheet. Some children attend clubs after school, and we can collect them later if prior arrangements are in place with their parents. All parents must sign the form giving details of school club activity and confirm that parents are fully responsible for informing the school.

### **Schools Collection Points**

**Names of Schools**

Corpus Christi Primary School

Jubilee Primary School

St. Bernadette Primary School

Holy Trinity Primary School

Christ Church Primary School

St. Bede's Primary School

**Collection Points**

Classroom

Classroom

Playground

Classroom / playground

Classroom / playground

Playground

**THE ROLE OF THE ADULT WHEN CROSSING THE ROAD**

- Explain to the children why they need to stop, look and listen when crossing the road.
- Help the children to learn the names of the different crossings, such as zebras, puffins, pelicans and footbridges.

**Follow these steps with the children every time you cross the road.**  
**The named Person-In-Charge of the trip must always be at the back of the group.**

1. Talk about safer places to cross and how it's harder to see where there are parked cars, junctions, bends or the brow of a hill.
2. First explain that they must stop at the kerb and not step into the road as traffic might be coming very fast.
3. The named **Person-In-Charge of the trip** then goes to the front and enters the road as soon as it is safe to do so. Stop on the middle of the road with one hand open wide and the other inviting the adults and children to cross the road in pairs. When it is safe, walk straight across (not diagonally) and keep looking and listening. Tell the children they must do this in case there is any traffic they did not see, or in case traffic appears suddenly.
4. Younger children will hold hand with friend and the other hand to the practitioner. The Trip Leader will finally be the last person to cross the road.
5. Once everyone has safely crossed the road, the journey will continue again with the named Person-In-Charge of the trip at the back.

## **Crossing between parked cars**

### **Try not to cross between parked vehicles, but if there is nowhere else to cross:**

- Choose a place where there is a space between two cars and make sure that it is easy to get to the pavement on the other side of the road.
- Make sure neither car is about to move off - look for drivers in the cars, lights and listen for engines.
- Don't cross near large vehicles. You could be standing in a blind spot, where the driver cannot see you.
- Walk to the outside edge of the cars and stop. Here you can be seen by drivers and you can look all around for traffic.
- Follow the steps above. When the road is clear, cross, still looking and listening as you go.
- About to move off - look for drivers in the cars, lights and listen for engines.

- Don't cross near large vehicles. You could be standing in a blind spot, where the driver cannot see you.
- Walk to the outside edge of the cars and stop. Here you can be seen by drivers and you can look all around for traffic.

## **DISCUSSION POINTS**

1. Talk about safest places to cross and how it's harder to see where there are parked cars, junctions, bends or near the brow of a hill.
2. Explain that drivers and riders won't be able to see you either - therefore, we too also watch out for them.
3. Holding hands with a child and get everyone to

## **Whistle Blowing**

**Lily's Kids Klub** is committed to maintaining a culture where it is safe and acceptable for all employees and users to raise concerns about poor or unacceptable service, civil offences (including negligence, breach of contract) or misconduct.

**Lily's Kids Klub** promotes and encourages good staff communication. Staff should feel able to raise questions about any area of concern during regular supervision or in staff group meetings. This is so that any issues concerning areas of poor practice can be revised and modified in the early stages before they cause harm, hopefully preventing any escalation.

Whistle blowing should not be used in place of grievance procedures or be used to raise unfounded or malicious allegations against colleagues or users.

This policy is designed to assist those who is aware or has genuine concerns regarding unacceptable practice and have come to a decision to express a concern after a great deal of thought. The law only requires that there be genuine doubt, therefore the individual who decides to "whistle blow" is not expected to produce unquestionable evidence to support the concern. Producing the evidence is the responsibility of the setting.

**Policy Principles:**

- The person raising the concern (whistle blowing) will not be allowed to be victimised for doing so
- The victimisation of whistle blowers is a serious matter and disciplinary action will be taken should this happen
- The setting will not attempt to conceal evidence of poor or unacceptable practice and disciplinary action will be taken if any evidence of such is destroyed
- Confidentiality policy/clauses do not forbid or penalise whistle blowing

**Procedures:**

- Identify the poor or unacceptable practice
- Are there witnesses who will support you
- Record exactly what was witnessed
- Keep copies of all correspondence and relevant information
- Confide in someone objective and trustworthy Manager/Supervisor
- Ask to be informed about any outcome of the investigation

If your complaint is ineffective within **setting**, get the support of an independent organisation such as Ofsted or the Local Safeguarding Children's Board (LSCB)

It would not be intended to use this Policy where other appropriate procedures are available, for example:

Complaints Policy and Procedures

Safeguarding Children Policy and Procedures

Grievance Procedures

## **SOCIAL MEDIA**

This policy covers all social media internet sites – the places online where people can interact, have a dialogue or contribute content. These include, but are not limited to:

- Social networking sites (eg Facebook, MySpace)
- Video and photo sharing websites (eg Flickr, YouTube)
- Micro-blogging sites (eg Twitter)
- Blogs (including corporate or personal blogs)
- Forums and discussion boards (eg Yahoo! Groups or Google Groups)
- Online encyclopaedias (eg Wikipedia)
- Professional networking sites (eg LinkedIn and Zoominfo)

Social media sites are a relatively new phenomenon. This is still, in legal terms, a developing area. In the absence of legislation relating specifically to social media, UK practice has tended to use established areas of the law as a starting point in cases to date. Areas to consider are:

- Consumer Protection from Unfair Trading Regulations 2008
- Advertising standards authority Code of Practice
- Intellectual property – including copyright and trademarks
- Disclosure/confidentiality
- Defamation; and
- Invasion of privacy

This does not constitute legal advice and **Lily's Kids Klub** accepts no liability for any action taken or not taken as a result of this information.

### **Consequences of non compliance with this policy**

All instances and acts, which are in breach of this policy, will be taken seriously, will be investigated thoroughly and fairly in line with **the settings** disciplinary procedure and may lead to disciplinary action up to and including dismissal.

As these technologies are constantly evolving, we will update this policy on a regular basis. It will be up to you to keep yourself abreast of the changes.

This policy applies to all employees/students/volunteers.

#### **1. Client Confidentiality**

Disclose only publicly available information. Never talk about confidential client information in

social media including addresses/phone numbers, financial information and future business performance or plans. Data provided by the client to the setting must NEVER be shared on any external site. This includes Google docs.

## **2. Full disclosure**

It is ok to state that you work for the setting on social media sites eg LinkedIn.

You must not use the nursery logo or brand on any personal social media sites.

If you are running a branded nursery social media site you must disclose on your 'About' page or biography that you are an employee of the setting and be clear about what your responsibilities include.

## **3. Reputation**

If you are acting under the setting's brand you must abide by the setting's policies by acting in an appropriate manner in all your representations of the company.

Content posted on social media sites lasts a long time, in some cases possibly forever. It can sometimes be easily found via search engines. Be mindful of this when you post content.

## **4. Plagiarism**

Information moves incredibly fast online, we want you to share things but giving credit where credit is due. Whether it's 140 characters (Twitter etc) three words or three thousand – you have a duty to attribute those words to who said them (if they are not your own). Make a clear link or reference but never take credit for others' work. Respect copyright, privacy, and other laws.

## **5. Respect**

Always demonstrate respect for others' points of view, even when they are not offering the same in return.

## **6. Take the high road**

Never pick fights. If someone leaves a hostile comment or replies with a snarky Tweet, take the higher road. Defend your point of view, but be polite and stick to the facts.

## **7. Responding**

Try and do this within 24 hours: this requires monitoring to avoid issues.

## **8. Correct mistakes quickly**

If you say something in error, never take down the post – simply go back and update it with the correct information.

## **9. Harassment and obscenity**

Do not post obscene, defamatory, threatening, harassing, discriminatory or hateful statements about another person or organisation – including competitors and/or other related people or organisations.

#### **10. Kickbacks and gifts**

Never talk about a product or organisation in exchange for cash.

If you've received a product or service to review, you must disclose it in your post or review.

#### **11. Privacy**

You are strongly encouraged to protect your own privacy by not disclosing any unnecessary personal information on social media sites. Any individual personal data disclosed on social media sites is done at your own risk.

Clients do not always distinguish between 'private' and 'work' time. You should assume everything you do, comment on, post, retweet etc goes directly to the clients. It's up to you to manage and share only what you are comfortable with.

The best way to guard against content going to 'undesirables' is to implement 'friend lists'. Two is often enough – one for close friends and one for less-close contacts.

#### **12. Designated Expert**

If you are positioning yourself as an expert on a personal social media account, you must disclose this and get prior approval from your manager. If you receive media enquiries for comment on your subject of expertise, again, you must disclose them to the manager, before you can comment.

#### **13. Maximise commercial opportunities**

The internet and, more recently, social media have revolutionised the way people communicate. The setting recognises that appropriate and sensible use of social media can build client relationships and win and retain business.

#### **14. Sensible internet use**

The nursery does not currently restrict access to social media sites. Staffs are reminded that personal use of internet access during working hours should at no time take priority over business use. The setting reserves the right to block access to sites where misuse occurs.

## **SUN PROTECTION**

At Lily's Kids Klub we want all staff and children to enjoy the sun safely. We will work with staff, parents and carers to achieve this through:-

### **Education**

- All children will be involved in a discussion, appropriate for their age and understanding, at the start of the summer about sun protection and the risks
- Parents and carers will be informed about our policy on sun protection

### **Shade**

- Where certain areas of the play space get sunny, children will be discouraged from playing there in the very hot weather. If needed, temporary shade will be created with parasols and gazebos.

### **Timetabling**

- Children will spend more play times in the garden areas before 11am and after 3pm. In extremely hot weather, playtime will be kept to a minimum to avoid prolonged sessions in the sun.

### **Clothing**

- All children will be actively encouraged to wear hats when in the garden from April onwards
- Parents should provide their children with sunhats
- Staff are encouraged to wear hats in the garden to provide a positive role model for the children

### **Sunscreen**

- Parents of children that attend for a half-day (or less) should apply sun cream to their child at home. For those children that attend for a full day, parents should apply sun cream before their child comes to nursery and staff will assist the child in re-applying
- it during lunchtime.
- Parents are asked to give written permission for sun cream to be applied for those children that are at nursery all day, after lunch, during the summer months.
- Parents are to provide sun cream that they want to be used on their child/ren.
- Parents / carers must clearly label sun cream with the child's name.
- It is setting's policy that all children should access the garden at some point during the day.

## **TWO YEAR OLD'S**

This policy represents the agreed principles for Two year olds throughout the setting. The setting's staffs, representing Lily's Kids Klub has agreed this policy.

At Lily's Kids Klub, we aim to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age. At Lily's Kids Klub we undertake developmental checks on all children where possible by the time they are 2 years 6 months, this is in Guidance with The Early Years Foundation Stage (EYFS).

The EYFS requires that parents and carers must be supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development, Physical Development and Communication and Language. This should be completed when the child is aged between 24-36 months.

**The aims of the progress check are to:**

Review a child's development in the three prime areas of the EYFS.

Share this information with parents at an agreed time to ensure they have a clear picture of their child's development.

Enable Lily's Kids Klub to understand the child's needs and plan activities and experiences to meet the child's development in the setting.

Enable parents to understand the child's needs and enhance development at home, with support from the setting.

Note areas where the child is progressing well and identify any areas where progress is less than expected.

Describe actions the setting intends to take, to address any developmental concerns (including working with other professionals where appropriate).

**The progress check will:**

Be completed by a practitioner who knows the child well and works directly with them in the setting - this will normally be the child's key person.

Arise from the ongoing observational assessments carried out as part of everyday practice in the setting.

Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.

Take account of the views and contributions of parents, and the child if appropriate.

Take into account the views of other practitioners and, where relevant, other professionals working with the child.

**Lily's Kids Klub will:**

Be clear and easy to read, avoiding unfamiliar jargon, acronyms or terminology (with interpretation and translation available where appropriate).

Present a truthful yet sensitive reflection of what the child can do and their achievements to date.

Identify areas where the child is progressing at a slower pace than expected.

Recognise parents' in-depth knowledge of their child by incorporating their observations and comments and explain how their child's learning and development will be supported in the setting.

**The EYFS requires that the progress check is carried out when a child is age two, this includes any child that starts at the setting between the ages of 24-36 months.**

**Practitioners will agree with parents when is the best time to provide the check and the following factors will be considered before commencing:**

The setting will allow a settling in period for the child to enable their key person and other practitioners to build up good knowledge of the child's development, abilities and interests before completing the progress check. The Key person will share the progress during an open classroom which are held termly.

If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) it may be appropriate to delay the check.

If a child has a period of absence or irregular attendance or attends for limited sessions.

Where possible, we will carry out the progress check in time for parents to share it with the health visitor at the two year old health and development review.

If the child has already had the health visitor 2 year old check the setting is still required to carry out the EYFS 2 year old check.

**Children attending more than one setting or changing settings**

In the case of children who are attending more than one setting, the progress check will normally be carried out by the child's key person at the setting where the child spends the greatest amount of time each week.

However, the setting carrying out the progress check will consider whether it would be helpful to get the views of other practitioners working with the child at the other setting or settings.

If a child moves between settings between 24 and 36 months, leaders and managers of the respective settings will agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date.

### **Preparing the progress check for a child with identified disabilities or special educational need**

If the progress check is for a child with an identified disability, medical need or special educational need the setting will take into account if the child is already being supported by other professionals. Then the setting will agree with parents how the views and contributions of those professionals can be sought.

The focus will be on what the child can do, their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

### **Information sharing**

The setting will include in the child induction process the sharing of both the child's health visitor contact details.

The progress check is a statutory requirement of the EYFS. The setting will seek the consent of parents to share information from the check directly with relevant professionals.

## **PERSONAL MOBILE PHONES**

- Parents and visitors are alerted to the fact that Lily's Kids Klub is a mobile phone-free zone through clear signage to this effect. Visitors using a mobile phone will not be allowed access to the premises until it is switched off and put away;
- Personal mobile phones belonging to members of staff are not used on the premises during working hours. The exception to this is in an emergency, when mobile phones may be used in the Head of Nursery's Office, but only with the permission of the Head of Nursery or her deputy;
- All personal mobile phones are stored in lockers at the beginning of each member of staff's shift;
- Members of staff ensure that the main telephone number of Lily's Kids Klub is known to immediate family should they need to be contacted in an emergency;
- Nursery staff use a Nursery mobile phone when taking children off-site for trips or any visits to the park etc. In the event that staff take their own mobile phones on outings for use in case of an emergency, the making or receiving of personal calls is not permitted;
- Members of staff do not use their personal mobile phones to take photographs of children on outings or trips. Nursery cameras are to be booked out and used for this purpose. (See Photography section below.

## **CAMERAS AND USE OF PHOTOGRAPHS**

- Members of staff are instructed not to bring their own camera into the Nursery;
- Photographs taken of children at the Nursery are taken for valid reasons: for the recording of curriculum activities in action, recording of the learning and development of pupils for observation records and profiles and for evidence for parents/carers, Local Authority, Ofsted. inspectors etc..... We also use photographs for displays within the setting;
- The permission of parents and carers will always be sought before any images are used in outside promotional materials;
- Parents are reminded that photographing or recording of their own children at special events should not include other children, unless permission is sought from those parents;
- Parents are strongly advised not to place photos of other people's children on social media sites (e.g. Facebook) without the express permission of the parents concerned. Staff are aware of their responsibilities under the 'Data Protection Act' and follow the guidelines laid out in the 'Data Protection Policy and Guidelines for Staff'. Images are stored on-site in the shared 'Media Bucket' for staff access only. No external access is available. Staff are discouraged from taking documents including photographs off-site. Should they do so, for example, for the purposes of working at home, they are aware that they must take precautions to ensure the security of any such documentation.

**NO SMOKING**

Lily's Kids Klub does not allow smoking, alcohol or drugs (other than prescription or over-the-counter drugs, please see Medicines and their Administration Policy) on our premises at any time, including outside areas within the fenced area of Pre-School and the Baby Unit.

All parents, staff, students and volunteers are made aware of our policy and the procedures we have in place to make sure this policy is adhered to.

All staff understands our no smoking, alcohol and drugs policy as this is explained at induction and annually reviewed in our policies.

### **Smoking**

**Smoking is not permitted anywhere on the premises. This restriction includes the use of electronic "cigarettes"**

- We have no smoking signs displayed at all times on our premises
- If a member of staff, student, parent or volunteer were found smoking on our premises they would be asked to leave immediately. We would follow our disciplinary procedures for any staff member.
- This rule applies equally to staff, parents, students, volunteers and visitors

## **ALCOHOL AND DRUGS**

**No alcohol/drugs is to be consumed on the premises.**

- Staff are not permitted to consume alcohol during their contracted hours of work or to care for the children if they have consumed alcohol prior to commencing work. The same applies to all drugs other than those prescribed by a doctor and considered appropriate for intake while working with children.
- **Random checks and testing**  

We conduct checks or testing to establish possession of, or being impaired by drugs or alcohol. We will consult you and ask you to consent to any random check/test. A check or test does not imply suspicion. We carry it out as discretely and courteously as possible.
- Where we undertake a random check/test, we may ask you to remove the contents of pockets, bags, vehicles etc. If we find you in possession of or impaired by alcohol or drugs, we will take disciplinary action. We consider this a serious matter which may lead to dismissal.
- **All drivers** take alcohol breath test before moving any of our vehicles. This is a caution for keeping all drivers, children, colleagues and members of the public safe.
- You may refuse to undertake a random check/test. If you refuse to be randomly checked/tested, we may construe this as a breach of contract on your part. We regard refusal to consent to a random drug/alcohol check/test similarly to a positive result. We reserve the right to involve the police at any stage.
- Staff will ensure that all drugs are stored correctly. Should a member of staff be found under the influence of alcohol or drugs of any illegal form before or during the opening hours, they will be immediately asked to leave the premises and told to return home.
- Any practitioners taking medication that they believe may affect their ability to care for children should seek medical advice. They should only work directly with children if the advice is that the medication is unlikely to impair their ability to look after children.
- If a member of **staff, student, volunteer or visitor** arrives at our setting clearly under the influence of alcohol or drugs, they would be asked to leave immediately. We would follow disciplinary procedures for staff.
- **Parent or carer-** If a member of staff has good reason to believe that a parent or carer is under the influence of alcohol or drugs when they drop off or collect their child, they have a duty to tell the manager and Designated Lead Person for Child Protection. They will then have to decide on the appropriate course of action according to our Safeguarding Children Policy .

- If a **parent or carer** arrived at our premises to collect a child under the influence of alcohol or drugs, we would get in touch with another contact for the child. We would not let a parent or carer take their child home alone if they were under the influence of alcohol or drugs.
- If we suspect that any illegal act has taken place, we will contact the police.

## BULLYING

Lily's Kids Klub is committed to providing an environment for children that is safe, welcoming and free from bullying. Bullying of any form is unacceptable in our setting, whether the offender is a child or an adult. The victim is never responsible for being the target of bullying.

Everyone in the setting, which includes: staff, children and parent/carers, will be made aware of the setting's stance towards bullying. Such behaviour will not be tolerated or excused under any circumstances.

The setting defines bullying as the repeated harassment of others through emotional, physical, verbal or psychological abuse. Examples of such behaviour are as follows:

**Emotional:**

Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, forcing another person to be 'left out' of a game or activity.

**Physical:**

Pushing, scratching, spitting, kicking, hitting, biting, taking or damaging belongings, tripping up, punching or using any other sort of violence against another person.

**Verbal:**

Name-calling, put-downs, ridiculing or using words to attack, threaten or insult. For example, spreading rumours or making fun of another person's appearance.

**Psychological:**

Behaviour likely to instil a sense of fear or anxiety in another person. These behaviours are all taken into consideration as to the child's age, development and ability to recognise their behaviours,

**Preventing Bullying Behaviour**

The managers and staff will make every effort to create a tolerant and caring environment in the setting, where bullying behaviour is not acceptable. Staff will discuss the issues surrounding bullying openly, including why bullying behaviour will not be tolerated and what the consequences of bullying behaviour will be.

**Dealing with Bullying Behaviour**

Despite all efforts to prevent it, bullying behaviour is likely to occur on occasion and the setting recognises this fact. In the event of such incidents, the following principles will govern the setting's response:

- All incidents of bullying will be addressed thoroughly and sensitively.

- Children will be encouraged to immediately report any incident of bullying that they witness. They will be reassured that what they say will be taken seriously and handled carefully.
- Staff have a duty to inform the Supervisor if they witness an incident of bullying involving children or adults at the setting.
- If a child, parent of child or a member of staff tells someone that they are being bullied, they will be given the time to explain what has happened and reassured that they were right to tell.
- The individual who has been the victim of bullying will be helped and supported by the staff team. They will be kept under close supervision and staff will check on their welfare regularly.
- We explain to the child who is doing the bullying why her/his behaviour is not acceptable. In most cases, bullying behaviour can be addressed according to the strategies set out in the Behaviour Management policy. The bully will be encouraged to discuss their behaviour and think through the consequences of their actions. Where appropriate, they will be encouraged to talk through the incident with the other person concerned.
- A member of staff will inform the parents/carers of all the children involved in a bullying incident at the earliest possible opportunity. If appropriate, staff will facilitate a meeting between the relevant parents/carers. At all times, staff will handle such incidents with care and sensitivity.
- All incidents of bullying will be reported to the Manager and will be recorded as an incident. In the light of reported incidents, the manager, the team leaders and other relevant staff, will review the setting's procedures in respect of bullying.

## **PERSONAL CARE**

Children and their families should not be excluded, or treated less favourably, because they have personal care needs – for example wearing nappies, having occasional “accidents” or needing ongoing support with personal care.

We will work to ensure that every child and young person can easily access play experiences in our setting. We believe that children are entitled to have personal care needs met by people they know and trust and their dignity and privacy is very important to us.

We believe that parents/carers are entitled to:

- Be consulted about their child’s personal care, to ensure that it is sensitive to the family’s culture, and matched to the child’s needs
  
- The assurance that their child will, whenever possible, only receive personal care from people who know her/him well
  
- Support in managing “toilet training”. We believe that staff are entitled to guidance or training to enable them to:
  
- Listen to children’s preferences regarding personal care, and respect their rights to privacy and dignity.
  
- Meet children’s individual needs
  
- Protect children and themselves from infection or inappropriate handling
  
- Feel informed and confident about their responsibilities for personal care with regard to current guidance and legislation. The Management team is responsible for ensuring that changing areas are appropriately adapted and equipped. The following procedures will apply to changing a child’s nappy:
  
- Nursery staff will change a child’s nappy or clothing when necessary, e.g. should they get wet or soiled. Older children like those in the out-of-school can dress and undress themselves with practitioners close by to render support.
  
- All staff permitted to change a child’s clothing or nappy will hold an enhanced DBS certificate.

- Staff will inform a colleague when leaving the room to change a child.
- All children will be changed in the washroom area.
- Single use disposable gloves and aprons will always be worn to change a nappy.
- The changing mat will be washed with antibacterial spray after every use.
- Disposable nappies, gloves and aprons will be put in a sealed plastic bag and disposed of in the main bin. Soiled nappies will be disposed of, unless they are reusable. If a parent uses reusable nappies their wishes will be accommodated to ensure continuity for the child and for environmental reasons. The nursery aims to maintain a partnership with all parents/carers and this is a really important partnership when a child is being trained in personal care. Parents will be asked for information about their child's progress in the area of personal care and plans for future development should be agreed.

## 1. INTRODUCTION

1.1 We are EYLOG LTD (referred to as "we", "us", "eyLog" and "eyMan") and we are committed to protecting and respecting your privacy when you are visiting any website maintained by us including without limitation the website at [www.eylog.co.uk](http://www.eylog.co.uk) and using our services and our application for tablet devices (together the "**Application**") or communicating electronically with us. For the purposes of this privacy policy, references to "you", "your" and "nursery" are to all members of any nursery using the Application including without limitation, any shareholder, director, officer, partner, employee, agent, nursery manager and nursery practitioner.

1.2 This policy, together with the Terms of Service (which can be found at the bottom of the website at [www.eylog.co.uk](http://www.eylog.co.uk)) explains what types of personal and non-personal information we collect when you use the Application and the basis on which any personal data we collect from you, or that you provide to us, will be processed by us. Please read the following carefully to understand our views and practices regarding your personal data and how we will treat it. By disclosing your personal information to us, or that of any child, or any child's parent by using the Application or speaking to us over the telephone you consent on your own behalf and on behalf of any child or child's parent (as applicable) whose personal information you disclose to the collection, storage and processing of your personal information as stated in this policy.

1.3 eyLog uses the personal information we collect from you to provide our service to you. We will not rent, sell or share your personal information with any other company for its own marketing purposes without your consent except where mentioned in this policy.

1.4 For the purpose of the Data Protection Act 1998 (the **Act**), the data controller is EYLOG LTD of Acorn House, 381 Midsummer Boulevard, Milton Keynes, MK9 3HP which is registered with the ICO with registered number 07939645.

## 2. **WHAT PERSONAL INFORMATION DO WE COLLECT?**

- 2.1 We may collect, store and use the following kinds of personal information:
- (a) if you register as a user of the Application, you will be required to register as a nursery and will be asked to complete a form which will require you to provide some or all of your name, email address and telephone number as well as information about the nursery and its employees, including managers, practitioners and owners;
  - (b) if you enter a child's information on the Application, you may be asked for such child's date of birth, name, address, ethnicity, sex and any other relevant information such as medications, allergies etc. You may also provide certain information about a child's parent or guardian including such parent or guardian's name, address, contact number(s), email address and any other relevant information;

- (c) when you enter content onto the Application in respect of a child you may provide us with personal information about the child (including in relation to his/her performance, achievements, behaviour, and any factors relevant to the above (including health information)). You may also provide information in the form of video, image and audio content;
  - (d) when you contact us by email or telephone or through any contact form provided on the Application, we may ask you to provide some or all of the information set out in paragraphs (a) and (b) above; and
  - (e) we may collect, store and use information about your visits to and use of the Application (including without limitation your IP address, geographical location, browser/platform type and version, Internet Service Provider, operating system, referral source/exit pages, length of visit, page views, website navigation and search terms that you use).
- 2.2 We may also ask you to complete surveys and give feedback that we use for research purposes, although you do not have to respond to them.

### **3. HOW DO WE USE PERSONAL INFORMATION?**

- 3.1 We may use your personal information and the personal information of any child provided by you for the following purposes:
- (a) to manage and administer the Application;
  - (b) to improve your browsing experience by personalising the Application;
  - (c) to enable you to use the Application;
  - (d) to send you newsletters and other relevant and targeted promotional communications;
  - (e) to deal with enquiries, complaints and feedback from you and our service providers;
  - (f) to provide third parties with statistical anonymised information about our users;
  - (g) to provide third parties with statistical anonymised information about children whose data is uploaded to the Application;
  - (h) to send you emails offering you to take part in a survey and/or give feedback; and
  - (i) to analyse and improve the services offered on the Application.

### **4. WHEN MIGHT WE DISCLOSE PERSONAL INFORMATION?**

- 4.1 Except to the extent required by any applicable law or governmental or judicial body, we will not disclose your personal information to any third party other than to any service provider to whom we are required to disclose personal information in order for them to provide their services to us. We will take all steps reasonably necessary to ensure that your data is treated securely and in accordance with this privacy policy.
- 4.2 We may disclose anonymised statistical data about your usage of the Application and relating to children whose data is uploaded to the Application to third parties from time to time. This data will not allow any recipient to identify any nursery practitioner, user or child and any disclosure will occur in full compliance with any applicable OFSTED and ICO standards as in force from time to time.
- 4.3 In accordance with eyLog' s Terms of Service, eyLog shall bear no responsibility and have no liability for any personal information uploaded by any user including without limitation if it is disclosed by you or any other third party. Any personal information uploaded by you to the Application is done so at your own risk.

## 5. NEWSLETTERS AND OTHER PROMOTIONAL COMMUNICATIONS

If you wish to subscribe to any newsletter published by us or wish to receive other targeted and relevant promotional communications from us or other carefully chosen affiliates, we offer you the option to “opt-in” to this service. If you change your mind and wish to stop receiving any such communications, please either email us at [info@eylog.co.uk](mailto:info@eylog.co.uk) or click the “unsubscribe” link in any email from us.

## 6. OUR USE OF COOKIES AND WEB BEACONS

6.1 Cookies are text files stored, either on a temporary or persistent basis on the hard drive of your computer. Cookies are used for authenticating, session tracking and maintaining specific information about the use and users of the Application.

6.2 The data collected by cookies is anonymous. You can delete all cookies that are already on your computer's hard drive by searching for files with "cookie" in it and deleting them. In addition, if you want to stop cookies from being stored on your computer, you can edit your browser settings so that cookies are blocked. Unfortunately, if you block cookies you may not be able to use the full functionality of the Application. For more information about cookies, please visit: [www.allaboutcookies.org](http://www.allaboutcookies.org)

6.3 Web beacons consist of a small string of software code that represents a graphic image request on a page or email. There may or may not be a visible graphic image associated with the web beacon and often the image is designed to blend into the background of a page or email. Web beacons can be used for many purposes - including site traffic reporting, unique visitor counts, advertising auditing and reporting, and personalization. Web beacons used by [www.eylog.co.uk](http://www.eylog.co.uk) collect only anonymous data.

6.4 In order to improve the Application and the services we offer you, we may use (temporary and persistent) cookies, authorized third parties cookies, web beacons and/or other technologies to collect non-personally identifiable data. This nonpersonally identifiable data helps us to track browsing behaviour, to create specific or tailor-made offers or advertisements, and to monitor and record the visits and use of the Application.

6.5 In order to understand how people use the Application and for marketing analysis and quality improvement purposes, we (and/or third party service providers) may collect, record, process and use on an anonymous basis certain information (including the total number of transactions, viewed pages, referring/exit pages, platform type, date/time stamp information and details like the number and location of mouse clicks on a given page, mouse movements, scrolling activity and the search words you use while being on and using the Application.

6.6 If you register with us or if you continue to use the Application, you agree to our use of cookies.

## 7. WHERE WE STORE YOUR PERSONAL DATA

7.1 The data that we collect from you will be stored within the European Economic Area (“EEA”).

However, the data may be processed by staff operating outside the EEA who work for us or for one of our suppliers. By submitting your personal data, you agree to this storing and processing. We will take all steps reasonably necessary to ensure that your data is treated securely and in accordance with this privacy policy.

7.2 All information you provide to us is stored on secure servers provided by a third party server provider.

7.3 We take the security of your personal data very seriously. In particular we use all reasonable endeavours to ensure that appropriate security measures are in place to protect personal data. Unfortunately, the transmission of information via the internet is not completely secure and so we cannot guarantee the security of your data transmitted through the Application; any transmission is at your own risk. Once we have received your information, we will use strict procedures and security features to try to prevent unauthorised access.

7.4 We transmit personal information using Secure Sockets Layer (SSL) software which encrypts information you input. Further, to the extent that we collect any credit card or bank account information from you, we will only reveal the last four digits of your credit card number when confirming an order. We maintain physical, electronic and procedural safeguards in connection with the collection, storage and disclosure of personally identifiable customer information. Our security procedures mean that we may occasionally request proof of identity before we disclose personal information to you.

## 8. LINKS TO THIRD PARTY WEBSITES

The Application may include links to third party websites. We are not responsible for the content of third party websites. Please ensure that prior to using any such website, you

have read and understood its privacy policy and terms of service. These documents will govern your rights and obligations when using the relevant third party website.

9. YOUR RIGHTS

The Act gives you the right to ask us not to process your personal data for marketing purposes. We will inform you if we intend to use your data for such purposes or if we intend to disclose your information to any third party for such purposes. You can exercise your right to prevent such processing at any time by contacting us at [info@eylog.co.uk](mailto:info@eylog.co.uk) .

10. ACCESS TO INFORMATION

The Act gives you the right to access information held about you. Your right of access can be exercised in accordance with the Act. Any access request may be subject to a fee of £10 to meet our costs in providing you with details of the information we hold about you.

11. CHANGES TO OUR PRIVACY POLICY

We reserve the right to amend this privacy policy. Any changes we may make to our privacy policy in the future will be posted on this page and, where appropriate, notified to you by e-mail.

12. CONTACT

Questions, comments and requests regarding this privacy policy are welcomed and should be addressed to [info@eylog.co.uk](mailto:info@eylog.co.uk) .

## **Coronavirus Policy (COVID-19)**

## Introduction

This policy applies to all employees and service users including parents/carers, children and third party users, social care, police and fire rescue services and any other person wishing to gain reasonable access to the setting (*this list is not exhaustive of all users defined*).

## Purpose of the Policy

- To protect all employees and service users of the company, including parents/carers and children, from encountering Coronavirus (COVID-19).
- To maintain the minimum level of staff needed to continue to provide early years education service and to meet the welfare requirements of the children who attends the setting.
- To ensure that the prevention of the spread of Coronavirus (COVID-19) remains at a minimum risk.

## Closure

At any time that it is felt necessary to prevent the spread of Coronavirus (COVID-19) and to ensure the health and safety and welfare of all employees, children, parents/carers and service users, the company will continually monitor the risk factor of keeping the setting open as a viable option, and may so at any time, revert to a closed status, with no children permitted on site, to a partially closed status, where setting places may well be limited to, but not excluding, vulnerability, age, need of care, critical key worker status of parents/carers, special educational needs (SEND), children whom have an EHCP plan in place, children in care, children who have a social worker allocated to them already.

## Monitoring

The company is closely monitoring and gathering information from the Department of Health England, The Department of Education, our Local Authority (Lambeth) and all guidelines delivered and updated through official government sources to ensure that we have the most up to date information and workplace practices concerning the spread and containment of the Coronavirus (COVID-19). This includes all training and delivery methods to all employees, Directors and any other third party associated with the running or participation with the company. The company reserves the right to make all changes to this document to uphold guidance of safe working practices and delivery methods for the early years education sector.

## General

- Employees are always advised to practise strict hygiene and cleanliness procedures.
- Employees must wash their hands at regular intervals for a minimum of 20 seconds using soap and warm water.
- Employees are advised to cough or sneeze into their elbow when a tissue or other vessel cannot be reached in time and are then to always wash their hands afterwards.
- Employees are advised to avoid contact with others, such as handshakes and are to maintain a social distance of 2 meters (6ft)

- Employees are to avoid touching their eyes, nose, and face whilst on the premises and whilst children are in their care.
- Employees must wash all their clothes before entering the premises for their next shift. This must include the cleaning of all appropriate footwear.
- At the end of each day, all employees must clean and sanitise all surfaces, toys, fabrics, toileting areas, outdoor areas and equipment, ready for the following days usage, this includes all outside toys to be stored away in secure storage containers at the end of every working day and before weekend/holiday period closures or closures for health and safety measures. Soft toys and furnishings will be removed.
- All employees to complete 'Illness and infection Control' training on Noodle now
- No scooters, bikes, or any other items are to be left at the setting at any time.
- Please be aware that your children will meet both staff members and other children attending the setting during the session times. Although every measure will be taken to ensure that your child has minimal contact with others, children of the early years age group will inevitably want to hug and touch others through play or when needing comfort. Therefore, it is vital that not only we will adhere to best practise hygiene policies throughout the day, but that parents/carers can also support this by changing their children into different clothing when they return home and placing that day's clothing in the wash. If your child needs comfort, our staff will comfort them and will do their absolute best to make sure that all their social, emotional and wellbeing is met whilst in attendance at the setting.
- We do ask that at all times, you respect our neighbours with any social distancing measures that they may have in place outside, and that you adhere to those wishes also.
- Children will spend as much time outside as possible where it is deemed safer.

### **Detection of Symptoms**

- Following Government guidance - If a child or a member of staff have a new persistent cough or temperature of 37.8°C or above, they will be sent home immediately. Our judgement on coughs will be final. Children will wait outside, where possible, with a member of staff until they are collected. Isolation at home for at least 7 days, if temperature or cough persist after that, another 7 days. All other members of the household will isolate at home for 14 days. If a child or member of staff has a test which proves negative, proof of the test result will be needed if returning before the end of the isolation period.
- Where the child, young person or staff member tests positive, the rest of their class/group within their childcare or educational setting should be sent home and advised to self-isolate for 14 days.
- Coronavirus related inflammatory syndrome in children – alert from NHS England – a small number of cases Nationwide - symptoms - high temperature, low blood pressure, rash, difficulty breathing, tummy pain, vomiting, diarrhoea, inflammation of the heart, abnormal blood test results, body overwhelmed with fighting infection (Toxic Shock Syndrome/Kawasaki Disease). If children present any of these symptoms they will be sent home.

## Hygiene on Arrival

- Parents/carers will always be given an allocated time slot to drop off their child to allow for social distancing to be maintained. Only the parents/carers of the child may collect the child and one other, in case of work commitments/emergencies. This will reduce the social contact to help keep the welfare and safety of our staff a top priority.
- Parents and carers will not be allowed into the nursery at any time – except the entrance lobby.
- All parents, children, third party associates and service users must wait outside the building, this will be clearly marked, when dropping off and collecting children. Parents are not permitted to bring in any items from home, this also includes toys. If you require an urgent need for a specific item which is conducive to your child attending the setting, then this must be discussed with the settings manager and agreed upon before an item comes onto the premises. All clothing that the children attend in must have been washed prior to the day of your arrival. If you are to re-use the same clothing, then this must be washed daily before the arrival of your child at their next session.
- Only one bag can stay on your child's peg which should contain their blankets, nappies, wipes, change of clothes, and cream. No other bags are to be brought from home into the setting. Your child must attend every day with the minimum requirement for the weather forecast for that day only. This could be, but not an exhaustive list of, weather sensible footwear, a coat, jumper/cardigan/t-shirt, pants, skirt, or shorts. Please assess the weather conditions before your child attends the setting each day. Only the minimum number of belongings will be allowed within the premises to minimise the spread and coming into contact of the coronavirus (COVID-19).
- If your child stays for a lunch, all food and drinks will be provided for. Children will no longer self-serve. As always, gloves will be worn by staff at mealtimes.

## Hygiene during the day

- Children will be actively encouraged to wash their hands after every activity or after playing in a specific area. We will use water and hand soap for a minimum wash time of 20 seconds per child, demonstrating good modelling behaviours for the children to see best practice when doing this. After an activity/toy playing session has ended, all equipment/toys will be cleaned after every use.
- Should you or an adult present with symptoms within your household, then you have a duty of care to inform the setting at your first available opportunity and without unreasonable delay. Should you fail to do this, your place within the setting may be terminated without notice.
- Children will still be allowed to collect their own snack on their plates. The children can access milk and water during snack time and drinking water and clean cups available throughout the day. This will help to promote confidence and motor skills whilst maintaining best practice with hygiene procedures.

- Not more than two employees at any one time, will be permitted into the staff office unless there is a specific reason why this guidance should be changed. The office will be cleaned during and at the end of every day.
- During snack, nappy changes/toileting help and any other close contact with the children, staff will be required to wear the appropriate PPE as supplied by the company.
- All employees will have a designated area to hang belongings, along with a lockable area for high value goods such as purses, phones etc. Staff leave all belongings at their own risk whilst on the premises and the company accept no liability for loss or damage currently.
- Staff are only permitted to bring one small bag, if necessary and a coat. No other items from home shall be permitted in the setting during this time.
- Both the kitchen and toileting/nappy changing areas will be regularly cleaned and disinfected during the day by all employees.
- Staff will only be permitted to bring lunch in a disposable container. No dual use or multiple use containers/vessels will be allowed on the premises.

### Hygiene upon leaving

- Parents/carer's must only attend the setting at the allotted time given.
- All parents must remain on the social distancing stickers until called forward by a member of staff to collect their child. Parents will not be allowed beyond the black gates, learning room and back door leading to the playground at the church premises. For the baby unit, parents must not go beyond the entrance lobby.
- All staff members will be wearing the company's issued PPE when handing over your child at the end of the day.
- If your child comes home in spare clothing from the setting. Please can you ensure that this is washed and returned to the setting upon your child's next attendance session.
- Once your child has been collected, please leave the premises, and do not remain outside of the building for any other reason.
- If you require to talk to the staff regarding your child's attendance, a telephone consultation will be arranged for you.
- If you are required to sign an accident/incident form from an occurrence that may have happened that day, a staff member will bring you the relevant form when you collect your child.
- If you would like further information about your child's day, this will be done via telephone. For babies and new children to the setting, a staff member will bring you the relevant form when you collect your child.
- When collecting your pram or other aid, can we please ask that you move away from the building.