



**Policies and Procedures- Practitioner and Parent Guidance**

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Devon Nurseries Ltd is a Limited Company registered in England and Wales, Company Number 13689778.

Registered office: St Peter's Preparatory School, Harefield, Lymstone, Devon, EX8 5AU

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## Our Vision

Our aim is to provide a caring, safe and stimulating environment that children enjoy and learn from, parents trust and feel involved in and where staff are respected for their professional commitment.

We work hard to ensure that children have the best possible learning experiences and leave each day happy, secure and confident individuals who are well prepared for future learning.

## Compliance Enhancement Programme

The following policies and procedures demonstrate how we meet the requirements defined in the statutory framework for the EYFS.

All policies and procedures are located at each setting. These are shared with staff, parents, students and visitors of the nurseries during visits, induction and open events.

All staff are provided with a copy of the policies and procedures and they are regularly reviewed and monitored during Senior Management Team meetings, and at staff meetings.

As part of our Compliance Enhancement Programme, staff and parents will be asked to make suggestions which will then be formally reviewed at the Senior Management Team Meetings.

## The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) statutory framework is **a set of standards which all early years providers must meet to make sure children are given the optimum opportunity to progress and develop**, in a safe and healthy environment.

The EYFS is mandatory for all schools and Early Years providers in Ofsted Registered settings attended by children from birth to the end of the academic year in which a child has their fifth birthday.

[Early Years Foundation Stage](#)

Changes to the **EYFS framework** became law in January 2024.

We are inspected by Ofsted to determine the quality of the provision. [Early years inspection handbook for Ofsted-registered provision - GOV.UK](#)

The framework itself comprises of a package of materials which include:

- ◆ **Learning and development requirements.**
  - ◆ **Assessment.**
  - ◆ **Safeguarding and welfare requirements.**
- The four themes of the Revised EYFS are; **A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.** The themes and principles describe the features of practice on which the EYFS is based.

These themes are supported by the practice guidance which provides nursery staff with practical examples of how they can be implemented within day to day nursery life, taking into account the characteristics of effective learning.

Ultimately the Early Years Foundation Stage sets the standard for education and care for all early years' providers ensuring that all children attending day care settings receive a rich, personalised experience that many parents give their children at home. Children learn and develop through play based activities which are chosen by them and planned for based on their personal interests. Nursery staff can then observe children's interactions and interests and use these observations to plan how they can support and extend the child's learning and understanding and review these observations using the 'development matters' guidance to identify appropriate next steps to support each child's development.

[Development Matters - GOV.UK](#)

Activities are planned to provide each individual child with opportunities to learn through playing and exploring, creating and thinking critically, and active learning. These are referred to as the Characteristics of Effective Learning.

Each nursery has its own curriculum- Intentions for the children's learning throughout the nursery.

When activities are planned, the intent, implementation and impact are considered by staff. This means what we intend the children to learn or be able to do, how we support this and how effective it is on children's learning.

The activities and observations are recorded on the Family newsfeed and in each child's Journey on Family through photographs, observations, and other precious moments that are captured during the child's time spent in our care. Parents can contribute to their child's Journey

with pictures and observations of their own . Nursery staff will also make suggestions on Family observations of ways parents can support their children's learning at home.

We create profiles for all children attending the nursery on Family which parents can access.

[Family](#)

## **Purpose and aims of the Early Years Foundation Stage**

The overarching aim of the EYFS is to help young children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well- being.

[Every child matters - GOV.UK](#)

It promotes **teaching and learning**, focusing on school readiness and providing a broad range of knowledge and skills to provide a solid foundation. The EYFS seeks to provide: quality and consistency in all early years provisions, so that every child makes good progress and no child gets left behind.

The following policies and procedures strive to support these aims.

## **Management and ownership details**

The nursery is managed and owned by:

Devon Nurseries Ltd  
Harefield  
Lypstone  
Devon  
EX8 5AU

Should you have a suggestion about the care we provide we welcome your thoughts.

Please ask to speak to the Nursery Manager or contact the Head of Nurseries (Managing Director):

[denise.russell@devon-nurseries.com](mailto:denise.russell@devon-nurseries.com)

The nurseries are registered with Ofsted.

# Devon Nurseries Limited

URN: 2688809

<https://reports.ofsted.gov.uk/provider/49/2688809>

Registration Numbers :

[ABC 2688807](#)

[Discovery 2688810](#)

[Tic Tocs 2688811](#)

[Acorns 2688812](#)

[Adventurers 2688809](#)

## Parent Complaints Policy and Procedure

Should you have a complaint about the care we provide or any other aspect of our provision we welcome your thoughts.

In the first instance we encourage you to speak with your child's Key Person or Room Leader about your concerns. If you do not feel that this route is appropriate or you wish to take the matter further then please speak to the Nursery Manager or the Managing Director who will be happy to deal with your concerns and reach a satisfactory resolution.

All complaints are recorded using the Ofsted Complaints Record along with the outcome of the complaint. These are then kept on file for at least 3 years.

The complaints file is located in the nursery office and can be accessed by anyone wishing to view it.

All written complaints relating to the EYFS requirements will be investigated fully and complainants will be notified of the outcome of the investigation within 28 days of having received the complaint.

Should you find the outcome unsatisfactory you may write to the Managing Director at the address below who will take the matter further.

Denise Russell

Nursery Management Office  
64 Sylvan Road Exeter  
EX4 6HA

[denise.russell@devon-nurseries.co.uk](mailto:denise.russell@devon-nurseries.co.uk)

The nurseries are registered with Ofsted. To make a complaint or make an allegation against a member of staff directly to Ofsted you can write to the address below or call the helpline quoting the nursery registration number as listed on page 5.

[Contact Us | Ofsted Parent View](#)

Ofsted contact number **0300 123 1231**

[Enquiries@ofsted.gov.uk](mailto:Enquiries@ofsted.gov.uk)

## Confidentiality Policy

The information that the nurseries keep on record regarding personal details, such as registration forms, staff details, and children's information, are treated as private and confidential.

To ensure that confidentiality is maintained we;

- Give parents free access to their own child's developmental records on Famly but they will not have access to information about any other child. Note that at times, group observations are shared on Famly if we have your permission to do so. These observations do not include any personal details.
- A written request must be made for personal and personnel files and information relating to the children and/or staff.
- Data protection regulations are taken into consideration at all times. See the GDPR policy for more details on this.
- Information given to or held with regard to parents, carers and children will not be passed onto third parties without permission unless the information relates specifically to a child protection concern.
- The information obtained regarding employment of staff will remain confidential to the people directly involved with making personnel decisions.

Staff, trainees, and work experience students are made aware of the company's confidentiality policy through the induction process and the employee handbook. If you have any matter you wish to discuss privately please ask and arrangements will be made.

To ensure and maintain confidentiality:

- Copies of DBS Disclosure forms can not be kept on site and in no circumstance longer than an initial period of six months. This is in accordance with the data protection act.
- Staff must not discuss any matter concerning children in our care outside of the nursery.
- Photos of children taken at the setting must not be given out to parents without prior consent.
- Photos must not be sent via text message and only via email with the parents consent. Photos can be shared on Family with parents consent. Permission for children's images to be shared on social media and websites is a parental choice.
- Under no circumstances are staff allowed to take pictures of children on their personal mobile phones- Personal mobile phones must not be used during working hours for any reason. Exceptions may be made at the discretion of the nursery manager in the case of an emergency.
- Staff must not disclose confidential information on social networking sites (please see mobile phone and social networking policy for more details). Staff are required to agree to a professional conduct agreement.
- Ensure that all children's records and observations are stored appropriately. Please see the Data Protection policy.
- A breach of confidentiality may result in dismissal. (Please refer to the employee handbook).

## Safeguarding and promoting children's welfare

The Nursery manager is the nursery designated safeguarding officer.

In the designated safeguarding officers absence, please speak to the Deputy manager.

The Company Safeguarding lead is the Head of Nurseries, Managing Director.

### **The protection of a child is our first priority.**

It may be that due to the length of time children spend at nursery the staff may be the first people to sense there is a problem. If a situation should occur staff will respond appropriately including noting any significant changes in children's behaviour, deterioration in their general well-being, unexplained bruising, marks or signs of possible abuse, neglect and or the comments children make which give cause for concern.

The 5 P's of child protection are: Prevention, Paramountcy, Partnership, Protection and Parental Responsibility.

Staff follow the guidelines as laid out in the government statutory requirement-

[Working Together to Safeguard Children 2018](#)

And the non statutory guidance-

[What to do if you're worried a child is being abused](#)

We have regard for The Prevent Duty Guidance

[The Prevent duty - Departmental advice for schools and childcare providers June 2015](#)

and the procedural guidance for the Mandatory requirements for reporting Female genital mutilation.

[Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)

We have regard for keeping children safe online and we refer to the UK Council for Internet Safety.

[UK Council for Internet Safety - GOV.UK](#)

These procedures are constantly reviewed and guidance is sought from the appropriate external agencies to review and monitor what is considered good practice.

The appointed Designated Safeguarding Lead is the nursery manager who has attended the statutory 2 day awareness training as a minimum requirement (Level 3). All staff are provided with safeguarding and child protection training as mandatory good practice.

## **Dealing with Suspicions**

If you are caring for a child who exhibits indicators of neglect or abuse it is important to carry out the following:

Be certain of your facts.

Report your suspicions directly to your manager and discuss the relevant action that may need to be taken. This will include which other staff members will need to be informed (if any) and who will be responsible for carrying out the following procedures over an agreed period of time:

- Undertake detailed observations of the child which may include-

The child's behaviour

What the child has eaten and how much

Times of arrival and departure

Who drops off the child, who collects the child?

Conversations with parent/carer

Statements from the child- recorded word for word as the child has spoken.

Any illness, symptoms or signs of abuse, use 'skin maps' for accurate recordings. (please see appendix for skin map)

- Sign and date all evidence and give times that each observation took place.
- Collate all evidence and share with the DSL- nursery manager.
- Continue to observe the child and prepare for the possibility of having to write an official report.
- Make every effort to involve the child in activities that enable him/her to share their emotions and help raise self esteem.
- Ensure that the child is not singled out- remember you are acting on suspicion and not fact so the child must not become aware of your actions.
- Remain calm and act consistently.
- Keep all concerns as confidential as possible; it is not your responsibility to inform or discuss them directly with parents.
- Your manager will advise you on who should do this and how.

Children often do not tell about abuse; sometimes they can not because they are too young, they do not have the words or they may have a disability or impairment that prevents them from being able to tell anyone.

Some children may not understand that what is being done to them is wrong or they may have been threatened not to tell anyone.

Children need to be listened to, believed in and supported. If children feel safe, secure and confident in your care they may have the courage to tell you that something has happened to them, this is known as **disclosure**.

### Dealing with Disclosure

If a child in your care chooses to talk to you about an incident or situation that has happened to them it is important that you know how best to deal with the disclosure.

Remembering that you are not there to seek information or to put words into the child's mouth the following points should be taken into account:

- Arrange a time and place where a discussion can take place privately as soon as possible after the child has initiated contact.
- Stay calm and reassuring, try not to appear shocked or embarrassed at what the child may say.
- Explain that you cannot promise to keep what has been said a secret- you may have to tell somebody else that will be able to help.
- Reassure the child by letting them know that they have done nothing wrong and that you are pleased they have shared this with you.

- Do not pressure the child into telling more than they want to at this stage.
- Ask the child if they have told anyone else or if anybody else might know what has happened.
- Let the child know that you understand how difficult it is to talk about such experiences.
- Let the child know that they can come to you again and talk some more, be supportive, encouraging and most importantly let them know that they have been believed. Children, particularly young children rarely lie about sexual abuse.

Many victims of child abuse say that the first person they told be supportive was the first step in recovering from their experience.

It is important that the information you have been told is reported and dealt with as quickly and sympathetically as possible. Inform your Manager immediately who will be able to advise you on how to deal with the situation and will inform the relevant authorities.

Throughout any investigation or referrals the child's welfare remains paramount and action taken will have to be considered as to how it will impact the child in the long term.

Maintain confidentiality as appropriate.

## Responding to Suspicions or Disclosure

The nursery Manager has overall responsibility for contacting the relevant authorities or making initial contact with parents/carers.

DO NOT TAKE IT UPON YOURSELF TO CONFRONT PARENTS OR CARERS WITH YOUR CONCERNS.

Confidential advice can be sought from any of the following:

- MASH 'Multi-agency safeguarding hub' 0345 155 1071
- [mashsecure@devon.gov.uk](mailto:mashsecure@devon.gov.uk)
- <https://www.devonscp.org.uk>
- Professional Consultation Line- 01392 388428

[Child protection - What to do if you're worried about a child's safety?](#)

- The NSPCC- 0808 500 5000  
[NSPCC](#)
- The Police  
[Contact us | Devon and Cornwall Police](#)

- NHS Direct 0845 4647
- Kidscape [Kidscape](#)
- Child line [Childline](#) 0800 1111
- Parent Line 08000 28 22 33
- Sexual Abuse Line 0808 800 0188
- **Early Help Team: 0345 155 1071**
- [Early Help - Devon Safeguarding Children Partnership](#)
- [Mid and East Devon: Earlyhelpmideastsecure-mailbox@devon.gov.uk](#)
  
- [Exeter: Earlyhelpexetersecure-mailbox@devon.gov.uk](#)

Should a visitor come to the nursery unannounced and declare that they are from Social Services, ask them to wait outside whilst we check their ID and call their local office to confirm their Identity.

Once on site, the usual visitor procedure should apply.

Updates to Keeping Children Safe in Education made in 2023 include:

clarification that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation. additional information on online pre-recruitment checks for shortlisted candidates.<sup>1</sup>  
Sept 2023

We also have a procedure should an allegation be made against a member of staff. Additional guidance for staff can be found in the Employee Handbook.

**LADO (local authority designated officer): 01392 384964**

[ladosecure-mailbox@devon.gcsx.gov.uk](mailto:ladosecure-mailbox@devon.gcsx.gov.uk)

[Managing allegations against adults working with children \(for professionals\) – Education and Families](#)

For any requests for advice, please complete the [form - DCC Services Portal](#)

## Procedures for Managing Allegations

The framework for managing cases set out in this guidance applies to a wider range of allegations than those in which there is reasonable cause to believe a child is suffering, or is likely to suffer, significant harm. It also caters for cases of allegations that might indicate that the alleged perpetrator is unsuitable to continue to work with children in his or her present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child; or
- behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services considered by an employer of disciplinary action in respect of the individual.

### **Supporting those involved**

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. They should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution. That includes the outcome of any disciplinary process.

Note: the deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but those concerned should be told the outcome.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care or the police, as appropriate, should consider what support the child or children involved may need.

The employer should also keep the person who is the subject of the allegation informed of the progress of the case, and arrange to provide appropriate support to the individual while the case is ongoing. (That support may be provided via occupational health or employee welfare arrangements where those exist.) If the person is suspended, the employer should also make

arrangements to keep the individual informed about developments in the workplace. If the person is a member of a union or professional association, they should be advised to contact that body at the outset.

### **Confidentiality**

Every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated/considered. In accordance with ACPO guidance, the police do not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases, where the police might depart from that rule – e.g. an appeal to trace a suspect – the reasons should be documented and partner agencies consulted beforehand.) The system of self-regulation, overseen by the Press Complaints Commission, also provides safeguards against the publication of inaccurate or misleading information.

### **Resignations and ‘compromise agreements’**

The fact that a person tenders his or her resignation, or ceases to provide their services, must not prevent an allegation being followed up in accordance with these procedures. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the person should be given a full opportunity to answer the allegation and make representations about it. The process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be regarded as substantiated on the basis of all the information available, should continue, even if that cannot be done or the person does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person’s period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

By the same token, so-called ‘compromise agreements’ – by which a person agrees to resign, the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference – must not be used in these cases. In any event, such an agreement will not prevent a thorough police investigation where appropriate, nor can it override an employer’s statutory duty to make a referral to the Protection of Children Act List, ISA, Ofsted or DfES List 99 where circumstances require that.

### **Record-keeping**

It is important that employers keep a clear and comprehensive summary of any allegations made, details of how the allegations were followed up and resolved, and of any action taken and decisions reached. These should be kept in a person’s confidential personnel file and a copy should be given to the individual. Such information should be retained on file, including for

people who leave the organisation, at least until the person reaches normal retirement age, or for 10 years if that is longer. The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where a future DBS Disclosure reveals information from the police that an allegation was made but did not result in a prosecution or a conviction. It will also prevent unnecessary re-investigation if, as sometimes happens, allegations resurface after a period of time.

### **Timescales**

It is in everyone's interest to resolve cases as quickly as possible, consistent with a fair and thorough investigation. Every effort should be made to manage cases to avoid any unnecessary delay. Indicative target timescales are shown for different actions in the summary description of the process. These are not performance indicators: the time taken to investigate and resolve individual cases depends on a variety of factors, including the nature, seriousness and complexity of the allegations, but they provide useful targets to aim for that are achievable in many cases.

### **Oversight and monitoring**

LSCB member organisations, county-level and unitary local authorities and police forces should each have officers who fill the roles described.

Other employers' procedures should identify a senior manager within the organisation to whom allegations or concerns that a member of staff or volunteer may have abused a child should be reported (**Denise Russell**). Procedures should make sure that all staff and volunteers know who that person is. The procedures should also identify an alternative person to whom reports should be made in the absence of the named senior manager (**Jon Middleton Director**), or in cases where that person is the subject of the allegation or concern. The procedures should include contact details for the LA designated officer responsible for providing advice and liaison and monitoring the progress of cases, to ensure that cases are dealt with as quickly as possible, consistent with a fair and thorough process.

### **Initial considerations**

Procedures need to be applied with common sense and judgement. Some allegations are so serious as to require immediate referral to social care and the police for investigation. Others are much less serious, and at first sight may not seem to warrant consideration of a police investigation or enquiries by children's social care. However, it is important to ensure that even apparently less serious allegations are seen to be followed up, and that they are examined objectively by someone independent of the organisation concerned. Consequently, the LA designated officer should be informed of all allegations that come to the employer's attention and appear to meet the criteria in paragraph 1, so that s/he can consult police and social care colleagues as appropriate. The LA designated officer should also be informed of any

allegations that are made directly to the police (which should be communicated via the police force's designated officer) or to children's social care.

The LA designated officer should first establish, in discussion with the employer, that the allegation is within the scope of these procedures and may have some foundation. If the parents/carers of the child concerned are not already aware of the allegation, the designated officer will also discuss how and by whom they should be informed. In circumstances in which the police or social care may need to be involved, the LA officer should consult those colleagues about how best to inform parents. However, in some circumstances an employer may need to advise parents of an incident involving their child straight away – e.g. if the child has been injured while in the organisation's care and requires medical treatment.

The employer should inform the accused person about the allegation as soon as possible after consulting the LA designated officer. However, where a strategy discussion is needed, or it is clear that police or children's social care may need to be involved, that should not be done until those agencies have been consulted and have agreed what information can be disclosed to the person. If the person is a member of a union or professional association, s/he should be advised to seek support from that organisation.

If there is cause to suspect a child is suffering, or is likely to suffer, significant harm, a strategy discussion should be convened. Note: in these cases the strategy discussion should include a representative of the employer (unless there are good reasons not to do that) and should take account of any information the employer can provide about the circumstances or context of the allegation.

In cases where a formal strategy discussion is not considered appropriate – because the threshold of 'significant harm' is not reached – but a police investigation might be needed, the LA designated officer should nevertheless conduct a similar discussion with the police, the employer, and any other agencies involved with the child to evaluate the allegation and decide how it should be dealt with.

(Note: the police must be consulted about any case in which a criminal offence may have been committed.) Like a strategy discussion, that initial evaluation may not need to be a face-to-face meeting. It should share available information about the allegation, the child and the person against whom the allegation has been made, consider whether a police investigation is needed and, if so, agree the timing and conduct of that. In cases where a police investigation is necessary, the joint evaluation should also consider whether there are matters that can be taken forward in a disciplinary process in parallel with the criminal process, or whether any disciplinary action needs to wait for completion of the police enquiries and/or prosecution.

If the complaint or allegation is such that it is clear that investigations by police and/or enquiries by social care are not necessary, or the strategy discussion or initial evaluation decides that this is the case, the LA designated officer should discuss next steps with the employer. In such

circumstances, the options open to the employer range from taking no further action, to summary dismissal or a decision not to use the person's services in the future. The nature and circumstances of the allegation and the evidence and information available to determine which of the range of possible options is most appropriate.

In some cases, further investigation is needed to enable a decision about how to proceed. If so, the LA designated officer should discuss with the person's employer how and by whom the investigation will be undertaken. The investigation should normally be undertaken by the employer. However, in some circumstances appropriate resources may not be available in the employer's organisation, or the nature and complexity of the allegation might point to the employer commissioning an independent investigation.

### **Suspension**

The possible risk of harm to children posed by an accused person needs to be evaluated and managed effectively – in respect of the child(ren) involved in the allegations, and any other children in the individual's home, work or community life. In some cases this requires the employer to consider suspending the person. Suspension should be considered in any case where there is cause to suspect a child is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. People must not be suspended automatically or without careful thought. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children until the allegation is resolved.

Note: neither the LA, nor the police, nor children's social care can require an employer to suspend a member of staff or a volunteer. The power to suspend is vested in the employer alone. However, where a strategy discussion or initial evaluation discussion concludes that there should be enquiries by social care and/or an investigation by the police, the LA designated officer should canvass police/social care views about whether the accused member of staff needs to be suspended from contact with children, to inform the employer's consideration of suspension.

### **Monitoring progress**

The LA designated officer should regularly monitor the progress of cases, either via review strategy discussions, or by liaising with the police and/or children's social care colleagues or the employer, as appropriate. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

If the strategy discussion or initial evaluation decides that a police investigation is required, the police should set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) to consider whether to charge the individual, continue to investigate, or close the investigation. Wherever possible, that review should take place **no later**

**than four weeks** after the initial action meeting. Dates for subsequent reviews, at fortnightly or monthly intervals, should be set at the meeting if the investigation continues.

### **Information sharing**

In the initial consideration at a strategy discussion or joint evaluation, the agencies concerned – including the employer – should share all relevant information they have about the person who is the subject of the allegation and about the alleged victim.

Wherever possible, the police should obtain consent from the individuals concerned to share the statements and evidence they obtain with the employer, and/or regulatory body, for disciplinary purposes. This should be done as the investigation proceeds rather than after it is concluded, to enable the police and CPS to share relevant information without delay at the conclusion of their investigation or any court case.

Children's social care should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries that is relevant to a disciplinary case can be passed to the employer or regulatory body without delay.

### **Action following a criminal investigation or a prosecution**

The police or the CPS should inform the employer and LA designated officer straightaway when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to prosecute after the person has been charged. In those circumstances, the LA designated officer should discuss with the employer whether any further action is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care should inform that decision. Action by the employer, including dismissal, is not ruled out in any of those circumstances. The range of options open depends on the circumstances of the case, and consideration needs to take into account the result of the police investigation or trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

### **Action on conclusion of a case**

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his/her services, the LA designated officer should discuss with the employer whether a referral to the Protection of Children Act List or DfES List 99 is required or advisable, along with the form and content of a referral. Also, if the person is subject to registration or regulation by a professional body or regulator – e.g. ISA, OFSTED – the designated officer should advise on whether a referral to that body is appropriate.

If it is decided at the conclusion of the case that a person who has been suspended can return to work, the employer should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a very stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The employer should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still in the workplace.

### **Learning lessons**

At the conclusion of a case in which an allegation is substantiated, the employer should review the circumstances of the case to determine whether there are any improvements to be made to the organisation's procedures or practice to help prevent similar events in the future.

### **Action in respect of false or unfounded allegations**

If an allegation is determined to be unfounded, the employer should refer the matter to children's social care to determine whether the child concerned is in need of services, or may have been abused by someone else. In the rare event that an allegation is shown to have been deliberately invented or malicious, the police should be asked to consider whether any action might be appropriate against the person responsible.

### **Summary of process - Allegation made to employer**

The allegation should be reported to the senior manager identified in the employer's procedure immediately, unless that person is the subject of the allegation, in which case it should be reported to the designated alternative. If the allegation meets any of the criteria set out in paragraph 1, the employer should report it to the LA designated officer within one working day.

### **Allegation made to the police or children's social care**

If an allegation is made to the police, the officer who receives it should report it to the force's designated liaison officer without delay, and the designated liaison officer should, in turn, inform the LA designated officer straightaway. Similarly, if the allegation is made to children's social care, the person who receives it should report it to the LA designated officer without delay.

### **Initial consideration**

The LA designated officer will discuss the matter with the employer and, where necessary, obtain further details of the allegation and the circumstances in which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded.

If the allegation is not patently false and there is cause to suspect that a child is suffering, or is likely to suffer, significant harm, the LA designated officer will immediately refer to children's social care and ask for a strategy discussion to be convened straightaway. In those circumstances, the strategy discussion should include the LA designated officer and a representative of the employer.

If there is no cause to suspect that 'significant harm' is an issue, but a criminal offence might have been committed, the LA designated officer should immediately inform the police and convene a similar discussion to decide whether a police investigation is needed.

That discussion should also involve the employer.

### **Action following initial consideration**

Where the initial evaluation decides that the allegation does not involve a possible criminal offence, it is dealt with by the employer. In such cases, if the nature of the allegation does not require formal disciplinary action, appropriate action should be instituted **within three working days**. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held **within 15 working days**.

Where further investigation is required to inform consideration of disciplinary action, the employer should discuss who will undertake that with the LA designated officer. In some settings and circumstances, it may be appropriate for the disciplinary investigation to be conducted by a person who is independent of the employer or the person's line management to ensure objectivity. In any case, the investigating officer should aim to provide a report to the employer **within 10 working days**.

On receipt of the report of the disciplinary investigation, the employer should decide whether a disciplinary hearing is needed **within two working days**, and if a hearing is needed it should be held **within 15 working days**.

In any case in which children's social care has undertaken enquiries to determine whether the child or children are in need of protection, the employer should take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.

The LA designated officer should continue to liaise with the employer to monitor progress of the case and provide advice/support when required or requested.

### **Case subject to police investigation**

If a criminal investigation is required, the police will aim to complete their enquiries as quickly as possible, consistent with a fair and thorough investigation, and will keep the progress of the case under review. They should, at the outset, set a target date for reviewing progress of the

investigation and consulting the CPS about whether to proceed with the investigation, charge the individual with an offence, or close the case. Wherever possible that review should take place **no later than four weeks** after the initial evaluation, and if the decision is to continue to investigate the allegation, dates for subsequent reviews should be set at that point. (It is open to the police to consult the CPS about the evidence that will need to be obtained in order to charge a person with an offence at any stage.)

If the police and/or CPS decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a court, the police should pass all the information they have which may be relevant to a disciplinary case to the employer without delay. In those circumstances the employer and the LA designated officer should proceed.

If the person is convicted of an offence, the police should also inform the employer straight away so that appropriate action can be taken.

### **Referral to PoCA list or regulatory body**

If the allegation is substantiated, and on conclusion of the case the employer dismisses the person or ceases to use the person's services, or the person ceases to provide his/her services, the employer should consult the LA designated officer about whether a referral to

the PoCA list and/or to a professional or regulatory body is required. If a referral is appropriate, the report should be made within one month.

## Collection Procedures

All parents must fill in the appropriate section of the registration form and give details of *at least* two people whom we may contact in the event of staff being unable to reach the parent or carer directly.

### **Staff will only release children into the care of individuals named by the parent.**

It is good practice to keep photographs of these people on file (these can be added to the family contact profiles) for the purposes of identification. In the event of these people collecting the child from the nursery they should provide further evidence of identification such as a driving licence or passport.

The use of a password between child, staff and nominated person will be discussed with the parent/carer of each child and will be put into practice where appropriate. Late collection of children will be treated seriously. We understand that on some occasions lateness cannot be prevented but the nurseries must comply with Ofsted registration and each nursery must close at the specified time.

Late collection may result in an extra charge being made.

### Failure to collect

If a child is not collected within 20 minutes of the end of a session, staff will continue attempts to make contact with the child's parents/carers and if contact is not made then the nominated person specified on the registration form will be contacted.

If no contact is made and all reasonable efforts fail then the nursery manager must contact the police, who will inform social services. The care of the child will be put into the power of social services.

In the event of such situations staff will make every effort to reassure the child and ensure that they are happy, secure and well looked after until collection is made.

### Entrance to the nursery

The nursery premises are safe and secure at all times. All entrances are only able to be opened from the inside and all sites have clear visibility of visitors without having to open the door first. This greatly reduces the risk of intruders.

Staff must only open the door to parents/carers who are well known to them. Parents and children will not be admitted into the building until the nursery opens.

If a person is not familiar they may ask the nursery manager or a senior member of staff to answer the door and ask the person for identification and or reason for visiting.

Please do not be offended if asked to produce identification.

All visitors, students and volunteers are asked to sign in and out in the visitors book. All staff must sign in and out using the tablet in the entrance with the Family sign in app.

All children are signed in and out using the tablets on site with the Family sign in app.

Any suspicions must be reported to the manager and if necessary the police will be contacted immediately.

The nursery manager must be supplied with copies of any legal documentation such as court injunctions, court orders or solicitor's letters that prevent a parent from having contact with a child. The nurseries aim to support parents through difficult times of separation and divorce, and will act in the best interests of the child in order to safeguard and promote their welfare at all times.

**The nursery managers have the right to refuse entry to the premises where necessary.**

### Missing child procedure

Child on the premises

As soon as it is noticed that a child is missing the key person/staff must alert the Nursery Manager/Deputy Manager.

The Nursery Manager/Deputy Manager will carry out a thorough search of the building and garden.

A designated member of staff must check all doors and gates to see if there has been a breach of security whereby a child could wander out.

If the child is not found within 10 minutes the Nursery Manager/Deputy Manager must contact the parents and report the missing child to the police.

The Nursery Manager/Deputy Manager will then talk to the key person/staff to establish where the child was seen last and at what time all of this information will be recorded.

After the incident a full written report must be produced detailing:

- a) who was responsible for the child
- b) when the child was last seen
- c) future actions as a result of this incident
- d) any other conclusions

The Manager must inform the Managing Director with a full report.

Ofsted must be informed.

### **Child going missing on an outing**

As soon as it is noticed that a child is missing, staff on the outing must gather all of the children together with their designated key person/staff and they must conduct a register call and headcount.

A designated person, usually the senior member of staff on the trip will immediately begin to search the venue for no longer than 10 minutes.

If the child is not found the senior member of staff will then contact the Nursery Manager who will contact the police to report the incident.

The Nursery Manager will then contact the child's parents and ask them to make their way to the venue.

The Nursery Manager will then talk to the key person/staff to establish where the child was seen last and at what time all of this information will be recorded.

The Senior member of staff must remain at the venue and wait for the police and the rest of the staff must take the remaining children back to the setting.

After the incident a full written report must be produced detailing:

- e) who was responsible for the child
- f) when the child was last seen
- g) future actions as a result of this incident
- h) any other conclusions

The Manager must inform the Managing Director with a full report.

Ofsted must be informed

## Staffing

All staff are vetted prior to their employment in accordance with Ofsted and DBS (Disclosure and Barring Services) regulations and guidance. We aim for all nursery staff to be qualified or working towards a relevant qualification. We also encourage continued professional training and development throughout their time with us. We support all staff to gain a relevant qualification.

We recruit staff in accordance with our equal opportunities policy and subject to satisfactory references and DBS disclosure. All employees are then subject to completion of a 3 month probationary period which may be extended.

Senior management and HR staff are trained in safer recruitment in order to keep up to date with changes in legislation and employment law.

Photographs of the staff are displayed in each nursery along with a file of copy certificates demonstrating training undertaken so far.

All personnel files are kept in the nursery team office.

### **Staffing Procedures:**

The minimum legal staffing ratios are as follows: 1-2 yrs – 1:3

(Taken from the EYFS 2023)

2-3 yrs – 1:5

3-5yrs - 1:8 (or 1:13 if an EYP is present)

- Staffing across the group may involve staff from different settings supporting teams to ensure ratios are maintained at all times.
  - Staff must inform their room leader or team members if they have to leave the room for a necessary reason.
  - Staff must ensure that all activities are well planned for at the beginning of each day to minimise the absence of staff from rooms.
  - Students and volunteers must not be included in ratios, although they are a valuable part of a successful team. Students and volunteers must never be left unsupervised or accompany children to the toilet or changing areas alone.
  - All staff (students and volunteers) will be police checked in accordance with the Disclosure and Barring Services prior to their first day of work wherever possible. In the event of a check not coming through before the agreed start date alternative arrangements will be made. If a new member of staff has a current DBS we will accept this until we have completed our own checks. Staff will not be left alone with children without a DBS check under any circumstances.
  - Key staff are required to attend all relevant meetings and training sessions. All staff will be expected to attend some meetings and training as directed.
  - Early Years Educator Staff must play an active role in the planning and supervision of all activities.
  - Staff must perform tasks as outlined in their job descriptions.
  - Staff must inform their manager of absence/illness or lateness by telephone to the nursery, as soon as possible, in order for alternative staffing arrangements to be made.
- Text messages are not acceptable.**
- Staff must inform their manager by 4pm about their ability to work the next day.
  - In the event of adverse weather such as snow or flooding staff are expected to make a **reasonable attempt** to get to work, and approach different means of travelling to work if necessary such as buses or trains. The company recognises that every situation is different but also understands that there is no legal right to pay employees for such days.

[Travel disruption and bad weather | Acas](#)

- You must keep your manager informed of your attempts to reach work to ensure that the nursery is able to make alternative arrangements. Employees' pay is at the manager's discretion.
- At least 50% of staff must hold the minimum Level 2 qualification appropriate to the care of children. Therefore the company will offer ongoing training in all aspects of childcare in association with outside agencies and providers.
- All Level 3 Qualified staff must attend First aid training to be included in the ratios.
- ALL STAFF MUST complete safeguarding training, health and safety, manual handling, behaviour management and food hygiene training as a bare minimum and these must be kept up to date. Some of this will be offered in house through staff meetings and e modules.
- Holidays are booked at the manager's discretion and in the interest of maintaining ratios and consistency, some requests for holiday may be denied.

*Full details of staffing requirements are found in the Safeguarding and Welfare requirements in the Statutory Framework for the Early Years Foundation Stage document*

## Recruitment and Retention

Our settings fully adhere to the safe recruitment and retention of suitable staff in order to ensure quality and continuum of care for the children who attend.

We follow safe recruitment procedures within the nursery in order to ensure that we provide appropriate adults to work with the children in our care.

Any vacancies are advertised on recruitment websites. At times, we advertise support roles on social media sites. We also make senior positions known internally within the group of nurseries in order to encourage promotion. All job adverts specify the level of training and experience required and the need for a DBS check.

All interested candidates are sent an application pack. A deadline is stated on the application form and on this date, the applications are shortlisted by the HR Officer. We do not accept CVs as applications.

The shortlisted candidates are invited to interview and references are requested following the interview. All candidates are asked to bring to interview, proof of identification and original certificates and to sign their application forms. Candidates may also be requested to attend a taster session as part of the interview process.

The company will inform shortlisted candidates that online searches may be done as part of due diligence checks.

Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.

All interviewees are asked the same questions regarding their experience, training and understanding of Safeguarding, Team work, aspirations, and their knowledge of the Early Years Foundation Stage as relevant to the post. The panel use the information from the application and the interview to decide which of the candidates is the most suited for the vacancy.

The successful candidate is sent a written offer of employment, subject to references and DBS checks, and this offer is also subject to a probation period (three months) after which time the position will be reviewed. A contract of Employment is provided at induction and a signed copy is kept in the personnel file. New staff are also required to complete a medical questionnaire.

The successful candidate is required to provide evidence of a DBS enhanced disclosure and is not left unattended with the children or involved in personal care routines until this DBS is received. In order to ensure the continued quality of care for the children and to maintain ratios, we have procedures in place to ensure that staff awaiting a DBS check with our settings, are fully supervised at all times. A list of all staff disclosure numbers, date of issue and who carried out the check is kept on file in the nursery and in central records.

Staff are informed about registering on the Update service.

[DBS Update Service - GOV.UK](https://www.gov.uk/guidance/db-update-service)

## **Induction**

On the first day of work, the newly appointed member of staff will be given a detailed tour of the setting and introduced to all members of staff.

A senior member of staff will carry out an Induction session with the newly appointed member of staff, ensuring that all policies and procedures are understood including procedures for Equality, Behaviour management, Fire Evacuation, Health and Safety including Risk Assessments and Safeguarding. A checklist is used for this and signed by both parties and kept in their staff file in the Nursery.

All staff will receive appropriate safeguarding and child protection training which now includes an understanding of expectations, applicable roles, and responsibilities in relation to filtering and monitoring.

All staff are made aware of the evacuation procedures. The Employee handbook will be discussed and the Job description will be looked at in detail.

All employees are required to complete Manual handling training as part of their induction.

[Manual handling at work - Musculoskeletal disorders - HSE](#)

## **Buddy Scheme**

The new member of staff should be allocated a buddy as part of the ongoing induction during the probation period. The buddy will be a more experienced member of staff. This is to ensure that all new members of staff are supported and helped to settle into their new role.

## **Training**

All staff are provided with ongoing training. All mandatory training is provided. Safeguarding training and/or first aid training will be provided to all qualified members of staff without evidence of a current certificate as soon as possible. The designated safeguarding officer will also attend regular updates and all staff will be given cascade training in house on safeguarding. Other in-house training will comprise of e- modules, sessions during regular staff meetings and whole staff training days/ events attended by the group of nurseries.

We also fully encourage and support our staff to attend external training from short courses, through to undertaking EYTS. It is the staff's responsibility to source external training and to check with the nursery manager prior to booking.

All staff training is recorded and updated regularly and staff are also expected to contribute to staff meetings informing the rest of the staff about the nature of the training to ensure that it is implemented in the setting and to share good practice.

Internal staff training will also be provided through staff meetings and through targeted in- room support as decided by senior staff.

## **Communication**

Structured staff meetings are held within the setting at least every eight weeks for staff. All relevant information is communicated at these meetings. The management team and each setting makes use of Family newsfeed when required to ensure that all staff are aware of information necessary.

## **Supervision**

Supervisory meetings take place every term to ensure that targets are reviewed and to give each member of staff the opportunity to discuss their role with their line manager. More frequent one to one meetings are arranged as requested, when necessary, in order to retain and support staff. All setting managers have an open door policy and staff are aware that they can discuss concerns, ask questions and share information freely with their manager.

## **Staff information**

All staff have a file within the nursery and in the Nursery Management Team office. All information regarding contact numbers, DBS details, training certificates, supervisory and any other relevant information is kept in these files. Staff can have access to their personnel files at any time on request. All staff pictures and their roles and qualifications are displayed in the nursery for the parents.

## **Exit interviews**

Any member of staff that has given notice of termination of employment is requested to take part in an exit interview. The purpose of this interview is to determine the reason for leaving and to ensure that the company has fully supported the staff member. All interview data is evaluated as part of our commitment to retention of staff.

## **Mobile Phone and Social Networking Policy**

We pay due regard to:

[Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK](#)

The EYFS requires that settings have safeguarding policies that cover the use of mobile phones, smart watches and cameras in the setting.

This policy statement is to be followed alongside the Safeguarding policies. The designated person for Safeguarding is responsible for ensuring the policies are put into practice.

Staff must adhere to the following:

- We give staff safe and appropriate guidance on the use of company and personal devices in the workplace. This includes Smart watches.
- Mobile phones are to be turned off or on silent (**not on vibrate**) during working hours.
- Mobile phones can only be used on a designated break and then this must be away from the children.
- Mobile phones should be stored safely in designated areas at all times during the hours of your working day.
- Smart watches must have no capacity to take photos and bluetooth settings **MUST** be turned off during working hours. The management reserves the right to make spot checks to ensure staff wearing smart watches are compliant with this.
- During outings, staff will use mobile phones belonging to the nursery wherever possible. No photographs should be taken of the children on any phones unless authorisation is given for marketing purposes.
- All nursery mobile phones and tablets are provided to use Family only and must not be used for personal communications.
- Staff are required to agree to and sign a Professional Code of Conduct relating to the use of social media at their induction.
- Staff must not post anything on social networking sites such as 'Facebook' that could be construed to have any impact on the nursery's reputation.
- Staff should be reminded that the nurseries have a high reputation to upkeep and they must not post anything on social networking sites that would offend any other member of staff or parent using the nursery
- Staff should be reminded that 'Facebook' (and other social networking sites) is a public domain and any information shared can in some cases be viewed by friends of friends. Staff should be wary of sharing information about themselves that is inappropriate.
- Staff are actively discouraged to add parents as "Friends" on Facebook. If staff choose to allow parents to view their page on social networking sites then this relationship must remain professional at all times.
- Staff cannot represent the nurseries on social media in any form.
- Nursery 'Facebook' pages must not include photos of children, unless parents have given permission, or any information related to individual children. All information shared should be done so with confidentiality and Safeguarding in mind.
- Designated staff with social media rights and the Managing Director are the only persons authorised to administer nursery Facebook pages and they use rigorous security settings.
- Unacceptable posts include: Links to other sites, Recommendations, Personal information, Defamatory comments, any other inappropriate posts.
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

### **Parents and visitors use of mobile phones**

- Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care, parents and visitors are also kindly asked to refrain from using their mobile phones whilst in the nursery or when collecting or dropping off their children
- Taking photos or recordings (on mobile phones or any other device) of children at the nursery is prohibited. This is to ensure the safety and privacy of ALL children who attend the setting.

### **Admissions Policy and Settling In**

We encourage prospective parents and children to visit the nursery by appointment. This provides an opportunity for parents to ask questions and meet the staff who will be caring for their child.

When a place is required, a possible start date is discussed and parents are given the Registration Form and paperwork to be fully completed and then checked by a staff member (Key person or Nursery Manager/ Deputy) prior to the start date. The registration form must also be signed by the staff member. New parents are also sent a link to Family where they are also required to update their children's personal details and provide permissions.

Settling in sessions are required with at least 2 and up to 3 recommended. This can be for a couple of hours and will give your child a chance to get used to the nursery and staff. This will provide another opportunity to discuss the care of your child with the staff.

Children change and develop very quickly and in a short period of time will settle into the new environment.

We use a cohort system at our nurseries. This is based on the children's date of birth and the year in which they will start school. We believe this to be an effective way to promote good relationships as children will stay with the same groups of children throughout their time at the nursery.

It is our intention to ensure that this nursery is accessible to children from all sections of the community. We will try to ensure that no accidental discrimination takes place. We have an Equal Opportunities policy.

## Procedure

*The following procedures are in place for settling in and admitting a new child to the setting:*

- Only the Head of Nurseries, Nursery Manager and Deputy have the authority to book in new admissions.
- The Room Leader or Key Person must explain to parents the routines, planning, Family learning journeys and any other relevant information that is required including a child's starting points sheet.
- Room Leaders or Key Persons must explain the nursery key persons system and Early Years Foundation Stage framework as appropriate.
- It is important that all staff provide consistency and familiarity to ensure the new child gains a sense of belonging. Therefore a named peg should be ready for the child's first visit.
- All staff are responsible for maintaining staff ratios at all times and behaving appropriately during visits and at all other times.

## Parental Involvement

The relationship between the nursery and parents is important to us. We aim to build a feeling of trust and supportive partnership. A good two-way flow of information will help the child's well-being and also their development and progress.

Each child is assigned a 'key person' who will be your first point of contact.

This 'key person' will provide information on the day to day activities and the progress of your child.

Each child has a Learning Journey on Family with observations and examples of activities they have taken part in. This record will build and grow as children's achievements and development whilst at the nursery is documented. Parents are encouraged to make observations themselves and post them on the Learning Journey.

Regular updates on activities will also be shared on Family. These may not always include every child, depending on the times they are in the setting. Information for parents is also shared on the Family newsfeed.

Younger groups of children will also have the Family profile completed regularly giving brief details of the day's routines; sleeps, food etc.

We aim to hold two annual parents evenings, a setting open day and an annual social event. Please note that in the event of restrictions on social interaction, such as the covid 19 pandemic, online parents meetings are offered as alternatives.

The staff will also make themselves available at the beginning and end of the day to discuss any particular issues or answer any questions that you may have.

We also ask parents to complete surveys at intervals during the year. These provide valuable information on the care we provide and areas that we need to improve. Any comments or concerns you have are valued and appreciated.

Ofsted reports on inspections are available along with Action and Development Plans. If you wish to discuss these please ask the nursery manager or deputy.

We aim to support parents and work closely with them. We will endeavour to keep you informed of our systems, policies, procedures, and your child's progress.

We welcome contributions from parents and the feedback received from them.

## **Procedure**

Procedures to follow for using Family to document children's learning journeys and daily activities to share with parents:

- All Learning Journeys must be kept up to date with regular observations and evidence entered at least termly.
- Deputy Managers and Room Leaders are responsible for regular monitoring to ensure quality and consistency and to provide support for staff.
- Each key person has a responsibility to keep their children's Learning Journeys up to date and in order, failure to do so may result in disciplinary action.
- Do not write anything down that you would not be willing to share with parents.
- Always write clearly and try to ensure that spelling and grammar is correct.
- All key staff are expected to attend parents evenings and open days in order to build positive relationships and encourage future involvement.

- Each key person has the responsibility to work in partnership with parents on the 2 year progress check and on transition documents.

## Key Person Policy

### **Links to the EYFS**

The EYFS discusses a key person in the learning and development requirements section and the safeguarding and welfare requirements.

1.16 Each child must be assigned a key person (also a safeguarding and welfare requirement - see paragraph 3.27).

### Statutory framework for the early years foundation stage

### **Assigning key persons**

The manager and/ or room leader are responsible for assigning key persons and ensuring that the key person approach is fully implemented. Key person audits are used to ensure that groups of key children do not exceed staffing ratios excessively. Each child attending the nursery must be assigned a key person. Parents must be informed of and introduced to their child's key person as soon as possible (preferably prior to the settling in period).

The key person will read through the child's registration form prior to the child starting and discuss with the Manager any special requirements/needs/information relating to the new child.

### **The key person approach**

The primary aim of the key person system is to provide close relationships between the practitioner and the child for whom the key person is responsible, and the parents/carers of those children in order to assist the development of the children.

The key person should be able to relate warmly to the children in their care and make secure relationships, whilst also recognising that the children's primary attachments will be with their own parents.

The development of warm, caring and consistent attached relationships with babies in daycare is especially important for babies' social and emotional development. The key person will follow the EYFS Principles.

A key person does not work exclusively with his/her key children. The whole team works with all the children. Relationships should be supportive and open but should not be exclusive.

In the event of a child who is related to a member of staff, they will be allocated a key person who has no family association to them. This is to ensure a professional relationship.

A secondary key person (Buddy) will assume the key person role in the case of absence. The parent should be informed of who the secondary key person is.

### **Key person responsibilities**

- Develop unique and special attachments with key children and work in partnership with their parents.
- Support children as they settle in, transition to a new room and during significant changes in their life, for example: new siblings, going to hospital.
- Be the main communication source between parent and nursery, especially in relation to the child.
- Be primarily responsible (with babies and toddlers in particular) for changing, settling into and out of sleep, feeding and comforting when a child is unwell or distressed.
- Make observations and maintain children's Learning Journeys on Family, assess the children's learning and development and plan for next steps, and discuss this with parents.
- Work closely with the family of a child with special needs and liaise with appropriate outside agencies.
- In the case of young babies, keep a daily account on Family to share with parents.
- Support children to be healthy by monitoring their diet, toileting needs, emotional needs, indoor and outdoor needs, and spend quality time with key children.
- Protect children from harm or neglect and help children to stay safe by developing meaningful relationships so that each child's individual needs are understood.
- Support children's relationships with transitional objects and be aware of the importance of these.
- Help children to make a positive contribution, to achieve well and enjoy what they do by preparing activities, setting targets and goals specifically to meet the needs of the individual child.

### **Change of key person**

There are times when there will be a need for a change of key person, be this for a transition to a new room, a change of staff, a maternity for example.

Given that we value the importance of high quality continuous care and stable attachments we aim to do the following:

- Inform parents of any change in key person at the earliest opportunity and invite them to discuss the change with the manager, particularly if the new key person is new to the setting.

- Provide parents with an approximate change over date.
- Provide opportunities for parents to be introduced to the new key person, both formally and informally.

## Two Year Progress Check

The key person is also central to completing the Two-Year Progress check and sharing it with the child's parents/ guardians.

The Progress check at two is a statutory assessment identified in the [Statutory framework for the early years foundation stage](#)

2.4. When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs/ Disabilities Coordinator (SENDCO) or health professionals) as appropriate.

The Progress check should be organised alongside the manager/ deputy manager following the below guidance:-

- Using the Two-year Progress Check format on Family, the key person is to draft comments regarding the child's development in the prime areas.
- The nursery manager/ deputy manager will monitor the checks.
- Invite the parents to discuss the Progress Check and add any additional comments on to the sheet. Agree with the parents the child's next steps.
- Share with parents, and other professionals if additional support is required.
- The Progress check should be completed with every family that attends the setting at around 3 months after they join the 2-3 year group within the setting. 3 months allows the child to settle into the base room and for key people to gain useful observations and make an accurate assessment.

All staff contributing to the Two year Old Progress check should be adequately trained.

The Nursery Manager or Deputy must monitor each child's Progress check

# Behaviour Support Policy

At Devon Nurseries we pay close attention to the promotion of a kind and caring environment where children feel protected and safe. We promote an atmosphere of respect and consideration. Adults are respectful of children and each other. We actively encourage the children to show kindness and respect to their peers and the adults. The Nursery Behaviour Support Policy recognises the need for adults to intervene and support children in times of dysregulation. This is done by providing predictable and consistent practitioners and environments, who understand that children need to feel connected and engaged to thrive.

The nursery manager is the named person with responsibility for Behaviour Support in the setting. If required they will meet staff to discuss any concerns and offer advice and strategies for supporting a child in the setting. If necessary, building a co-regulation plan.

We only use language in the setting which promotes engagement and understanding of children's different behaviours. We believe that children are connection seeking not attention seeking; They have emotional dysregulation not tantrums; and distressed behaviour not challenging behaviour. We then respond to children in the necessary way to co-regulate their behaviour.

Staff employed in the setting will NEVER use physical punishment, nor will they threaten to use it. This includes using any type of unnecessary physical restraint. This is accounted as gross misconduct and is a dismissible offence.

If a practitioner supports a child with their behaviour the parents will always be informed of the event. During daily chats and in parent meetings we encourage parents to share

any concerns they have about their child's behaviour. We then plan together how best to support the child, ensuring a consistent approach at home and in the setting.

If a child is hurt in the setting by another child the parents of both children will be informed. An explanation of the incident will be given whilst maintaining the confidentiality of the other child involved.

The Behaviour Support Policy is talked through with parents during settling in. A copy of the document is given to the parents.

As adults in the setting we aim to:-

- Be predictable, reliable and trustworthy
- Be consistent in our availability, interactions and responses
- Treat each child as an individual and with respect.
- Encourage each child to treat others with respect.
- Observe each child and assess their well-being.
- Understand the context in which the child is growing up.
- Work closely with parents, listening and discussing their child's needs with them
- Speak kindly to others and with children.
- Pay particular attention to transition periods for children.
- Acknowledge children's difficult feelings with them.
- Encourage children to talk about behaviour they do not like and to say how they want to be treated.
- Help children to understand that all children are different and need different methods of support during the day
- Offer real choices to children.
- Review behaviour support strategies with the staff team at least annually to ensure a consistent approach.

- Use routines, rituals and agreed rules to ensure expectations are clear to children.

When children face difficulties we aim to:-

- Observe the child and try to discover and understand when and why the distressed behaviour occurs and what the trigger may be.
- Support children to organise their thinking by listening to them and then feeding their thoughts back to them in bite-sized chunks.
- Name emotions and describe how this is shown in the child
- Communicate with parents as to the best approach to use.
- Build a co-regulation plan to support the child
- Monitor the effectiveness of the agreed approach.
- With parents consent, seek the help of colleagues from the setting Sendco and/ or other agencies.

We ask adults and children:-

- Not to shout (except for help).
- Not to hurt others' feelings.
- Not to physically hurt others.
- To ask for help if they are being hurt or bullied.
- To look after each other.
- To look after resources.
- To learn ways in which they can keep themselves safe.
- Not to treat someone in a way that they would not like to be treated themselves.

## Example - Responsive Co-regulation Plan

State of regulation	How I may behave	What we should do
Calm Safe/Socially engaged		
Mild Stress Alert/Aroused/Agitated		
Dysregulated Mobilised/Immobilised		
Crisis Unsafe		
Restorative		

# Behaviour Support Policy - Guidance

(Relational Approach)

It is vital to work through this policy and guidance with practitioners at induction and to review regularly in teams.

It is important to understand that you can not manage behaviour but you can support it.

Predictable and consistent practitioners and environments are key to supporting behaviour.

A change to the language used to describe behaviour will change our thinking and reaction to that behaviour. For example, attention seeking becomes connection seeking.

We need to be able to tune into our behaviours and reactions to be able to be predictable, reliable and trustworthy to children; and consistent in our availability, interaction and responses. This makes children feel safe.

It is important at times of child dysregulation for practitioners to contain their emotions. Try not to deflect your own emotional responses to the child. It is important for the child to see an adult who is calm and confident and can bear their emotions and hold onto them.

Practitioners should reflect on how they are feeling with the children throughout the day modelling emotions to them and with them. This helps children to feel connected and engaged.

Practitioners need to understand that children are not all the same and different strategies will work better with different children. Over or under sensitive children will respond better to structured activities, supported learning and a not overwhelming environment. Whereas other children will thrive in an open environment with free choices.

Children should not be made to feel in competition with each other. Children should learn the right thing to do, not just do it for a sticker. For example "Thank you so much for sitting nicely it has meant we could all listen to the story".

A framework for providing feedback and gratitude and to initiate thinking and reflection can be used here: (this is a cycle)

**1. Encourage thinking about how and why things go well**

Focusing on things that have gone well and the specifics of what children have done to achieve this will help children start to be able to reflect in ways that are helpful

**2. Notice and describe.**

Look out for positive behaviours, efforts and things that children have done well.

Describe what you have noticed in specific detail focusing on the behaviour. Remain activity focused rather than ego focused, for example “I noticed that you tidied up all the toys, which was really helpful” not “You’re such a good boy” (this also links to gender curiosity and being mindful of gender praise)

**3. Say thank you**

Replace praise with gratitude. Express your gratitude and say thank you for what the child has done. Encourage others to notice things that they are grateful for so that expressions of gratitude are modelled by the staff, learned by the children and become part of the ethos of the setting.

**4. Explain why you are grateful**

Explain the difference that the behaviour has made to you and others and why it is important. For example “I am grateful that you have tidied up quickly, now we have lots of time for our story and the resources are organised for us to play with tomorrow”

( Attachment based beginnings: A relational approach to learning, development and well-being in the Early Years)

Co-regulation plans may be necessary for some children so that all members of the team know how that child may go from calm to mild stress, dysregulated to crisis.

Therefore a consistent approach can be carried out by the team making sure that the child feels safe.

The early years industry is at increased risk of mental ill health. It is important that you look after yourself. Practitioners need to have a good understanding of their children and how they behave so that you do not feel it is a personal attack on you. Having co-regulation plans ensures a team approach to children and no one is left unsure and worried about how to respond.

As a team and personally take time to reflect after a child reaches crisis as you will also need some restorative care.

## Childcare places for nursery staff

### **Staff Guidance**

Staff are entitled to a 25% discount (pro rata) off non-funded nursery fees when using any Devon Nurseries Ltd childcare facility for their own children until the child is fully funded.

Staff are also entitled to a 12.5% discount (pro rata) off non-funded nursery fees when using any Devon Nurseries Ltd childcare facility for their own grandchildren until the child is fully funded.

- All places are subject to availability.
- Staff are not required to pay Registration fees
- All other usual terms and conditions of payment apply.
- All nursery policies and procedures apply.

Staff are not expected to work in the same room as their child and certainly not be given Key Person responsibility. This is to maintain equality of opportunity for the child and to allow the child to form secure relationships and attachments with other members of the team. At the Manager's discretion, it may be possible for a staff member to work in the same room as their child, but this would not normally be considered.

Staff who choose to use Devon Nurseries for their children should be mindful of the careful balance required from being both a member of staff and also a parent. Any concerns should be shared in compliance with the nursery's Policies and Procedures and done so as a parent and not as a member of staff. If any staff member does not understand this expectation they are requested to discuss it with their Nursery Manager. Staff members with children in the nursery are expected to participate in nursery events and if they are accompanied by their children, they should not let this hinder their ability to contribute to the event as expected.

In the event of a parents evening, staff are requested to arrange a separate time in which to consult with their child's key person.

All other staff within the setting must be mindful of the equal opportunities policy and ensure that favouritism does not impact on their personal relationship with the child and their ability to work professionally and consistently with every child.

Staff who use other nurseries in the group to care for their children should be mindful of the professional protocol. Similarly, other nursery staff should ensure that partnership with parents is not compromised by working relationships.

Staff using the discounted facility must not let personal relationships outside of the setting affect their relationship with staff caring for their child within the nursery.

Failure to comply with the above guidelines may result in unsatisfactory experiences for all concerned and may result in a childcare place for staff being withdrawn.

Nursery managers must monitor these situations to ensure the best possible outcomes for everyone concerned. Any concerns should be shared with the Managing Director.

## Inclusion Policy

*It is everyone's entitlement to feel included within our nursery settings.*

Our nursery staff offer inclusive practice which supports children and young people as well as the rights of parents/carers, students and each other. We endeavour to support individuals with special educational needs and/or disabilities, as well as those from minority ethnic groups; travellers; and any other diverse cultural group. We will tolerate no discrimination against gender, age, race, religion or belief, marriage or civil partnership, disability or sexual orientation.

Our inclusion policy also supports those with English as an additional language and children in public care (looked after children), those with specific medical or dietary needs; suffering from low self esteem; or experiencing mental health difficulties.

All staff are expected to have due regard to the rights and preferences of individuals. This understanding is achieved through training opportunities, implementation of guidelines and legislation stipulated by governing bodies and support and advice from external agencies where appropriate.

Legal framework to support the policy

[Equality Act 2010: guidance - GOV.UK](#)

[Children act 2004, 2006](#)

[Special educational needs and disability act 2001](#)

### **Aims of our inclusion policy**

- **All children have the right to fully access early years education through the Early Years Foundation Stage.**
- **All children have a right to expect to learn in a caring and considerate environment where the staff and children are valued for their contribution to life at the nursery.**
- **The nursery is committed to the early identification of children with Special Educational Needs and/or Disabilities (SEND) and to adopting clear and open procedures.**
- **The nursery is committed to working closely with parents who are fully involved in all decisions that affect their child's education.**
- **The nursery will provide, within available resources, the highest possible quality support and inclusive education for children with SEND.**

### **Purpose**

- **To support children to feel valued and good about themselves**
- **To meet the individual needs of children in our setting.**
- **To ensure that Inclusion, Anti- discrimination and Equal Opportunities are put into practice, and all children have equal access.**
- **To raise quality and standards.**
- **To recognise the rights of the child.**
- **To encourage parents/carers to use the provision.**
- **To increase awareness.**

### **The role of the SENDCo**

**The appointed Special Educational Needs Coordinator (SENDCo) is the nursery manager.**

**The SENDCo:**

- works with and supports staff to agree and implement the Inclusion Policy
- coordinates the disability provision
- offers support for parents
- supports staff development
- liaises with other agencies
- keeps appropriate records
- assists staff in making observations and assessments and contributing to the  
2 Year Progress Check when appropriate
- assists staff in planning for children with Special Educational Needs and  
Disabilities- including the use of Provision maps
- contacts the Early Years Consultant at an early stage for informal advice and  
support and liaises with the Local Authority with regards to any planned intervention
- makes referrals for additional support when required.
  - Apply for additional funding if appropriate and use that funding to support the individual

#### **Other professionals we may work with**

- **Early Years Complex Needs**
- **Educational Psychologists**
- **Early Years Consultant**
- **Speech and Language Therapist**
- **Occupational therapist**
- **Nursery plus**
- **Specialist medical professionals such as if a child is peg fed**
- **Specialist professionals such as Hearing Impairment nurse**

#### **Definition of SEND**

#### **Legal definition of Special Educational Need (SEN)**

The [Gov.uk: SEND code of practice 0 to 25 years](#) defines a child or young person as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- **have a significantly greater difficulty in learning [in any area of need] than the majority of others of the same age; or**
- **have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

A child under compulsory school age has special educational needs if they fall within the definition above or would so do if special educational provision was not made for them.

### **Legal definition of disability**

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from English.

### **Identification and Assessment of a Special Educational Need**

The identification and assessment of special educational needs in a child is carried out through the continuous observation process completed as part of the child's learning journey through the setting.

We use the Graduated Approach [send-code-of-practice-0-to-25](#) as recommended by Devon County Council to respond to initial concerns raised by a child who is below age related expectations with regard to the EYFS. We ensure that Parents/Carers are kept informed of their child's levels of development and the steps being taken to achieve progress. We will make observations and assessments to identify specific areas of need and ensure a whole staff approach to differentiated learning opportunities. Progress will be monitored in the short term to measure the success of the intervention.

The Graduated Approach is described as “ A model of action and intervention to help children with special educational needs. The Approach recognises there is a continuum of SEND and that where necessary, including specialist expertise should be sought to bear on the difficulties that a child may be experiencing.” (SEND Code of Practice 2014)

The nursery will follow the Assess, Plan, Do, Review cycle as part of the Graduated Approach.

#### Early years: SEND and inclusion - Support for schools and settings

We can also use tools such as Speech and language monitoring tool.

If, following the graduated response, the child has not progressed as expected the setting SENDCo will, in consultation with the Key Person, draw up an Individual Education Plan within a Provision Map which will be shared with the Parents/Carers. Targets will be realistic and measurable and reviewed regularly with Parents/Carers. At this stage parental permission may be sought to consult with outside agencies in order to formulate the best possible support approach for the child.

When looking at triggers in behaviour STAR can be used

STAR (settings/situations, triggers, actions, responses)

This is from the Portage workshop - A small steps approach to learning

Following internal support, if there is little or no progress the SENDCo will, with parents consent, request involvement from external agencies using the Single Point Access form or referrals to nursery plus or inclusion funding

If there is little or no progress following this more targeted response to the child's need then we will, with the parents/carers cooperation, either make a SPA referral

**To make a referral please complete the form and email via egress:**

**Email:** [CFHD.DevonSPA@nhs.net](mailto:CFHD.DevonSPA@nhs.net)

**Telephone:** 03300 245 321

or seek to have the **Early Help** process initiated in order for there to be a more thorough and wide ranging multi agency assessment of need. [Early-help](#)

Early Help is the extra support your family can get if you need it. It may be that you want to prevent a problem, or change things for your family before the problem becomes more serious.

It is not a specific service or team, it's an approach that brings together people from a range of services and teams who will work together with your whole family to help improve the situation for everyone.

It can offer support to families from pre-birth to adolescents with all sorts of issues from parenting, employment and school attendance to emotional wellbeing or anti-social behaviour.

A Lead Professional will be identified from either the setting or another agency depending on what is most appropriate for the child and a **Team Around the Family (TAF)** meeting will take place depending on the response the assessment indicates is necessary. This assessment of need and resulting actions may lead to an **Education Health and Care Plan** being drawn up.

TAF's will happen every 6-8 weeks depending on the families and child's needs.

If the SENCO is doing the EHCP then this will be done with the parents request and all evidence scanned and inputted into the form.

Referrals which can be done:

- Single Point Assess (SPA)
- Inclusion funding
- Extra information gathering letters for example from OT
- Nursery Plus
- Early Help
- EHCP

[Children with special educational needs and disabilities \(SEND\): Extra help - GOV.UK](#)

[A guide to the Right for Children system](#)

### **Links with Support Services**

We are committed to working with external agencies for the best possible outcomes for the children in our setting.

All contact to external services is done with parental permission, except when the child is believed to be in further danger if permission is sought (see Safeguarding Policy).

All documents and emails will be shared with professionals via egress.

The nursery SENDCo has a list which is regularly updated for agencies to refer to and seek advice from.

### **SENDCo Job Description**

The role of the SENDCo is to ensure that nursery staff have regard to the Special Educational Needs and/or Disabilities Code of Practice and actively promote inclusive practice.

The SENDCo has a day-to-day responsibility for implementing the setting inclusion policy and coordinating provision for children with SEND. They should adopt a graduated approach to intervention.

SENDCos coordinate in the following ways:

- by using the Graduated Approach to intervention
- have due regard for the [Children and Families Act 2014](#) Statutory Guidance and the SEND Code of Practice 2014 [send-code-of-practice-0-to-25](#)
- ensuring all Progress checks for children where early intervention may be required are contributed to and reviewed
- talk to, advise and support colleagues who are concerned about a child
- ensure that relevant background information about individual children is collected, recorded and updated, and that all written records are completed
- put into practice target setting or provision mapping where necessary
- ensure that all practitioners work in partnership with parents/carers
- liaise and build working relationships with other professionals, including those from outside agencies.

SENDCos should take personal responsibility for their continuous professional development by:

- attending professional development opportunities including external training to support areas for development identified during annual appraisal
- disseminating and sharing key messages relating to SEND with setting staff
- keeping up to date with new SEND initiatives, both nationally and locally as they become available
- acting in a professional and ethical manner with due regard to confidentiality, data protection and human rights.

## Equal Opportunities

We value the diversity of the multicultural society we live in. Early childhood is an important time to develop and promote a positive and tolerant attitude. A loving and caring family may take many different shapes. We have the equipment and activities at the nursery that promote a balanced view of the world. We promote a positive attitude and equality for all.

We ensure that there is no discrimination and make it known that this type of behaviour is unacceptable. The staff have an Equal Opportunities policy in the Employee Handbook that is made known to them.

Staff will promote equality of opportunity in the following ways:

- Challenge stereotypes, unacceptable language, actions or beliefs, which may be prejudicial or exclusive to others.
- Present positive images of all people.
- Present ourselves as positive role models.
- Encourage self-expression and nurture confidence.
- Challenge negative remarks in order to create understanding and social awareness.
- Develop an environment in which diversity is understood and celebrated.
- Promotion of British Values. [Fundamental British Values in the Early Years](#)

The nurseries will achieve this by providing quality resources including books, games, posters, dolls, role play opportunities, outings, forming links with the local community and giving children an understanding of Modern Britain and the wider world.

Staff will share information with parents and encourage partnership working in order to plan effectively for individual needs and sourcing appropriate external support when it is required.

## English as an Additional Language

### **Procedure for new children with English as an additional language**

- Greet and show around as normal, explain times, days, sessions clearly and repeat if necessary. **(Remembering to not talk too fast)** Parents take home the nursery information which will repeat again how the nursery operates. Go through the registration form and offer to complete it with parents and book in settling sessions (if required).

- First settling session. Check registration form with parents often there is confusion with surnames and information left out. Start the 'Checklist for pupils new to English starting at Nursery'. At this point make a decision on if an interpreter may be needed; always make use of your existing parents or staff's language skills. **(Family now has a translation system this tool can be used to support families)**
- Second settling session to go through all additional settling in room sheets with parents. Try to complete the sheets as much as possible with the parent as this will be clear for them and you. Take a photo of the child; make a note of the child's favourite toy or **any transitional objects**.
- First day. Welcome parent and child. Ensure that a peg is ready with a photo.
- End of first day. Greet parents and talk through updates on Family, making use of photos as much as possible, **offering support on how to use the system**.
- Focus on 'Top Tips for working with EAL children in Early Years' as below.
- Alongside observations and the nursery curriculum ensure speech, language and communication is developing along normal lines. If concerned, check the language development in home language – check ages and stages.
- Parent information
  - Newsfeed on Family, parent's events:

Parents with EAL may often feel isolated and not part of the groupings of parents at the nursery due to their own confidence with communication. We can help this by introducing parents to each other and finding local groups for support.

For newsfeed and Family communication, ensure language is concise to support understanding.

For events, verbally invite parents and make an extra effort to ensure they feel welcome. Like buddying for children, is there a parent you could ask to 'buddy' the EAL parent?

Ask parents for their input into the setting to ensure areas reflect the ethnicities included.

## Top tips for working with EAL children in Early Years

### Use clear, concise English

When talking to children:

- say less and stress, go slow and show
  - be face to face
  - gain their attention first
  - demonstrate your meaning with actions
  - give thinking time without extra language input
- 
- Use picture cards to help communication (making sure that babies are shown the real item, then progress this throughout the nursery, but also remembering older children may not have a clear understanding so may have to start from the beginning)
  - Use visual timetables (again of
  - Use plenty of visuals and props when telling stories
  - Tell repetitive stories and play games that involve repetition of language

Learning opportunities that are not dependent on the child's English language level

Consider the following:

experiences that are challenging and give language opportunities but not dependent on English language level

commenting and labelling rather than questioning to support learning. Introduce vocabulary in context

- Use mime and gesture to support language learning
- Make sure everyone can pronounce each other's names correctly· Learn a couple of useful phrases in children's home languages.
- Learn and teach number rhymes, nursery rhymes and songs in children's home languages
- Make a poster of greetings and phrases in all languages within the setting and the community
- Talk regularly with parents and use an interpretation app when necessary
- Invite parents to share customs and food from their own cultures

- Advise parents to continue using their home language at home. [bbc tiny happy people](#)
- Instead of correcting children when they attempt to speak English rephrase what they have said

Revisiting and re-proposing are beneficial for all children but especially for those acquiring English.

Revisiting means you draw the child's attention to previous activities and learning where they have achieved. A prompt could be a photograph or video of them playing. It could be a sample of their mark making, a painting or a collage picture. The child can revisit by drawing over the top, and the adult sensitively describes their actions as they do this. In this way the child hears spoken language directly connected to their actions.

Re-proposing is when you scribe a child's spoken dialogue and on the following day remind the child of their words. This is a launchpad for the child to either repeat what they said before or to extend what was said on the previous day.

- Give EAL children plenty of listening time; children usually go through a 'silent' period before they are ready to speak
- Ensure that your resources reflect the diversity of children within and beyond the setting
- Give EAL children opportunities to talk in their home language where possible.

<https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/english-as-an-additional-language-eal>

## Health and Hygiene

There is a regular cleaning routine for the nursery and equipment. We aim to prevent the spread of infection through following good hygiene practices. Children are taught to wash their hands regularly, e.g. after using the toilet and before meals. Staff also wash

their hands regularly to help the children understand the need for soap, water and paper towels to dry their hands. There is also a staff policy to follow to promote good practice. Tissues will be regularly available and children will be encouraged to blow and wipe their noses, and to shield their mouths when coughing.

Medicines must be stored safely and the appropriate paperwork completed and signed. Accidents will be recorded and information shared with parents.

We ensure all qualified members of our staff hold a First Aid qualification.

Should accidents or sickness occur, dirty clothes will be put into polythene bags to be taken home to parents/carers. Please pack a set of spare clothes for your child every day. Parents will be called to collect their child if the staff feel they are unwell, parents will be contacted first to discuss any concerns. Please ensure the contact numbers we have are correct and updated when necessary.

The appropriate personal protective clothing i.e. aprons, gloves are provided for staff if needed when changing nappies.

We have a health and safety policy for all staff that is continually reviewed and updated.

Good Practice:

A Health and Safety Law poster is displayed in the Nursery Office.

Risk assessment must be carried out regularly by the nursery management and the appointed Health and safety officer.

Hand washing must take place before and after preparing food, changing nappies and at meal times.

Gloves and Aprons should be worn when changing heavily soiled nappies and handling soiled clothing and when dealing with bodily fluids.

Clean up spillages quickly and inform others of wet surfaces.

Refrain from having hot drinks anywhere near the children.

Keep all cleaning materials and sterilising fluids in the locked cupboard/laundry room.

Attend all relevant training opportunities.

**The appointed Health and Safety Officers are the nursery manager and deputy.**

**The competent person for the company is Head of Nurseries.**

## Risk assessment

Risk assessment is a specific legal requirement under the EYFS.

Staff must review all accident forms, incident forms and risk assessments termly with an annual review at the end of each year.

Risk assessment training, health and safety training, manual handling training, paediatric first aid and infection control training are provided as appropriate.

Staff should avoid using ladders to access storage unless strictly necessary.

If necessary, Staff must use ladders with due regard for Working from Heights guidelines displayed near ladder storage. All ladders provided must be used with another person holding the ladder securely with no children present. **The use of items such as chairs and tables to access items at height is strictly forbidden.**

### Health and Safety: Working at height

We will share risk assessment with parents and demonstrate partnership working in order to keep children safe at all times by displaying in each area.

Keeping children safe from harm does not mean restricting opportunity or limiting experience. We need to make experiences accessible, offer activities that build confidence and independence and support children's natural curiosity. When carrying out risk assessments we will balance developmental value against the likelihood of risk.

### **3 types of risk assessment:**

Fire risk assessment

Generic risk assessment

Supportive risk assessment

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Fire risk assessment:

Must include risk assessment of all fire exits, meeting areas and evacuation procedures.

PATS test (portable electrical appliance test).

Fire Safety Inspection report.

All senior staff must know how to turn off the alarm in case of emergency

Fire Drill records must be up to date and accurate.

[Making your premises safe from fire - GOV.UK](#)

Most importantly – the children must know what to do in the event of a fire.

At least every two months- fire drills should be planned on different days and at different times.

Fire marshals must be trained and appointed; each setting must have a fire Marshall present at all times throughout the day

Generic Risk Assessment:

This is a termly checklist that is reviewed all of the time, covering the entire premises, inside and out.

The purpose of the regular review is to identify hotspots that keep cropping up in accident/incident forms.

All staff must be aware of the generic risk assessment and contribute to it in order for it to become an effective working document that identifies and reduces risk.

Supportive Risk Assessment:

Daily checks taken from the generic risk assessment ie: kitchen checklist, beginning/end of day checks, laundry room, toilets, daily staff plan, outings etc. All of these checks contribute to the overall risk assessment of the setting. Once again all staff are responsible for contributing, undertaking and following daily checks.

Supportive risk assessments may be completed for individual children or staff members if required. For example, long term medical conditions, short term, eg broken arm, pregnancy.

**The aim of risk assessment is to support children, not inhibit their experience.**

**Documentation:**

Accident and incident forms on Family

Risk assessment Forms

Audit- Data on Family of records of accidents should be audited termly to establish any patterns. Accident analysis must be submitted termly to the Managing Director.

## Healthy Eating Food Policy

**Overall aim of the policy**

Our nurseries aim to promote the health and well-being of the children and families that use the setting by providing healthy, balanced and nutritious meals, snacks and drinks.

**Mission statement**

The food policy aims link to the statutory requirements of the Early Years Foundation Stage (EYFS), particularly the welfare requirements for food and drink and other policies, e.g. The Food Standards Agency.

[Food Standards Agency](#)

**When and who the policy applies to**

This policy applies to the staff team, children and parents that are part of Devon Nurseries. This policy applies directly to the food prepared and cooked on the nursery premises and will affect any food that parents bring in, for example a packed-lunch for their child.

**Food and drink provision**

- The food and drink at the setting is prepared and cooked on-site by our nursery cooks.
- The menus are designed offering a variety of different foods with different textures and tastes appealing to young children, offering a wide range of foods of nutritional value.
- The menus are on a three or four week rota and the food is sourced weekly from a local greengrocer, butcher and a supermarket.
- We recognise that children have high energy and nutrient requirements but only small stomachs, so they need little and often. Therefore meals are timed so that the children eat regularly with breakfast at approximately 8.am; Morning snack 10.am; Lunch at 12 noon; Afternoon snack at 2.00pm; and Tea at 4.00pm.
- The children have access to fresh drinking water at all times.
- All dairy products are full fat for children aged under 2 years. Dairy alternatives are provided for children with dairy intolerances.
- Children are not rushed at mealtimes but given plenty of time to eat as much as they choose.

- Staff will sit with the children at mealtimes encouraging the children to try different meals by being a good role model. Staff also encourage mealtimes as a communication friendly time. A child will never sit alone to eat their meal.
- Staff will share information on Family with parents about what their child has eaten throughout the day.
- Withholding food will not be used as a form of punishment. Likewise food will not be used as a reward.
- We reserve a 20% proportion of a child's daily eating allowance for at home, therefore teatime at the setting is a lighter meal than lunch time and does not feature a pudding.
- All food allergens and intolerances are recorded and displayed in rooms and the kitchen.

### **Communicating with children and families**

In the nurseries we communicate with the children and families about our weekly menu. We share with parents on Family how much their child has eaten that day and what they particularly enjoyed.

We have a winter and a summer menu. At the times when the new menu is being designed we observe the children's likes and dislikes, and ask for their opinions. We also provide opportunities for parents to share their meal ideas with us.

### **The eating environment and social aspects of meal times**

Meal times are social occasions, each room eats together, around child size tables and the adults in each room join the children.

Children are encouraged to eat at their own speed and eat how much they feel they need. If a child chooses not to eat their meal they will be provided with an alternative of a sandwich or crackers and fruit.

The adults sit with the children to encourage communication around the table but also to promote good eating habits and to encourage trying new foods.

As much as possible the children can serve themselves part of their meal and will pour their own water/ milk, the children are encouraged to help each other whenever possible.

### **Celebrations and special occasions**

Food and drink often play an important role at special occasions and events. We celebrate the children and staff's birthdays with the giving of cards to show the importance of your child's special day. We do hold party days to celebrate special occasions such as a charity raising event day, end of term party for school leavers and Christmas where we have cake and sweet treats, but we try not to encourage this all the time at the setting - as we can have many birthdays in one month. Other good ways to celebrate are to have a fancy dress day, play party games and sing. Therefore we ask you not to bring in a birthday cake for your child in line with this policy. We will not be able to share the cake in the setting and this can be upsetting for all.

We also celebrate other cultures and welcome parents' ideas for ways to do this.

**Providing food for all**

We are able to cater for special dietary requirements which may be due to cultural or medical reasons.

Please note that due to the Muslim community of Tic Tocs Day Nursery, we do not serve any pork at this nursery.

We will also work alongside parents with the menu for any personal preferences that they may have for their child.

Each room displays a dietary requirement sheet and all staff are updated when a new child starts the setting if they have a particular requirement.

A list of the allergens contained in each meal is displayed in the kitchen. This is available for parents at all times on request.

**Encouraging fussy eaters to eat well**

Fussy eating and fear of new foods are part of development affecting 10-20% of young children. We work closely with the parents of any fussy eaters and try to be good role models at mealtimes encouraging the children to try little bits of new things. We understand that children need regular and repeated chances to taste new foods, this fits in with our four week meal planning. We also understand that by putting small amounts of food on a child's plate to start will be less daunting and more positive for a child. We regularly research ways to encourage fussy eaters.

**Learning about and through food**

Food is a central part of the day for all of the children in the setting. As well as planned activities about food, exercise and healthy living, cooking activities and growing activities in our gardens, the children also gather to eat on five occasions throughout the day. Through this variety of ways the EYFS prime and specific areas are covered and are an integral part of the setting.

This can be illustrated by how we plan to sit for meals, whether this may be as a breakfast bar, a rolling snack or all together. Through these ways the children will improve their communication (Communication and Language), make choices, choose who to sit next to, share their likes and dislikes (Personal, Social Emotional Development), Use cutlery (PSED), count out the plates or pieces of fruit (Mathematics) and recognise their names (Literacy).

We aim to teach children about different cultures through food. For example, our menus include a range of world foods and recipes. We also offer World Food Days regularly in our settings.

**Cooking with children**

Cooking with children is an enjoyable activity and an effective way to encourage all children to try and eat a wide range of foods. We encourage the children to take part in a range of cooking activities involving mixing, combining and assembling activities. Sometimes the children will do a planned cooking activity designed from their interests. At other times the children may help to cook something on the menu.

We try to encourage a healthy lifestyle with our cooking, and because of that we alternate the cooking activities that we do. When baking cakes or biscuits we try to use the natural sugars found in fruits, or bake with a difference such as butternut squash muffins and beetroot cake.

When doing cooking activities with the children we promote and encourage good hygiene practices by washing hands and tying back any long hair.

### **Food safety and hygiene**

The food stored, prepared and cooked is done by our nursery cook who holds the relevant food hygiene certificate. It is the policy of the setting to have all staff handling food with the food hygiene certificate.

[Food safety and hygiene certification - GOV.UK](#)

### **Protecting children's health**

Everyone working in early years settings has a responsibility to protect children's health including helping children to maintain a healthy weight as they grow, and encouraging breastfeeding and good dental practices. We work alongside the parents and children of the setting to help them choose healthy options, and share the knowledge that we gain through Family and other communications.

### **Oral Health**

[Early Years' Foundation Stage](#)

11% of 3 year olds in England have visible tooth decay, affecting 3 teeth on average (Dept for Education. Oral health 25/04/2024)

We support children to have good oral health. We do not offer sugary drinks and we limit sweet foods. Sweet foods are only provided as part of a main meal.

We provide our families with information on progressing from bottles to cups to support good oral health. As part of our curriculum we support children to lead healthy lifestyles including oral health. We do this with stories and discussions, modelling brushing teeth with dolls, dinosaurs and other toys. We may invite dentists to talk with the children.

Useful links

<https://healthforunder5s.co.uk/sections/toddler/smile-please/>

<https://healthforunder5s.co.uk/sections/toddler/top-tips-for-ditching-the-dummy/>

**Sustainability**

Food production, processing, transport, procurement, cooking and waste all impact on the environment. At Devon Nurseries, we purchase food using the number of children attending the nursery, to avoid excess waste. We use our local greengrocer and butcher and grow our own vegetables. We plan the menu using seasonal produce. We recycle all paper and cardboard waste. We reuse plastic containers for children's resources to support imaginative and creative play.

**Food brought in from home:**

*Meals and snacks provided by parents  
(Packed Lunches/ Teas and snacks)*

The nursery provides meals cooked by our chef and snacks throughout the day which follow strict guidelines. These can be purchased by parents for children attending funded sessions and are included in the fees for non-funded sessions. Should parents wish to provide their own food for children to eat at nursery instead, they will need to ensure that the following policy is adhered to.

**Overall aim of the policy**

To ensure that all food provided by parents/ carers to be consumed in nursery promotes the health and well-being of the child by following the statutory requirements of the EYFS and The Food Standards Agency.

**Food and drink in packed lunches.**

We will work with parents to ensure that packed lunches meet the standards listed below:

At least one portion of fruit and one portion of vegetables everyday

Meat, Fish or other non dairy protein (eg lentils, kidney beans, chickpeas, hummus, falafel) everyday and a variety of these each week.

Oily fish, such as salmon, at least once every three weeks

A range of starchy foods such as bread or pasta, rice, couscous, noodles, potato or other types of cereal everyday

A different type of dairy food such as full fat cheese, yogurt or fromage frais everyday

To cater for special diets and allergies within these standards.

**Packed lunches/ teas can NOT include:**

Snacks such as crisps

Nuts of any description

Confectionery such as chocolate bars, chocolate coated biscuits or sweets

Overly frequent processed meat products such as sausage rolls, individual pies and corned meat, or sausages/chipolatas

Please note that for respect to the Muslim community of Tic Tocs Day Nursery we ask that parents ensure no pork products are included in meals provided from home at this nursery.

### **Food storage**

The nursery does not have fridge space for packed lunches so children should bring their lunch in an insulated bag with freezer block to stop food becoming contaminated. There will be an area in the nursery for packed lunches/ teas to be stored.

### **Drinks and snacks**

The nursery will ensure that fresh drinking water and milk is available at all times, children will not need to provide a drink as part of their packed lunch. We do not recommend sugary drinks to support good oral hygiene.

The children eating meals provided by parents will continue to sit with their friends eating meals provided by the nursery, as a whole group at mealtimes.

An additional piece of fruit is to be provided for children attending the morning session for their snack. **For afternoon snacks please see our set menu for what to provide for your child to ensure they are eating the same snacks as their friends.**

### **Assessment and Review**

Packed lunches will be monitored by key people to ensure that the overall aim of promoting children's health and well-being is followed. **Should a meal provided from home not meet the guidelines, a meal will be provided by the nursery which will be charged for.**

## Weaning Policy

Staff will work in partnership with parents to support and encourage weaning and feeding throughout a child's early years.

Up to date professional advice and guidance will be sought by the nursery management at regular intervals to ensure that staff are well trained and knowledgeable and that children have access to good quality foods in accordance with our Healthy Eating Policy.

## General Information

In general weaning will begin at around 6 months of age.

[Weaning | Start 4 Life](#)

Small amounts of food can be introduced at this stage with milk remaining the main source of food.

At around 5-6 months of age a baby can swallow semi-solid foods as the tongue begins to move and coordinate allowing food to move around the mouth.

Gradually this movement will generate the first stages of chewing and at this stage (6-8 months) more textured foods can be introduced and the quantity of milk in the diet can be reduced.

At 8-12 months of age finger foods can be introduced as the child becomes more able to feed independently.

It is important to remember the following points when introducing new foods to infants to ensure that children grow to enjoy food and develop a positive attitude to eating throughout life;

- Infants at this stage will accept new foods offered to them.
- There is no preference for bland foods.
- Preference is a function of exposure.
- There is imitation of others eating
- Lack of experience at this stage may limit the range of tastes accepted in the future.

Health professionals promote the Doidy cup which we use in our settings with young children. The benefits are that the Doidy cup helps to prevent long term health problems caused by delayed weaning including tooth decay, speech problems, poor chewing skills, anaemia and poor feeding.

The Doidy Cup can be used for babies from the age of 3 months and earlier with expressed or formula milk. The process of drinking from the Doidy Cup uses the same natural jaw and tongue suckling movements as with breastfeeding, leaving the baby's suckling ability intact.

## Useful guidelines

- When introducing new foods, offer a small amount of milk first to satisfy the child's hunger.
- Always check the temperature of milk and food before offering it to the child.
- Always use appropriate feeding utensils.
- Never leave a child unsupervised during feeding times.
- All utensils and feeding equipment must be sterilised until a child reaches at least 12 months of age.
- Cow's milk can be introduced into a child's diet in cereals/ baby rice from 6 months.

Honey must not be given to children aged under 12 months as it contains bacteria which may cause damage to the intestines.

**Remember that all children are individual and will go through the weaning process at their own rate- children learn to self regulate very quickly.**

### Dummy Policy

Our nurseries support and promote the safe use of dummies for the children in our care. Research has shown that dummies can calm and soothe babies at sleep time, and giving babies a dummy to go to bed with may help prevent sudden infant death. It is recommended to reduce the use of dummies from 6 months and aim to give up completely by 12 months as beyond this age dummies have no preventative qualities and babies can soothe themselves by other means. The continued use of dummies beyond 12 months has been linked to Glue Ear, gastroenteritis, loss of sensation in the lips and speech disorders and delays.

The staff team recognise the importance of the soothing nature of dummies for babies when they settle to sleep, and at the time that they settle into nursery. When babies have settled into the nursery, staff will work with parents to reduce the use of dummies to only when the baby goes to bed.

They we will do this by: -

- Looking at your baby and seeing if they are tired, hungry, have a full nappy or are unsettled.
- Listening to their cries.
- Thinking about what else could help to soothe the baby.

Babies are easily distracted and staff will aim to distract them with toys, sounds, looking out the window, singing and other activities before giving your baby a dummy.

To fulfil this policy, the staff team will work closely with parents to educate them on the use of dummies and help them to find other solutions so that the babies attending the nursery have the best possible start communicating with the world around them.

Children's communication and language skills can be prohibited by dummies so we would support them to only use them for comfort purposes.

We will discuss with parents about the use of dummies, and aim to work together for the children's best interests in becoming a dummy free zone for children over the age of 12 months.

Please speak to any member of staff in your child's group for support and advice.

## Personal Hygiene and Toilet Policy

All young children need to learn about personal hygiene and good routines for going to the toilet.

In order to aid staff to promote this amongst all age groups the following guidelines are to be used;

- Staff need to be good role models for the children, participating and showing children how to wash their hands. This should occur on a regular basis throughout the day as part of the general routine in caring for the children who attend our nursery.
- The youngest children should be supervised with hand washing and toilet arrangements. This can be achieved by a member of staff taking a group of children to the toilet.
- Ensure that the ratios are maintained, this can be achieved by a member of staff taking groups of children to the toilet.
- Privacy of the children is maintained.
- Every time staff go to the toilet with the children they are to visibly check for supplies and also the cleanliness of the toilets, hand basins, floor etc.
- Staff and children wash their hands before and after meals together.
- Staff should check hand washing has taken place especially after children have visited the bathroom independently.

These guidelines are to help children and staff improve standards of personal hygiene throughout the day.

## Potty Training Policy

Potty training is best done at the child's own pace and when the child is ready and expressing an understanding of having wet their nappy and wanting to sit on the potty or toilet. This will be decided with talks between parent/carer and key person. It will also be decided by the parent/carer and key person when the child will progress straight into pants. We do not advise the use of or provide pull ups.

Children will need a lot of support throughout potty training, praise when they get it right and understanding when they make a mistake. Most children will go through potty training days with accidents; this is normal and will be made clear to parents/carers.

In the first stages of potty training, children will often start to show an interest in the potty and what the other children are doing. This will be encouraged whilst having their nappy changed children and if they want to, being offered to sit on the potty. Later to support potty training, we will make sure that children are reminded regularly to go to the toilet, they are taken down to the bathroom by a member of staff and helped with unfastening clothing, wiping, flushing and washing hands. As children progress and become more confident in their toilet use, they will still be taken to the bathroom by a member of staff and given more privacy, but still any support needed. Around 3 or 4 months before the children move to the Pre-School group, they will be allowed to go to the bathroom by themselves. This will be monitored by staff, and children will be checked every few minutes to check that they are ok, and don't need any help. When children return back to the room, the staff will take an interest in what the child has done and make sure that the child's pants are clean. Staff and parents will decide together when children have reached these stages of competency, and please remember that all children are different and develop at different ages.

Please can parents make sure that in the initial stages of potty training children are suitably dressed for a quick and easy potty run. Think about buttons (dungarees) and belts, body suits etc, which make potty training that little bit harder. Also ensure that there are plenty of changes of clothing, especially pants in your child's bag. If you would prefer your child to just be wearing pants and a top whilst training then that is fine and potties can also be brought in from home. We are happy to support strategies you choose and if you'd like staff to continue any system you are using at home then please discuss this with your child's key person. However we do not use stickers or reward charts just verbal praise.

Any questions please speak to your child's key person or Room Leader.

### Intimate care policy

The nurseries are committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain.

#### **Definition**

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up after a child who had soiled him/herself) to intimate personal areas. In cases where additional care is required, such care will only be delivered by staff suitably trained and assessed as competent to undertake the procedure, (e.g the administration of rectal diazepam).

### **Our approach to best practice**

The management of all children with intimate care needs will be carefully planned. The child who requires intimate care is treated with respect at all times, the child's welfare and dignity is of paramount importance.

Each child's intimate care will be carried out by their Key Person or another familiar adult (usually the buddy).

Staff who provide intimate care are trained to do so (including child protection and moving and handling) and are fully aware of best practice. The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as he/she can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child.

Each child's right to privacy will be respected.

Intimate care arrangements will be discussed with parents and carers on a regular basis and recorded in a child care plan. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

### **Monitoring children at sleep times**

Children sleep in the settings throughout the day in designated sleep areas such as the baby cot room or rooms which change into sleep areas after the lunch period. The babies and children may sleep in cots, comfy areas or on sleep mats. Parents are asked for their child's sleeping preferences at the settling-in sessions and we try to follow these and accommodate wishes as best as we can, always in communication with parents. Each child will have their own sheet and blanket which is washed weekly or more frequently if required and children can go to sleep with their comforters. We do not promote the use of buggies for children to sleep in while they are at nursery.

Sleep rooms are monitored by key people following the guidelines below:

- Sleep areas which are not directly attached to the base room are linked by baby monitors, so that the babies/ children can be heard at all times.
- All sleep areas are monitored every 10 minutes by a key person. This will be recorded on a sleep sheet.
- For group sleep times, in the lunch time period, it may be appropriate for a member of staff to sit with the children, especially when the children are very mobile and when sleep times across the group vary considerably.

### **Medication**

Any medication given to children at the nursery is recorded and administered in a safe manner. If a child is on medication or has been prescribed medication then the qualified members of staff are able to administer this with parents' prior written consent with instructions on dosage and times to be given.

These instructions must be given to a qualified member of staff who will ensure that a medicine form on Family is completed and acknowledged by both parents/carers and management. All medicine must be handed to a qualified member of staff, it should be clearly labelled with the child's name and will be stored safely. If there are any queries or concerns during the day the staff will contact parents to confirm anything they are unsure of. Medication records must be shared on Family and acknowledged by parents.

Where long term medicines have to be given there is a separate form and this must be discussed with the manager.

We have staff trained in First Aid and also first aid kits in each room.

We encourage parents to discuss with us any queries or concerns that they have regarding health issues with key people or the management.

- No medication is ever given to a child without the prior written permission of a parent/ carer. This must be recorded using the nursery Medicine forms on Family.
- Medication must only be administered by a qualified Early Years educator. Certain medications may be administered by a nominated worker trained in the administration of a specific drug.
- Students, Volunteers and trainees must never administer medication, handle medication or countersign a medicine form.
- All medication must be stored appropriately and out of reach from the children and only accessed by the designated members of staff. The medicine cabinet is located in the nursery office.
- Staff must store personal medication safely and securely, preferably in the same location as children's medicines or in personal lockers, the nursery office.
- Ensure that all staff know who the appointed first aiders are in the setting.
- Medicine forms must be kept for up to 70 years. This highlights the importance of filling them in accurately and having all of the necessary consent in place.

Children requiring the administration of medication whilst at nursery will be treated in accordance with the following procedures:

- Staff must discuss with the parents the type of medication, reason for its use and at what times during the day it should be administered along with the correct dosage/quantities.
- All qualified staff will be trained in using inhalers when caring for a child with asthma. We may request that parents of a child who requires an inhaler demonstrate to staff how this is used correctly.

- Staff must double check all labelling before the parent leaves, to ensure that the medicine has the correct name (child's name), is in date and is in fact the correct medication.
- Staff must then fill in the appropriate medicine form on Family.
- Store medication appropriately.
- Ensure children are not made to feel self conscious for any reason. Treat all matters concerning the illness/reason for medication with respect and confidentiality.
- Medication must be administered discreetly.
- An additional member of staff must act as a witness in the administration of medicine.

**At a minimum, all Qualified staff are First Aid trained.**

### **Paracetamol Suspension Policy**

Our policy on administration of '**Calpol**' or other paracetamol or ibuprofen medication is in line with government guidelines and other settings policies and procedures.

The Statutory Framework for the Early Foundation Stage states '**Prescription Medicines must not usually be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist.**'

We feel that although Calpol is very effective at reducing children's temperatures (for example - when a child is teething) it is, however, also very good at masking symptoms when there may be something more seriously wrong with a child.

### **We will only administer Calpol when: -**

- 1) It has been prescribed by your GP for that specific problem.
- OR**
- 2) The child's temperature exceeds 37.9c or above.

Prior to this we will have given the child sips of water and taken off some of the child's clothing so as to enable them to cool down; if this method does not work we will gain permission from the child's parent to administer Calpol. After 45 minutes if the child's temperature has not reduced we will ask for the child to be collected from the nursery immediately.

**If a child's temperature is 38.5 or over you will get asked to come and collect your child.**

- 3) A child is teething.

In this instance we will only administer 1 dose of Calpol at a pre-decided time (this time is to be agreed by parents and key persons on leaving the child). If this does not help the child it will be necessary for the parent to collect the child.

**It is our view that a child who is unwell enough to be given Calpol - 'had a temperature last night'; or 'under the weather' should not be at nursery; and such treatments could be masking something more serious such as an ear or throat infection which should be looked at by your doctor. Please understand that our nursery staff are not able to provide one to one care for a sick child who may need it. For this reason, they should stay at home until they are well enough to be at nursery.**

We do hold a bottle of Calpol at the nursery for emergencies only (high temperature 37.9c) please provide your own for teething and when prescribed.

Please ensure that up to date dosages are followed when administering child paracetamol.

Any queries please direct them to the nursery manager

## Illness

Our aim with this policy is to care for all the children in the nursery. This may lead to some exclusions or restrictions when children are ill.

- Parents will be asked to keep their children at home if they have an infection. Please let the nursery know of such illness, so that we can inform other parents if necessary.
- If a child becomes ill at nursery, the staff will check if the child has a temperature and monitor the child. The staff will bring this to the attention of the manager and if the child's condition becomes serious enough a parent/ carer will be contacted to take the child home. If the nursery is unable to contact the parents then the next emergency numbers will be tried. If these are unsuccessful, they will then seek advice from the Doctor. An unwell child must be collected within an hour of contact from the nursery. Parents/ Carers must make arrangements to collect the child within this time.
- If a child has been vomiting whilst at nursery they will be cleaned and changed and the parents/ carers will be contacted in order to collect the child.
- If a child has two or more unusually dirty nappies the parent/ carer will be contacted, this may mean collecting the child from the setting.
- We have an exclusion time of at least **48** hours for any child who has suffered from vomiting or diarrhoea. The exclusion is from 48 hrs from the last vomit or diarrhoea following health protection team guidelines to support infection control.

- We may ask that children who have a contagious condition such as conjunctivitis are kept at home for at least twenty four hours.
- If a child is prescribed antibiotics, we request that they stay at home for the first twenty four hours, or forty eight hours if it is the first time they have been given antibiotics.
- If a child has a significantly higher temperature than normal.  
We would ask that you keep your child at home until they are well enough to attend nursery or for 24 hrs to ensure they are well enough for nursery.

We appreciate that some of these points may seem restrictive; we have a duty of care to all children who attend the setting and it is at the manager's discretion to restrict a child's attendance because of illness.

**For further guidance consult the Managing specific infectious diseases guidance or contact the local Health Protection Team.**

[Managing specific infectious diseases](#)

[swhpt@phe.gov.uk](mailto:swhpt@phe.gov.uk)

## Caring for sick children

- All staff must make themselves familiar with the guidance- [infectious diseases](#) This gives information and guidance on a wide range of common illnesses and states appropriate exclusion periods.
- Take the child to a quiet area where they can lay down and rest.
- Inform your Department Leader or Manager and ask them to come and see the child if necessary. DO NOT walk around the nursery with the child.
- The nursery manager or department leader must contact the child's parents or carer and inform them of the situation- this must be done sensitively and without panicking the parent.
- Make suitable arrangements for the child to be collected if appropriate
- DO NOT administer any form of medication unless we have had prior written or verbal consent as per medication policy.
- Offer water to sip and a cold compress for temperatures.
- Check the child's clothing to ensure that they are comfortable and cool.
- Ensure that the child is supervised at all times and is offered comfort and reassurance from their key worker.
- If appropriate read a story to the child or play soothing music to offer some distraction until the parent/carer arrives.
- PHE and Ofsted must be notified by the nursery manager of any infectious diseases that a qualified medical professional considers notifiable, e.g. meningitis, and if an ambulance is required.

## Head Lice Policy

Unfortunately head lice are becoming more common amongst younger children. The management are able to provide you with useful information if you have any concerns regarding this issue.

### Head lice and nits - NHS.

In order to care for all the children on site and reduce the spread of head lice we have introduced the following;

- If head lice and/or nits are seen on your child's hair you will be informed and given information, if you require it.
- You may be asked by the manager or deputy to collect your child from the nursery if immediate treatment is required.
- Children and the whole family should be treated in order to reduce the risk of reinfestation.
- Children learn and play closely together and in order to reduce the spread of head lice and nits we may, in serious recurrent cases, have to ask a parent to collect a child or keep them at home until the head lice/ nits are removed. This may seem harsh but we are trying to think of all children in the setting.

Good practice guidelines:

- Staff to maintain confidentiality to ensure that the child/ren are not made to feel embarrassed or self conscious. Also ensuring that the child's emotional and social needs are not hindered by the infection.
- In the event of a large outbreak a discreet note should be placed on Family to ask all parents/carers to check their child's hair and treat if necessary.
- Nursery managers will provide guidance on managing head lice effectively.
- Staff must take responsibility for checking their own hair regularly.
- Staff should wear their hair tied up to reduce the risk of contracting head lice.
- Staff must not routinely physically check children's heads for head lice as this is now seen as inappropriate under child protection guidelines.
- Managers should refer to the child's Health visitor if serious persistent cases are not treated properly by the parents. If there are additional concerns the manager may need to refer to the appropriate services.

[Child Care Provider's Guide To Controlling Head Lice | HeadLice.Org](#)

## Manual Handling Policy

Staff must be responsible for their own personal safety and well being and that of their colleagues. When staff are required to lift an item of equipment that is heavy they must do so in pairs and ensure that the following care is taken:

- Bend your knees
- Keep your back straight
- Keep the load close to your body
- Use the muscle in your legs when straightening up
- Never attempt to lift a heavy object alone
- Use your common sense to assess each job before you proceed
- Refrain from twisting or over reaching for items
- Do not carry children on your hip/side. Always hold them with both arms at the front of your body
- All staff are required to take part in manual handling training and keep it up to date. [Manual handling at work - Musculoskeletal disorders - HSE](#)

## Sun Protection Policy

Staff and children enjoy the sunshine and aim to do so safely and in partnership with parents. In order to promote the importance of sun safety, staff will engage the children in fun activities such as story time, circle time and role play situations which reinforce the sun protection message throughout the year.

Parents are sent reminders at the beginning of each summer term, of the importance of sun protection. We ask that the nursery is provided with sun cream (no less than factor 15) , a hat and appropriate clothing for their child to play safely during the summer months.

The nursery will provide adequate cover in the garden to enable children and staff to enjoy outside play safely. Outdoor activities will be planned before 11am and after 2pm during the summer months to avoid the hottest parts of each day.

Staff and children must be appropriately dressed when participating in outdoor activity, appropriate clothing includes:

- Hats- preferably with wide visor and long back (spares will be provided by the nursery but it is advised that parents provide their own for health and safety reasons).
- T-Shirts or long sleeved tops to cover shoulders and arms.
- Sensible footwear which covers the foot and is securely attached- NO FLIP FLOPS.

All sun cream must be replaced according to the label to ensure that it is at its maximum protection. All bottles must be clearly labelled with the child's full name and date it was handed over to the nursery staff.

Parents will be reminded to apply sunscreen to their child before they come into the nursery to ensure maximum protection, staff will then reapply sunscreen at appropriate intervals throughout the nursery day.

The nursery will follow packaging instructions on applying sunscreen.

The nursery cannot supply sunscreen for health and safety reasons. Staff will not share sunscreen amongst children unless prior consent is sought.

[How to be sun safe | early years alliance](#)

**While we offer opportunities for children to play with water outside, especially in the warmer temperatures, paddling pools are not to be used at any time.**

## Outings Policy

### **Aims**

As part of our ethos at Devon Nurseries, we believe that children should have the opportunity to extend their learning and experiences outside of the nursery setting. This could be out in the surrounding local environment, at the sites of our other nurseries or at a venue within walking distance or visited by trains or bus.

All the outings planned by the staff will be according to the individual children's development and interests in line with the Early Years Foundation Stage guidance. On outings the safety and security of all children is of paramount importance to us all, as well as maintaining a high standard of care.

We have procedures for all staff to follow to provide safe and secure conduct when on outings with nursery children.

### **Procedures**

#### **Safety on outings**

Risk Assessment – a risk assessment will be carried out on every venue and outing planned by the senior member of staff in conjunction with the nurseries Health and Safety Officer following risk assessment procedure. The risk assessment will highlight any potential hazards/risks and evaluate if it will be safe to attend the venue and take the planned route there and back.

Ratios – Following the Statutory Framework for the Early Years Foundation Stage ‘providers must take into account the nature of the outing, and consider whether it is appropriate to exceed the normal ratio requirements’

Our policy for all outings at Devon Nurseries are: -

Under 2's: 1 staff: 2 children in a double buggy

2 to 3 yrs: 1 staff: 2 children walking or 2 children in a double buggy and 1 child walking

3 to 5 yrs: 1 staff: 4 children

A harness or reins should be used when appropriate.

Staff accompanying 3 to 5 yrs old should be comfortable with looking after 4 children, if not a 1:2 ratio applies. New staff taking children out for the first time should arrange to go with another member of staff who knows the area and the safest routes.

If a parent is accompanying on an outing, he/she must be in a group with a member of staff. Where used, children should be securely harnessed into buggies and the brakes checked before you leave the building. The under 3's, who are not in a buggy, should hold an adult's hand.

Older children (from 3 to 5 years), walking with the buggy, should be taught to hold onto the side of the buggy

### **Identifying the group**

On outings to venues, if appropriate children are to wear a label, stating the nursery they belong to and the name of their group leader. Explain to the children the importance of knowing who is in their group and which staff member they are with. When the children have been assigned to groups, ask another member of staff to test them.

### **Protection from the weather**

Make sure the children are suitably dressed for the weather and their comfort and that their ability to walk there and back is not over-estimated.

If appropriate sunscreen should be applied before the outing and some taken by the staff. For smaller children in buggies, sunshades may be needed. Care should be taken to plan the outing in advance, making sure that the venue has suitable rain cover or shade.

The nursery can provide rainproof ponchos for children to wear over their coats.

### **Equipment**

It will be the senior member of staff's responsibility to ensure all necessary equipment is taken on the outing, and is checked off on the Outing Risk Assessment.

### **Outings Risk Assessment**

The outing's Risk assessment form must be completed by a senior member of staff going on the outing and checked with the nursery manager/ person in charge prior to any child being taken off the premises by staff.

### **Missing Child Policy**

All staff must be aware of the missing child policy

## Nursery Pets

The Nursery adopts a common sense approach to having animals on site. Nursery pets can play a valuable part in children's holistic development, providing consistent procedures are maintained to ensure the welfare and health and safety of children, staff and animals alike.

Nursery Staff must ensure:

- Animals are free from disease and have appropriate health checks.
- Suitable housing is provided for the animal.
- Appropriate care routines are in place.
- Ensure feeding bowls and litter trays are not accessible to children and do not contaminate food preparation areas.
- Prevent animals from fouling in any areas used by children.
- Close supervision of children handling animals and their equipment.
- Staff and children wash their hands after handling animals and their equipment.
- Take into consideration other factors such as allergies, religious beliefs or anxiety.

## Display policy

We will respect and value the children's contributions to displays and the nursery environment.

#### Display of legal documents

- Ofsted registration certificate
- Insurance policy
- Ofsted contact number

#### Other documents available:

- Policies
- Up to date copies of ofsted inspection
- Staff photos
- Staff Training and Qualifications
- Parent information board to include activities in the nursery, current documentation on new initiatives being introduced to the nursery.
- Menus

#### Wall displays

To achieve educated and interesting displays they need to have:

- Correct spelling
- Different types of text i.e. handwritten, printed texts.
- Children's names should be positioned at the top left hand corner of their work.
- The font needs to be a good size and clear for parents to read as they enter the nursery.
- No pre-cut shapes all work needs to be the children's own, if there is a specific activity that you are achieving for the display use books of artefacts to show children what you would like them to contribute to the display
- Photos need to be present to show others how the children completed and interacted during the session alongside their work.
- When taking pictures of children look around in the background before you take the pictures

Children enjoy seeing their own work go onto display so that they can show their family/friends when they are collected.

## Work experience policy

The work experience representative will ensure that all work experience students are placed in a safe and healthy working environment by taking the following measures.

- To make sure that students have been made aware of and have understood the relevant hazards within the job.

- Ensuring compliance with health and safety legislation.
- It is a policy that we have no more than two work experience placements at any one time.

### **The arrangements**

- The student will fill in an application form before starting at the setting
- The work experience representative will send a confirmation letter responsible for the placement provider upon approval of his or her placement.
- The work experience representative will ensure that all work experience students are given the correct health and safety information.
- The school or college are responsible for checking the current insurance of the setting.

### **Monitoring and Review**

Placement staff need to monitor placements to ensure that they are working well for students. In particular staff need to monitor the adjustments made for students to ensure that they are responsive to their needs.

### **Protection Guidance**

- Students are never left alone in any room with no senior support or supervision.
- Students are not allowed to take the children to the toilet, change any nappies or clothing on the children.
- Students must report to the work experience representative at the start of each day and will tell the student what room they are going to be working in.

## **Snow**

**We do ask all parents that should use the nursery during the snow days to allow plenty of time for drop offs and collections and ensure that each nursery has a current and up to date emergency number in case of early closure.**

With the recent changes in winter weather, we have adapted our policies to include procedures for dealing with bad snow. If high snowfall is threatened during a nursery day, then the duty manager will take the decision as to whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow, we will contact all available off duty staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored, we will contact Ofsted to inform them of this issue, recording all the details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

In the unlikely event of adverse weather preventing the nursery from opening, a decision will be made by authorised personnel as soon as possible and all possible means of communication will be utilised to ensure that all parents are made aware. Family will be our main source of notification.

## Terms and Conditions – Payment of Nursery Fees

The details of Terms and Conditions for Payment of Nursery Fees are included on our registration form. In brief, nursery fees are payable monthly in advance by Direct debit. Absence due to illness will be charged at the normal rate. If however your child is absent due to long term illness please bring this to the attention of the manager who can discuss it with you. There is a charge for persistent late collection of children. Holidays booked, giving a month's notice, will be charged at a 60% retainer fee. When terminating your child's place at nursery, four weeks' notice in writing is required. Please read the Terms and Conditions carefully and sign and return one copy to the office.

**The nursery has the right to cancel a child's place should nursery fees fall into arrears.**

## Data protection policy

### **General Data Protection Regulation**

**Rationale:** From May 25 2018, all business registered as Data Controllers with the Information Commissioner's Office are required to process data in accordance with the EU's General Data Protection Regulation which replaces the Data Protection Act of 1998.

**Linked Policies** – GDPR Privacy Notice, Safeguarding Policy, Health and Safety Policy, Mobile phone and Social Media Policy

**Point of contact:** Managing Director

### **Aims**

- To ensure that Devon Nurseries Ltd (The company) procedures and record keeping comply with current data protection legislation (EU General Data Protection Regulation)
- To provide guidelines to staff regarding the rights of individuals for whom the Companies processes data

### **General Data Protection Regulation**

Nurseries hold information on both children, parents and staff and, in doing so, must follow the requirements of this EU Legislation. GDPR covers the collection, storing, editing, retrieving, disclosure, archiving and destruction of personal data. The Act applies to data held on paper as well as electronically.

Personal data is defined as data (fact and opinion) that is held on a living individual who can be identified from the data itself. The companies process personal data regarding staff, children and their parents/guardians as well as contractors, volunteers and past children. This involves obtaining, recording, holding, disclosing, destroying and using data.

It is important that all staff are very careful about the content of nurseries' information as the General Data Protection Regulation allows individuals to find out what data is held about themselves by the nurseries and the rights that they hold regarding that data. This is documented within the Companies' Privacy Notice.

Devon Nurseries are required to register with the Information Commissioner's Office as a 'data controller'. All those employees who handle data within the Nurseries are 'data processors'.

Under GDPR, the 'data protection principles' set out the main responsibilities of organisations regarding individuals' data:

GDPR requires that personal data shall be:

“a) processed lawfully, fairly and in a transparent manner in relation to individuals;

b) collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes;

c) adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;

d) accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay;

e) kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals; and

f) processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.”

Article 5(2) requires that:

“the controller shall be responsible for, and be able to demonstrate, compliance with the principles.”

## **Responsibilities**

The Companies are responsible for:

- ensuring that staff are provided with a copy of this policy and that it is explained at induction and during staff refresher courses;
- appointing a Privacy and Compliance Officer to ensure that all personal data is processed in compliance with this policy and the General Data Protection Regulation
- ensuring information with regard to children, parents and staff and other individuals for whom the companies legitimately holds data is not released without the written permission of the person(s) concerned.
- ensuring that the Privacy Notice and all its associated policies are accessible to an individual who requests them.

## **Data Processing**

Under GDPR, data processing may only be carried out if the individual has given his or her consent, and under ‘legitimate use’

- the processing is necessary for the performance of a contract with the individual;
- the processing is required under a legal obligation;

- the processing is necessary to protect the vital interests of the individual;
- the process is necessary to carry out public functions;
- the processing is necessary in order to pursue the legitimate interests of the data controller or third parties.

The processing of sensitive data (racial or ethnic origin; political opinions; religious or other beliefs; trade union membership; health/medical; sex life; criminal proceedings or convictions) can only be processed if:

- the explicit consent, in writing, of the individual is obtained;
- the data are required by law for employment purposes or the administration of justice or legal proceedings;
- protection of the vital interests of the data subject or another.

The following data are exempt from the right of access under GDPR:

- information which identifies other individuals;
- information which the Companies believe is likely to cause damage or distress;
- information to which the legal profession has privileged rights.

### **Use of Digital Images**

For the purposes of this section, publication includes on websites, in the press, on TV, as web broadcasts or video/CD/DVD to be released into the public domain.

- Written permission from parents or carers will be obtained before photographs of children are published.
- When a parent does not agree to their child's photograph being used, the Manager of the nursery will ensure that this is adhered to.
- Where named images must be used then specific written permission from a parent or guardian must be obtained.
- The nurseries will monitor the use of cameras and anyone behaving inappropriately at extracurricular events. If there are concerns, Managers can require the person to cease using the camera or leave the premises.

- The copyright of all material must be held by the Companies, or be attributed to the owner where permission to reproduce has been obtained.

### **Staff Use of Internet and Email**

All internet activity should be appropriate to staff's professional activity or children's education. Use for personal financial gain, gambling, political purposes or advertising is forbidden.

Access should only be made via the authorised account and password.

Unsuitable material (pornographic, racist, offensive) must not be deliberately accessed and downloaded. Should unsuitable material be accidentally accessed, the ICT Network Manager must be immediately informed.

Users are responsible for their email and must ensure that the content is professional and appropriate. Posting anonymous messages and forwarding chain letters is forbidden.

Email contacts must not be given without the permission of the person(s) concerned. BCC enables emails to be copied without disclosing the email address. The content of email must be strictly for the recipient(s) and a disclaimer used on all emails, see Annex 2.

The content of email must be polite and of the standard normally required by the companies. The following disclaimer may be used for confidential letters:

*This letter is confidential and may not be read, copied, distributed, disclosed to or otherwise used by anyone other than the recipient.*

Copyright of materials must be adhered to.

Breach of the above is a serious offence and will lead to disciplinary action.

On leaving the companies, company email accounts will be suspended and will not be accessible to the previous staff member.

### **Computer Security**

The IT Network Manager, is responsible for ensuring that:

- procedures comply with GDPR;
- only licensed software is used;
- access controls are set with appropriate levels of security;

- passwords are used by only one person, changed regularly and not disclosed to another person, except in the case of shared unnamed manager accounts where the password may be used by the covering manager;
- computer use is legitimate and that staff are aware of their responsibilities and security levels for data access;
- only authorised terminals are connected to the network system and that these are logged off immediately after use, or locked if being left unattended.
- access rights are cancelled as soon as staff leave;
- information is secured against loss or corruption;
- Staff ensure that waste computer output (printouts, CDs etc.) are immediately disposed of in a secure manner.

The security and confidentiality of information is extremely important. Some computer crimes are now criminal offences and prison sentences can be imposed. A manager may be charged as well as the person committing the crime. See Annex 1: Computer Security Legislation.

Computer data requires different levels of security and access, depending upon the degree of confidentiality. Some data are intended for easy use and access is not restricted. However, all data needs to be secured against loss or corruption.

Sensitive and confidential data e.g. children's files, budgets should not be saved onto portable storage devices such as USB memory sticks. The use of online cloud storage would be preferable for such tasks. If there is no alternative means of transferring the data, permission from the practice manager should be obtained. Sensitive data on the drives should be encrypted and the data deleted once it has been transferred to the appropriate and secure system. Care must be taken that the stick is not lost or carelessly mislaid.

Staff passwords should be changed on a termly basis.

### ***Computer Equipment***

All computer equipment must be adequately protected against theft, malicious damage or unreasonable environmental surroundings. Access devices such as keys, card keys, passwords or codes must not be transferred to another person. Computer equipment is not insured if:

- Taken from an unattended vehicle that is not securely locked
- Left visible in a locked vehicle
- Taken abroad on a non-work based visit
- Not in the possession of a duly authorised representative of the companies.

The physical security of each piece of computer equipment in the nurseries is the responsibility of the IT Network Manager alongside the Senior Management Team.

Wherever possible, administration terminals should be placed in positions that only allow the screen's display to be seen by authorised staff.

All confidential output must be stored securely when not in use.

### ***Backups***

With the use of Google Drive's Cloud Storage, fewer files are stored on the nursery group's network. However, copies of computer files that are still stored in this location are taken by the IT Network Manager regularly from the servers (the frequency to be determined for each application), users files are synchronised to the network each time they logon to the network. For machines that are not connecting regularly or never to a network then an external backup device must be used for this purpose. Copies must be stored securely away from the computer. They should be reviewed and tested periodically to ensure that they are still workable.

### ***Privacy***

Through the use of network drives, every effort must be made to ensure that confidential information can only be accessed by persons who have permission to see it.

### ***Software Viruses***

The nurseries' machines are protected by a current virus checking program. Personal machines must not be used on a nursery/office network system unless they have been passed as 'clean' by the IT network manager and all necessary links to the internet filtering system have been established.

### ***Acquisitions***

Purchase of non consumable IT equipment must be managed by the IT Network Manager. All purchases of ICT equipment must be entered into the asset register.

### ***Intellectual Rights***

Unauthorised copies of licensed software must not be made. The companies may fund and facilitate the development of software that enhances the professional standing and status of the company. In such instances, a contract will be drawn-up specifying remuneration and copyright.

Policies, planning and nursery documentation are the property of the company. When a member of staff leaves they must not copy these (electronically or on paper). See contract documentation for further details.

### ***Personnel Policy***

Any employee knowingly breaching this policy may be subject to disciplinary proceedings.

These breaches include:

- unauthorised use of passwords;
  - unauthorised disclosure of information;
  - deliberate and unauthorised access to, copying of, alteration to or interference with computer programs or data;
  - loading of “pirate” or borrowed software.
- 
- If a member of staff resigns or is suspended or dismissed, the security of computer equipment and data must be immediately addressed.

An employee may be subject to disciplinary procedures for:

- unauthorised use of passwords;
- deliberate and unauthorised access to, copying of, alteration to or interference with computer programs or data;
- unauthorised disclosure of information.

### **Access to Personal Data**

Staff personal files are stored in a locked cabinet in the Nursery Team Office and in each nursery. Children’s files are stored in locked drawers in each nursery office. Access to staff files/records is restricted to the Manager/ Deputy of each nursery and in the Team office, the Head of Nurseries.

Family, the companies’ Management Information System is used to store children, parents and staff data.

The Manager of each nursery is responsible for ensuring that files are checked annually to ensure that the information stored is accurate and relevant. No private written records are to be kept by nursery staff.

Any parent/guardian/member of staff (data subject) wishing to access any of their personal data should put the subject access request (SAR) in writing to the Managing Director who must respond to any such written requests within 30 days. Before providing the information, the Company will need to verify the identity of the person making the request using “reasonable means”. This would be in the format of an accepted form of identification.

Where the Data Subject makes an SAR by electronic means and, unless otherwise requested by the Data Subject, the information will be provided in a commonly used electronic format.

In the case of paper personnel files, the Managing Director must be present whilst the file is being examined. The person examining the file must sign and date any documents in the file

that s/he has examined. Copies may be provided if requested. Electronic data will be transferred by means agreed with the individual making the request.

The rights under GDPR are the individual to whom the data relates.

As outlined in the Privacy notice, the company will take reasonable steps to verify the identity and GDPR compliance of any third party before sharing any personal data.

The company will not disclose or publish information at the request of a third party without the consent of the parent/guardian (individual).

The full names of individual children will not be published including on the Family MIS. **Please note however, that parents' full names are visible to others if the parents comment or like on newsfeed posts. To avoid this from happening, please use the message facility to address your comments directly to the poster of the newsfeed.**

Parental permission must be obtained prior to using photographs or information for publicity purposes, including newspapers.

Staff are not allowed to use personal mobile phones to take photographs or videos at any time. For more information on images of children, please see the Mobile phone policy as well as the Safeguarding Policy.

### **Disclosure of Business Information**

During and following employment employees must **not** use or disclose any confidential information relating to the business or financial affairs of Devon Nurseries Ltd to any person, firm, company or other body so long as the information remains confidential.

### **Copyright and Licences**

Operating manuals and handbooks, all notes, memoranda, records, correspondence, computer and other discs and tapes and all other documents and material whatsoever (whether made or created by the employee or otherwise) relating to the affairs of the Company or the nurseries shall be and remain the property of the Company and shall be handed over by employees to the Company when they leave.

Copyright is an unregistered right (unlike patents, registered designs or trade marks). Therefore, there is no official action to take (no application to make, forms to fill in or fees to pay). Copyright comes into effect immediately, as soon as something that can be protected is created and "fixed" in some way, e.g. on paper, on film, via sound recording, as an electronic record on the internet, etc. Copyright work should be marked with the copyright symbol © followed by your name and the date, to warn others against copying it, but it is not legally necessary in the UK.

The Nursery Manager is responsible for ensuring that the necessary copyright licences are obtained as follows:

Licence required for:	CLA	ERA	PPL	PRS
Nursery play, concert, live or recorded music.			√	√
Radio or television broadcast for educational purposes.		√		
Photocopying articles from journals, magazines or books.	√			
Playing radio/CD/tape in administration offices or staffrooms.			√	√
Overhead transparencies from journals, magazines or books.	√			

### Key

CLA – The Copyright Licensing Agency Ltd licences the photocopying of extracts from books, journals and magazines.

ERA – The Educational Recording Agency Ltd licences designated educational establishments to record radio and television broadcasts for non-commercial educational purposes.

PPL – represents the UK record industry, licensing the use of sound recording (CDs, tapes, discs etc.) on behalf of record companies and performers. Licences are issued for extra curricular use of copyrighted sound recordings on school premises.

PRS – is the copyright collection society for composers and publishers of music. It licences the extra curricular use of copyrighted music on school premises, including PA events and use by hirers.

## Retention of Records / Archiving Documents

The GDPR requires that personal data is only retained for as long as necessary – that is, necessary for the specific lawful purpose (or purposes) it was acquired.

Therefore at the end of each year the companies evaluate its storage of personal and special category data and, in line with its Privacy notice, will retain, archive or destroy data accordingly.

The following table indicates the current DfE guidance on record retention to which the company adheres:

We are required under legislation to keep certain records about children, parents and staff members. Due to this legislation we are required to keep this information for a set amount of time.

Children's records - Kept for 25 years

Records relating to individual children e.g. care plans, speech and language referral forms – We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records.

Copies will be kept for 25 years.

Accidents and pre-existing injuries - If relevant to child protection we will keep these until the child reaches 25 years old.

Safeguarding Records and Cause for Concern forms – We will keep until the child has reached 25 years old.

Records of any reportable death, injury, disease or dangerous occurrence (for children) - As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records until the child reaches the age of 21 years and 3 months.

Records of any reportable death, injury, disease or dangerous occurrence (for staff) – 3 years

Type of accidents include fractures, broken limbs, serious head injuries or where the child is hospitalised.

Observation, planning and assessment records of children - We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it.

Information and assessments about individual children are either given to parents when the child leaves or to the next setting/school that the child moves to (with parents' permission).

Personnel files and training records (including disciplinary records and working time records) – 10 years

Visitors/signing in book – Up to 24 years as part of the child protection trail.

This policy will be reviewed annually and amended according to any change in law/legislation.

## **GDPR PRIVACY NOTICE**

### **FOR EMPLOYEES, CHILDREN ATTENDING DEVON NURSERIES AND THEIR PARENTS/ CARERS.**

#### **WHAT IS THE PURPOSE OF THIS DOCUMENT?**

[Devon Nurseries Ltd] (“the Nursery group” or “we”) is committed to protecting the privacy and security of your personal information.

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

The Nursery GROUP [***Devon Nurseries Ltd***] is a “data controller”. This means that we are responsible for deciding how we hold and use personal information about You. We are required under data protection legislation to notify You of the information contained in this privacy notice.

This notice applies to Employees, Children and Parents. This notice does not form part of any contract of employment or other contract to provide services. We may update this notice at any time but if we do so, we will provide You with an updated copy of this notice as soon as reasonably practical.

It is important that Employees, and Parents read and retain this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about You, so that You are aware of how and why we are using such information and what Your rights are under the data protection legislation.

#### **DATA PROTECTION PRINCIPLES**

We will comply with data protection law. This says that the personal information we hold about You must be:

1. Used lawfully, fairly and in a transparent way.
2. Collected only for valid purposes that we have clearly explained to You and not used in any way that is incompatible with those purposes.
3. Relevant to the purposes we have told You about and limited only to those purposes.

4. Accurate and kept up to date.
5. Kept only as long as necessary for the purposes we have told You about.
6. Kept securely.

## THE KIND OF INFORMATION WE HOLD ABOUT YOU

Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data).

There are “special categories” of more sensitive personal data which require a higher level of protection, such as information about a person’s health or sexual orientation.

### Employees:

We will collect, store, and use the following categories of personal information about Employees:

- Personal contact details such as name, title, addresses, telephone numbers, and personal email addresses.
- Date of birth.
- Gender.
- Marital status and dependants.
- Next of kin and emergency contact information.
- National Insurance number.
- Bank account details, payroll records and tax status information.
- Salary, annual leave, pension and benefits information.
- Start date and, if different, the date of an Employee’s continuous employment.
- Location of employment or workplace.
- Copy of driving licence (where applicable).
- Recruitment information (including copies of right to work documentation, references and other information included in a CV or cover letter or as part of the application process).
- Employment records (including job titles, work history, working hours, holidays, training records and professional memberships).
- Personnel files and training records including performance information, disciplinary and grievance information, and working time records.
- Information about your use of our information and communications systems.
- Records of any reportable death, injury, disease or dangerous occurrence.
- We may also collect, store and use the following “special categories” of more sensitive personal information:
  - 
  - Information about an Employee’s race or ethnicity.
  - Information about an Employee’s health, including any medical condition, accident, health and sickness records, including:
    - where an Employee leaves employment and under any share plan operated by a group

company the reason for leaving is determined to be ill-health, injury or disability, the records relating to that decision;

- details of any absences (other than holidays) from work including time on statutory parental leave and sick leave; and
- where an Employee leaves employment and the reason for leaving is related to their health, information about that condition needed for pensions and permanent health insurance purposes.

### **Children:**

We will collect, store, and use the following categories of personal information about Children:

- Name
- Date of birth
- Home address
- Dietary requirements
- Attendance information
- Photographs and video clips of the Child to signpost Children to where their belongings are stored at the Nursery that they attend, and also for general display purposes
- Emergency contact should Parents be unavailable and the emergency contact's contact details
- Record book / Digital Learning Journey for each Child containing the work of the Child whilst at the Nursery, observations about the Child's development whilst at the Nursery from Employees of the Nursery, specific examples of the Child's progress, photographs demonstrating the Child's development whilst at the Nursery, and personal details of the Child (e.g. their date of birth) ("Progress Report")
- Records relating to individual Children e.g. care plans, common assessment frameworks, speech and language referral forms
- Accidents and pre-existing injuries forms
- Records of any reportable death, injury, disease or dangerous occurrence
- Observation, planning and assessment records of Children
- We may also collect, store and use the following "special categories" of more sensitive personal information:
  - Information about a Child's race or ethnicity, spoken language and nationality.
  - Information about a Child's health, including any medical condition, health and sickness records.
  - Information about a Child's accident or incident reports including reports of pre-existing injuries.
  - Information about a Child's incident forms / child protection referral forms / child protection case details / reports.

### **Parents:**

We will collect, store, and use the following categories of personal information about Parents:

- Name
- Home address
- Telephone numbers, and personal email addresses.
- National Insurance number.

- Bank account details.
- We may also collect, store and use the following “special categories” of more sensitive personal information:
  - Information about a Parent’s race or ethnicity, spoken language and nationality.
  - Conversations with Parents where Employees of the Nursery deem it relevant to the prevention of radicalisation or other aspects of the government’s Prevent strategy.

## HOW IS YOUR PERSONAL INFORMATION COLLECTED?

### Employees:

We collect personal information about Employees through the application and recruitment process, either directly from candidates or sometimes from an employment agency or background check provider. We may sometimes collect additional information from third parties including former employers, credit reference agencies or other background check agencies.

We will collect additional personal information in the course of job-related activities throughout the period of when an Employee works for us.

### Children and Parents:

We collect personal information about Children and Parents from when the initial enquiry is made by the Parents, through the enrolment process and until the Children stop using the Nurseries’ services.

## HOW WE WILL USE INFORMATION ABOUT YOU

We will only use Your personal information when the law allows us to. Most commonly, we will use Your personal information in the following circumstances:

1. Where we need to perform the contract we have entered into with You.
2. Where we need to comply with a legal obligation.
3. Where it is necessary for our legitimate interests (or those of a third party) and Your interests and fundamental rights do not override those interests.

We may also use Your personal information in the following situations, which are likely to be rare:

1. Where we need to protect Your interests (or someone else’s interests).
2. Where it is needed in the public interest or for official purposes.

### Situations in which we will use Employee personal information

We need all the categories of information in the list above (see Employee section within the [Paragraph](#) entitled ‘The Kind of Information We Hold About You’) primarily to allow us to perform our contracts with Employees and to enable us to comply with legal obligations. The situations in which we will process Employee personal information are listed below.

- Making a decision about an Employee's recruitment or appointment.
- Checking an Employee is legally entitled to work in the UK. Paying an Employee and, if an Employee is an Employee or deemed Employee for tax purposes, deducting tax and National Insurance contributions (NICs).
- Providing any Employee benefits to Employees.
- Enrolling you in a pension arrangement in accordance with our statutory automatic enrolment duties.
- Liaising with the trustees or managers of a pension arrangement operated by a group company, your pension provider and any other provider of employee benefits.
- Administering the contract we have entered into with an Employee.
- Conducting performance and/or salary reviews, managing performance and determining performance requirements.
- Assessing qualifications for a particular job or task, including decisions about promotions.
- Gathering evidence for possible grievance or disciplinary hearings.
- Making decisions about an Employee's continued employment, engagement.
- Making arrangements for the termination of our working relationship.
- Education, training and development requirements.
- Dealing with legal disputes involving Employees, including accidents at work.
- Ascertaining an Employee's fitness to work.
- Managing sickness absence.
- Complying with health and safety obligations.
- To prevent fraud.
- To monitor your use of our information and communication systems to ensure compliance with our IT policies.
- To ensure network and information security, including preventing unauthorised access to our computer and electronic communications systems and preventing malicious software distribution.
- Equal opportunities monitoring.

Some of the above grounds for processing will overlap and there may be several grounds which justify our use of an Employee's personal information.

### **Situations in which the Nursery will use personal information of Children**

We need all the categories of information in the list above (see Children section within the Paragraph entitled 'The Kind of Information We Hold About You') primarily to allow us to perform our obligations (including our legal obligations to Children. The situations in which we will process personal information of Children are listed below.

- Upon consent from the Parents, Personal Data of Children will be shared with schools for progression into the next stage of their education.
- Personal information of Children will be shared with local authorities without the consent of Parents where there is a situation where child protection is necessary.
- The personal information of Children will be shared with local authorities with the consent of Parents for funding purposes.

- Ofsted will be allowed access to the Nursery's systems to review child protection records.
  - To ensure we meet the needs of the Children
  - To enable the appropriate funding to be received
  - Report on a Child's progress whilst with the Nursery
  - To check safeguarding records
  - To check complaint records
  - To check attendance patterns are recorded
  - When a Child's Progress Report is given to its Parent in order for that Parent to pass the same Progress Report to a school for application or enrolment purposes

### **Situations in which the Nursery will use personal information of Parents**

We need all the categories of information in the list above (see Parents section within the Paragraph entitled 'The Kind of Information We Hold About You') primarily to allow us to perform our contracts with Parents and to enable us to comply with legal obligations. The situations in which we will process personal information of Parents are listed below.

- The personal information of Parents will be shared with local authorities with the consent of Parents for funding purposes.
- To report on a Child's attendance
- To be able to contact a Parent or a Child's emergency contact about their Child
- To ensure nursery fees are paid

### **If Employees and Parents fail to provide personal information**

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

### **Change of purpose**

We will only use Your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use Your personal information for an unrelated purpose, we will notify the Employee, Child or Parent, as is appropriate in the circumstances, and we will explain the legal basis which allows us to do so.

Please note that we may process an Employee's, a Child's or a Parent's personal information without their respective knowledge or consent, as relevant to the circumstances, in compliance with the above rules, where this is required or permitted by law.

### **HOW WE USE PARTICULARLY SENSITIVE PERSONAL INFORMATION**

"Special categories" of particularly sensitive personal information require higher levels of protection. We need to have further justification for collecting, storing and using this type of personal information. We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data. We may process special categories of personal information in the following circumstances:

1. In limited circumstances, with Employee or Parent explicit written consent.
2. Where we need to carry out our legal obligations or exercise rights in connection with Employee employment.
3. Where it is needed in the public interest, such as for equal opportunities monitoring or in relation to our occupational pension scheme.

Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is needed to protect an Employee, a Child or a Parents' interests (or someone else's interests) and the Employee, Child or Parent as is appropriate is not capable of giving consent, or where the Employee or Parent has already made the information public.

### **The Company's obligations as an employer**

We will use particularly sensitive personal information of Employees in the following ways:

- We will use information relating to leaves of absence, which may include sickness absence or family related leaves, to comply with employment and other laws.
- We will use information about the physical or mental health of an Employee, or their disability status, to ensure Employee health and safety in the workplace and to assess the fitness of Employees to work, to provide appropriate workplace adjustments, to monitor and manage sickness absence and to administer benefits including statutory maternity pay, statutory sick pay, pensions and permanent health insurance.
- We will use information about an Employee's race or national or ethnic origin, religious, philosophical or moral beliefs, or an Employee's sexual life or sexual orientation, to ensure meaningful equal opportunity monitoring and reporting.

### **Do we need Employee consent?**

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

### **INFORMATION ABOUT CRIMINAL CONVICTIONS**

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

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

We envisage that we will hold information about criminal convictions.

We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so, which includes but is not limited to Disclosure and Barring Service ("DBS") checks. Where appropriate, we will collect information about criminal convictions as part of the recruitment process or we may be notified of such information directly by you in the course of you working for us. We will use information about criminal convictions and offences in the following ways:

- To conduct a DBS check on each Employee, to record the date of the DBS check, the number of DBS check and the name of the body conducting the DBS check.

We are allowed to use your personal information in this way to carry out our obligations. We have in place an appropriate policy and safeguards which we are required by law to maintain when processing such data.

## **AUTOMATED DECISION-MAKING**

Automated decision-making takes place when an electronic system uses personal information to make a decision without human intervention. We are allowed to use automated decision-making in the following circumstances:

1. Where we have notified Employees or Parents of the decision and given the Employee or the Parent as is appropriate 21 days to request a reconsideration.
2. Where it is necessary to perform the contract with an Employee or a Parent and appropriate measures are in place to safeguard the Employee's, the Child's or the Parent's rights as is appropriate.
3. In limited circumstances, with explicit written consent from the Employee or the Parent, as is appropriate, and where appropriate measures are in place to safeguard Employee or Parent rights.

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

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

## DATA SHARING

We may have to share Employee, Child or Parent data with third parties, including third-party service providers and other entities in the group.

We require third parties to respect the security of Your data and to treat it in accordance with the law.

### **Why might the Nursery share Employee, Child or Parent personal information with third parties?**

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

### **Which third-party service providers process my personal information?**

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

- Local Authorities – for funding and monitoring reasons (e.g. equal opportunities and uptake of funded hours)
- Regulatory bodies – for ensuring compliance and the safety and welfare of the children
- Schools – to provide a successful transition by ensuring information about the child's progress and current level of development and interests are shared
- Our MIS provider "Family" : NB: All information processed on Family is encrypted

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

### **How secure is my information with third-party service providers and other entities in our group?**

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

### **When might you share my personal information with other entities in the group?**

We will share Your personal information with other entities in our group as part of our Central Management and Admin Team.

### **What about other third parties?**

We may share Your personal information with other third parties, for example in the context of the possible sale or restructuring of the business. In this situation we will, so far as possible, share anonymised data with the other parties before the transaction completes. Once the transaction is completed, we will share Your personal data with other parties if and to the extent required under the terms of the transaction.

We may also need to share Your personal information with a regulator or to otherwise comply with the law.

## **DATA RETENTION**

### **How long will you use my information for?**

We will only retain Your personal information for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. Details of retention periods for different aspects of your personal information are available in our data protection policy which is available from the managers. To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of Your personal data, the purposes for which we process Your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

In some circumstances we may anonymise Your personal information so that it can no longer be associated with You, in which case we may use such information without further notice to You. Once you are no longer an Employee, or a Child benefiting from the Nursery's services or a Parent, as is appropriate, we will retain and securely destroy your personal information in accordance with [our data protection policy **OR** applicable laws and regulations].

## **RIGHTS OF ACCESS, CORRECTION, ERASURE, AND RESTRICTION**

### **Your duty to inform us of changes**

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

### **Your rights in connection with personal information**

Under certain circumstances, by law You have the right to:

- **Request access** to Your personal information (commonly known as a “data subject access request”). This enables You to receive a copy of the personal information we hold about You and to check that we are lawfully processing it.
- **Request correction** of the personal information that we hold about You. This enables

You to have any incomplete or inaccurate information we hold about You corrected.

- **Request erasure** of your personal information. This enables Employees or Parents to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove Your personal information where You have exercised Your right to object to processing (see below).
- **Object to processing** of Your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about Your particular situation which makes You want to object to processing on this ground. You also have the right to object where we are processing Your personal information for direct marketing purposes.
- **Request the restriction of processing** of Your personal information. This enables Employees or Parents, as is appropriate, to ask us to suspend the processing of personal information about You for example if You want us to establish its accuracy or the reason for processing it.
- **Request the transfer** of Your personal information to another party.

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

### **No fee usually required**

You will not have to pay a fee to access Your personal information (or to exercise any of the other rights).

### **What we may need from You**

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

### **RIGHT TO WITHDRAW CONSENT**

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

### **CHANGES TO THIS PRIVACY NOTICE**

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