

YOU WANT YOUR CHILD TO  
BE CARED FOR IN A SAFE, LOVING  
ENVIRONMENT - SO DO WE!



# POLICY STATEMENTS

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**NEWCASTLE**

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# PROMOTING HEALTH AND HYGIENE

## 1. Animals in the setting

### Policy statement

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

### *Visits to farms*

- Before a visit to a farm a risk assessment is carried out- this may take in to account of safety factors listed in the farm's own risk assessment which should be viewed.
- The outings procedure is followed
- Children wash their hands after contact with animals
- Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

**For full procedure regarding animals, please see the Nursery Manager**

## 2 Administering medicines

### Policy Statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the nursery, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

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

These procedures are written in line with current guidance 'Managing Medicines in Schools & Early Years Settings' as well as Ofsted guidelines. It is the manager's responsibility for ensuring all staff understand and follow these procedures.

### Procedures

- Children taking prescribed medication must be well enough to attend the nursery
- Only prescribed medication is administered. It must be in date, be prescribed for the current condition and must be in its original packaging with a chemist's label
- NB Children's paracetamol (un-prescribed) is administered only for children under the age of 1 year with the written consent of the parents in the case of high temperature. This is to

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

- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children
- Parents must hand all prescribed medications to staff, they must not be left in children's bags
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ensure they have completed all details on the consent form. No medication will be administered without all details and this must be checked by the Nursery Manager/Deputy or Senior on duty.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional
- If rectal diazepam is given another member of staff must be present and co-signs the record book
- No child may self administer. Where children are capable of understanding when they need medication, for example asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

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

Information regarding these must be sought from the child's family doctor and given to the Nursery Manager before a child starts their induction sessions at the nursery. A care plan will be completed with the child's parents/carers, key worker & the nursery manager and will be reviewed every 3 months or as and when needed.

### ***Managing medicines on trips an outings***

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication
- If a child on medication has to be taken to the hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name & name of medication. Inside the box is a copy of the consent form signed by the parent
- As a precaution, children should not eat when travelling in vehicles
- This procedure is read alongside the outings procedure

## **3 Managing children with allergies, or who are sick or infectious (including reporting notifiable diseases)**

### **Policy Statement**

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

### **Procedures**

Upon registration at The Cedars Nursery parents are asked to inform us of any allergies, long term illnesses or any medical conditions that their child may have. This is recorded on the nursery's registration form.

Information regarding these must be sought from the child's family doctor and given to the Nursery Manager before a child starts their induction sessions at the nursery.

### **Procedures for children with allergies**

If a child has an allergy, an Allergy Information Record must be completed before attending the nursery and is completed to detail the following:

- The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.)
- The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of the skin, swelling, breathing problems etc.
- What to do in the case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen)
- Control measures - such as how the child can be prevented from contact with the allergen
- Review

This form is kept in the child's personal file which is located in the manager's office. The information is put onto the First Steps programme and a copy of the Allergy List is given to each room & the kitchen for staff to see.

- Parents train staff how to administer special medication in the event of an allergic reaction. Where possible we will seek a medical professional to train staff how to administer special medication.
- Generally, no nuts or nut products are used within the setting
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

### ***Insurance requirements for children with allergies and disabilities***

- The insurance will automatically include children with disability or allergy but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from your insurance provider must be obtained to extend the insurance.

**At all times the administration of medication must be compliant with the Welfare Requirements of The Early Years Foundation Stage and follow procedures based on advice given in *Managing Medicines in Schools and Early Years Settings* (DfES 2005)**

## ***Oral Medication***

Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to our insurance provider.

- Oral medications must be prescribed by a GP, have the prescription label on & have manufacturer's instructions clearly written on them
- A 'Prescribed Medication Form' must be completed by the parent detailing clear written instructions on how to administer such medication. The nursery will not administer the medication unless it is completed fully and the parent has given consent. The form will be kept in the child's personal information file, located in the manager's office.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication

## ***Emergency medication (lifesaving treatments) & invasive treatments***

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

The nursery must have:

- A letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
- The 'Emergency Medication Plan' must be completed fully by the parent before the child attends the nursery, including written consent for staff to administer the medication; and
- Training in the administration must be given by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.

Key person for special needs children - children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

- We must have prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP
- The child's key person must have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.

## **Procedures for children who are sick or infectious**

- If children appear unwell during their day at nursery - have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach, someone from the Management Team will call the parents and ask them to collect their child, or send a known carer to collect on their behalf.
- The child must be collected as soon as possible, no longer than 1 hour
- If a parent or carer cannot be contacted, the nursery reserves the right to take the child to nearest 'NHS walk in centre' or hospital
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- Temperature is taken using a fever scan, each room has its own fever scan

- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed
- Parents are asked to take their child to the doctor before returning to them to nursery; the nursery can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep children at home for 48 hours before returning to the nursery.
- After sickness and/or diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed
- The nursery has a 'Communicable Disease Chart' which lists excludable diseases and current exclusion times. This is displayed on parent notice boards & a copy is given with the Policy Information Pack

### ***Reporting of 'notifiable diseases'***

- If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency
- When the nursery becomes aware, or is formally informed of the notifiable disease, the Nursery Manager informs Ofsted and acts on any advice given by the Health Protection Agency

### ***HIV/AIDS/Hepatitis procedure***

- HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through bodily fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults
- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit
- Protective rubber gloves are used for cleaning/slucing clothing after changing
- Soiled clothing is bagged for parents to collect
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with clinical waste
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant
- Children do not share toothbrushes which are also soaked weekly in sterilising solution

## **4 Nappy Changing & Intimate Care**

### **Policy statement**

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

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

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

The nursery has developed a 'Toilet Training Plan' for parents & staff to work together when a child starts toilet training, to ensure we are working together to support their child through this stage of their development.

**Please see the Nursery Manager for full procedures**

## **5 No-smoking**

### **Policy statements**

The Cedars Nursery complies with the health and safety regulations and the welfare requirements of the EYFS in making our nursery a no-smoking environment- both indoor and outdoor.

### **Procedures**

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs
- We actively encourage no-smoking by having information for parents and staff where to get help to stop smoking if they are seeking information.
- The no-smoking policy is stated in our employment conditions.
- Staff who smoke do not do so during working hours. Unless on a break and off the premises.

Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues

## **6 Food and Drink**

### **Policy statement**

The Cedars Nursery regards snack and meal times as an important part of the Nurseries day. Eating represents a social time for children and adults and helps children to learn about healthy eating. The Cedars Nursery promotes healthy eating using resources and materials from the NHS change for life campaign '5ive a day'. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

The Cedars Nurseries have trained professional cooks and fully equipped kitchens. Menus are designed for meat inclusive, vegetarian and special dietary needs and are altered seasonally to take advantage of fresh produce.

Staff are committed to embracing the cultural and religious diversity of the families who use our service introducing children to different religious and cultural festivals through different types of food and drink.

All children are encouraged to eat in social groups with The Cedars Nursery nurses and when possible children are to be given choice and serve themselves. There is also fresh drinking water available at all times.

**Please see the Nursery Manager for further details & information on packed lunches**

## **7 First Aid**

### **Policy Statement**

Staff at The Cedars Nursery are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first qualification includes first aid training for infants and young children.

There is a member of staff on the premises, at all times, who holds a First Aid at Work Certificate

### **Procedures**

There are first aid kits on each floor of the nursery; there is one especially for the kitchen and another for nursery outings

The first aid kit contents are checked monthly for out dated items & to replenish any used items.

At the time of admission to the nursery, parent's written permission for emergency medical advice or treatment is sought. Parents sign & date their approval on their child's registration forms.

Parents sign to give consent allowing staff to take their child to the nearest hospital to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

# HEALTH AND SAFETY

## 1 Risk Assessments

### Policy statement

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

The basic of this policy is risk assessment. The Cedars Nursery risk assessment processes follows five steps as follows:

- Identification of risk: where is it and what is it?
- Assessment as to the level of risk as high, medium or low. This is both the risk and the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/ eliminate risk: what will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: how do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

### Procedures

Our risk assessment process covers adults and children and includes:

- Checking for and noting hazards and risks indoors and outside, and in our premises and for activities
- Assessing the level of risk and who might be affected
- Deciding which areas need attention; and
- Developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Where more than five staff and volunteers are employed the risk assessment is written and is reviewed regularly.
- We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly basis.

## 2 Health and safety general standards

### Policy statements

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

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- All staff are given an induction session which covers all health and safety information and they must read the information provided.
- Our member of staff responsible for health and safety is: **Rhiannon Thackeray & Lorna Noon**
- She is competent to carry out these responsibilities

- She has undertaken health and safety training and regularly updates her knowledge and understanding
- We display the necessary health and safety poster in the staff room.

### ***Insurance cover***

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed outside the manager's office.

### **Procedures**

#### ***Awareness raising***

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the record to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the nursery.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no-smoking policy
- Children are made aware of health and safety issues through discussions, planned activities and routines.

**Please see the Nursery Manager for full procedure**

## **2 Fire safety and emergency evacuation**

### **Policy Statement**

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The Nursery Manager and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

### **Procedures**

- The basis of fire safety is risk assessment and these are carried out by a competent person
- The manager has received training in fire safety sufficient to be competent to carry out risk assessment; this will be written where there are more than five staff. This follows the guidance as set out in the Fire Safety Risk Assessment - educational premises document
- Fire doors are clearly marked, never obstructed and easily opened from the inside
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the nursery and are checked by .....

- Our emergency evacuation procedures are clearly displayed, explained to new members of staff, volunteers, parents and visitors; and are practised at least once every 6 weeks
- Records are kept of fire drills and the servicing of fire safety equipment

**Please see Nursery Manager for full details of procedure**

### **3 Recording and reporting of accidents and incidents**

(Including procedure for reporting to HSE, RIDDOR)

#### **Policy Statement**

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

#### **Procedures**

The nursery has accident/incident forms that record any accidents or incidents that may happen to children, staff, parents & visitors

They are kept safely and are easily accessible to all staff and volunteers and they know how to complete it. They are reviewed at the end of each month to identify any potential or actual hazards.

Parents are informed of all accidents & incidents; they are asked to sign the Accident/Incident Form and are given a copy in the case of head injuries.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult. A report is also made to the Health and Safety Executive using the format of RIDDOR

**Please see the Nursery Manager for details of full procedure**

### **4 Food Hygiene**

(Including procedure for reporting food poisoning)

#### **Policy Statement**

At The Cedars Nursery we provide food for children throughout the day. We provide breakfast, lunch and tea with snacks on a morning and in the afternoon.

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

We are registered with a food provider with the local authority Environmental Health Department.

The nursery employs a fulltime cook who receives regular training.

#### **Procedures**

The Nursery Manager and the Nursery Cook understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to the nursery setting. This is set out in *Safer Food Better*

*Business.* The basis for this risk assessment applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.

All of the nursery staff follow the guidelines of Safer Food Better Business and the aim of the nursery is for all staff to have a Food Hygiene Certificate.

If children bring packed lunches to nursery, they are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.

### ***Reporting of food poisoning***

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

Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the nursery manager will contact the Environmental Health Department and Health Protection Agency, to report the outbreak and will comply with any investigation.

If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

**For full details of policy procedures please see the Nursery Manager**

# ORGANISATION & DOCUMENTATION

## 1 Admissions

### Policy Statement

It is the nurseries intention to make The Cedars Nursery accessible to children and families from all sections of the local community. We aim to ensure that all sections of the community have access to the setting through open, fair and clearly communicated procedures.

### Procedures

The Cedars Nursery ensures that the existence of our nursery is widely advertised in places accessible to all sections of the community.

We ensure the information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language. Where necessary, we will provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.

We arrange our waiting list on a basis where the family has returned their registration form & have paid their registration fee. We will also take into account siblings who already attend the nursery.

We keep a place vacant, if this is financially viable, to accommodate an emergency admission.

We describe our nursery and its practices in terms that make it clear that we welcome both fathers and mothers, other relations and other carers, including childminders.

We describe our nursery and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, and ethnicity or from English being a newly acquired additional language.

We describe our nursery and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the nursery.

We monitor gender and ethnic background of children joining the group to ensure that the intake is representative of social diversity.

We make our Valuing Diversity and Promoting Equality Policy widely known.

We consult with families about opening times of the nursery to ensure we accommodate a broad range of family need.

We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the nursery that provides stability for all the children.

### Early Years Free Entitlement (EYFE)

The nursery provides a limited amount of places for children who are eligible for EYFE. Children are eligible for the term after they are 3 years old. Places are given subject to the sessions we have available from either 9am to 12pm or 1pm to 4pm. Please see the Nursery Manager for further details.

# CHILDCARE PRACTICE

## 2 The role of the key person and settling-in

### **Policy Statement**

At The Cedars Nursery we believe that children settle in best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, parents, the staff and the nursery by providing secure relationships in which children thrive, parents have confidence, staff are committed and the nursery is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy at The Cedars Nursery and to feel comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active parents with the nursery.

We aim to make the nursery a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

### **Procedures**

A key person is allocated to the child and family before the child attends nursery. The key person is responsible for the induction of the family and for settling the child into nursery. They will offer unconditional regard for the child and will be non-judgemental.

The key person will work with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.

The key person acts as the key contact for the parents and with any other carers that are involved with the child, such as childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.

A key person is responsible for the child's learning journey and for sharing information on a regular basis with the child's parents to keep those records up to date, reflecting the full picture of the child in both nursery and at home.

The key person encourages positive relationships between children in their group, spending time with them as a group each day.

The nursery has a back-up key person so the child and the parents have a key contact in the absence of the child's key person

We promote the role of the key person as the child's primary carer in the nursery, and as the basis for establishing relationships with other children and staff.

### **Settling In**

Before a child starts to attend the nursery, we use a variety of ways to provide their parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information leaflets displayed in the entrance and parents notice boards.

The settling in process is explained to parents before their child attends nursery. A child cannot attend the nursery without a minimum of a 2 week settling in process.

We allocate a key person to each child and their family before the child attends nursery; the key person welcomes and looks after them at the child's first induction and during the settling in process.

During the settling in process we explain and complete registration forms & key person information records. We plan jointly with the parents the best way to help their child settle into nursery.

We have an expectation that the parents, carer or close relative, will stay for most of the sessions during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.

Younger children may take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parents to be on hand to re-settle them.

We judge a child to be settled when they have formed a relationship with their key person; for example when the child looks for the key person when they arrive, goes to them for comfort, and seems pleased with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

We recognise that a child may bond with another member of staff who initially has not been chosen to be their key person. If this happens then we will change the key person to who the child feels more comfortable with.

When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.

We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the nursery.

We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.

Within the first four to six weeks of starting nursery, we discuss and work with the child's parents to start creating their learning journey.

### **3 The Early Years Curriculum**

The Cedars Nursery provided a stimulating, safe and caring environment in which all children can thrive. We actively promote the development of a positive self image and create a non-discriminatory atmosphere by introducing appropriate equipment, images, books, festivals and foods to ensure equality of opportunity for all.

The Cedars Nursery implements the Early Years Foundation Stage Framework and this is at the centre of our practice and provision. This framework supports each individual child's to achieve the 5 learning outcomes of the Every Child Matters agenda set out by the government these are, achieve and enjoy, being safe, achieving economic well-being, making a positive contribution and being healthy . It focuses on holistic development and is committed to ensuring each child reaches their full potential and can be given the best possible start in life. The framework provides support, information and guidance to all responsible for the care and education of children from birth to five years of age.

The Early Years Foundation Stage consists of four themes; a Unique Child, Positive Relationships, Enabling Environments and learning and development. These four themes allow practitioners to ensure that they are providing the most stimulating and supportive environment available to ensure the needs of each individual child are met and that their holistic development is supported. Each theme has four commitments which enable practitioners ensure they are delivering the very best in every aspect of their provision provided to each individual child. The learning and development theme of the Early Years Foundation Stage focuses on the six areas of learning which are- personal, social and emotional development, communication, language and literacy, problem solving, reasoning and numeracy, knowledge and understanding of the world, physical development and creative development. Each of these six areas of development has individual developmental matters which build up to the early learning goals that most children will achieve by the end of the reception year at school.

Parents and carers have access to this curriculum and can see it in use through our long, medium and short term planning which is displayed throughout the nursery. The idea that children learn through play is what under pins the Early years foundation stage framework and our philosophy. This is put practice by our staff planning for the children to have learning opportunities provided through our carefully selected resources which are available at all times. Staff incorporate children's individual interests into planning and provide activities to extend on their knowledge and develop skills ensuring that the children have enough time to practice and develop the skills. We give children to chance to explore their individuality and give them a sense of achievement. A child's early years are the most formative in their lives and we provide vital opportunities and experiences that aid the children to develop to their full potential.

Our practice is supported by a system of observation, assessment and planning. The staff observe the child's interest then use this to plan individual learning opportunities to extend their learning and development of skills. The learning is then assessed in relation to the developmental matters within the EYFS.

Each child has an individual learning journey, which contains photographic and observational evidence. This is used to track the child's learning in relation to their interests and their progress towards achieving the Early Learning Goals.

A child's day at the Cedars Nursery involves a variety of activities which cover all aspects of child development, with the child being at the centre of all we do. Children have to opportunity to experience other cultures and festivals from around the world, through celebrations and activities.

The Cedars Nursery has a large garden with a grassed area and bark surface area for climbing frames. We understand the value of outdoor play and encourage the children to engage with the outdoors in all weathers and we provide suitable waterproofs for this. The children can access the

outdoors everyday and we often go on outings to local parks and places of interest. This allows the children to experience all that is available to them.

We provide an active stimulating day but also understand each child needs time for quiet activities such as reading books and jigsaws. This is encouraged in selected, specially designed quieter areas of the rooms.

There are three breaks throughout the day for the children to have breakfast, lunch and tea with drinks provided throughout the day. Quiet time for the children is incorporated into morning and afternoon routines. In the baby room the child's own individual routine is carried on from their home environment by the nursery staff and this is achieved by close relationships and information sharing with the parents and carers.

Children are encouraged to fully participate in all the Cedars Nursery activities; however no child will ever be forced into anything they do not wish to do.

## PARTNERSHIP

### 4 Parental involvement

#### Policy Statement

We believe that children benefit most from early year's education and care when parents and nurseries work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the nursery. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early year's settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

*'Parental responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

**Please see the Nursery Manager for full details**

## **5 Working in partnership with other agencies**

### **Policy Statement**

We work in partnership with local authority and national agencies to promote the well-being of all children.

### **Procedures**

The Cedars Nursery works in partnership or in tandem with, local agencies and national agencies to promote the well-being of children.

Procedures are in place for sharing information about children and families with other agencies. These are set out in the Information Sharing Policy, Safeguarding Children procedures and Special Educational Procedures.

Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.

When working in partnership with staff from other agencies, we make those individuals welcome in the nursery and their professional roles are respected.

The nursery follows the protocol for working with agencies, for example on child protection. We work with Sure Start Bridgewater Centre to ensure we are up to date with current practice and seek advice when needed. We are currently working through their Quality Framework Audit to ensure best practice.

Staff from other agencies do not have unsupervised access to the child they are visiting and do not have access to any other child(ren) during their visit.

The nursery staff do not casually share information or seek formal advice about any named child or family.

When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

## **RECORD KEEPING**

### **6 Children's records**

#### **Policy Statement**

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality Policy and our procedures for information sharing.

## **Procedures**

We keep two kinds of records on the children in our nursery:

### ***Developmental records/learning journeys***

- These include observations of children in the nursery, photographs, video clips and samples of their work and progress reports
- These are usually kept in the children's play rooms and can be freely accessed, and contributed to, by staff, the children and the child's parents

### ***Personal records***

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or protection matters.
- These confidential records are stored in a lockable file or cabinet and are kept secure by the Nursery Manager in the office or other suitably safe place.
- Parents have access in accordance with our Client Access to Records Policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting. These are kept in a secure place.

### ***Other records***

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personal decisions.
- Students and work experience, when they are observing in the nursery, are advised of our confidentiality policy and are required to respect it. Students have to request written permission from a child's parents to make observations & photographs for their training.

## **7 Provider records**

### **Policy Statement**

The nursery will keep records for the purpose of maintaining our business. These include:

- Records pertaining to our registration
- Landlord/lease documents and other contractual pertaining to amenities, services and goods
- Financial records pertaining to income and expenditure
- Risk assessments
- Employment records of staff

Our records are guarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

The policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy.

## **8 Transfer of records to school**

### **Policy Statement**

At The Cedars Nursery we recognise that sometimes children move to another early years setting before they go on to school although many leave our setting to enter a nursery or reception class. We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child's development and learning in the EYFS in our nursery; in order to enable smooth transitions we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board

The procedure guides the process and determines what information we can and cannot share with a receiving school or setting.

Please see the Nursery Manager or details on transporting records

# **SAFEGUARDING CHILDREN**

## **1 CHILDREN'S RIGHTS & ENTITLEMENTS**

### **Policy Statement**

At the Cedars Nursery we promote children's rights to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.

We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.

We help children to establish and sustain satisfying relationships within their families, with peers, and other adults

We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

## **2 SAFEGUARDING CHILDREN & CHILD PROTECTION**

(Including managing allegations of abuse against a member of staff)

### **Policy Statement**

The Cedars Nursery will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Policy

### **Procedures**

We carry out the following procedures to ensure we meet the three key commitments

#### ***Key Commitment 1***

The Cedars Nursery is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its practice.

#### ***Staff and Volunteers***

Our designated person (a member of staff) who co-ordinates child protection issues is:

**LORNA NOON**

Our designated officer who oversees the work is: **RHIANNON THACKERAY**

We ensure all staff and parents are made aware of our safeguarding policies and procedures

We provide adequate and appropriate staffing resources to meet the needs of children.

Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974

Candidates are informed of the need to carry out 'enhanced disclosures' checks with the Criminal Records Bureau before posts can be confirmed

Where applicants are rejected because of information that has been disclosed, applicants have the right to know and challenge incorrect information.

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

Volunteers do not work unsupervised.

We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.

We have procedures for recording the details of visitors to the setting

We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events or advertising organised by The Cedars Nursery. Parents sign to give consent and have access to records holding visual images of their child.

### ***Key Commitment 2***

The Cedars Nursery is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006)

### ***Responding to suspicions of abuse***

We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.

When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.

We take into account factors affecting parenting capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.

We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may or may have affected children and young people using our provision.

We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or maybe victims of child trafficking. While this may be less likely to affect young children in our care we may become aware of these factors affecting older children and young people who we may come into contact with.

Where we believe a child in our care or known to us may be affected by any of these factors we follow the procedure for reporting child protection concerns

Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the nursery's leader or manager who is acting as the 'designated person'. The information is then stored in the Safeguarding Confidential File which is stored in a lockable unit in the Nursery Manager's office.

We refer concerns to Cruddas Park Social Services Initial Response Team and co-operate fully in any subsequent investigation.

NB In some cases this may mean the police or another agency identified by Newcastle Safeguarding Children's Board (NSCB)

We take care not to influence the outcome either through the way we speak to children or by asking questions of children.

We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placements, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the nursery may override the young person's refusal to consent to share information if it feels that it is necessary to prevent crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

### ***Recording suspicions of abuse and disclosures***

Where a child makes comments to a member of staff that gives concern (disclosure), observes signs or signals that give concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:

- listens to the child, offers reassurance and gives reassurance that they will take action;
- does not question the child;
- makes a written record that informs an objective record of observation or disclosure that includes:
  - the date and time of the observation or the disclosure
  - the exact words spoken by the child as far as possible
  - the name of the person to whom the concern was reported, with date & time
  - the names of any other person present at the time

These records are signed and dated and kept in the Safeguarding Confidential File which is kept securely and confidentially.

Where the local safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Newcastle Safeguarding Children's Board.

*Making a referral to the local authority designated officer (LADO) Mel Scott on 0191 277 4636*

### ***Informing parents***

Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger.

We inform parents where we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.

If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the NSCB does not allow this, for example, where it is believed the child may be in greater danger.

This will usually be the case where the parent is likely the abuser. In these cases the social workers will inform the parents.

### ***Liaison with other agencies***

The Cedars Nursery works within the Newcastle Safeguarding Children's Board guidelines.

We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.

We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.

We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the well being of children or where an allegation of abuse is made against a member of staff.

### ***Allegations against staff***

The Cedars Nursery ensures that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises which may include an allegation of abuse.

We follow the guidance of the NSCB when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises has abused a child.

We respond to any disclosure by children or staff that abuse may have taken place, or is taking place, by first recording the details of any such alleged incident.

We refer any such complaint immediately to the Social Services Initial Response Team (SSIRT) to investigate. We also report any such alleged incident to Ofsted and what measures we have taken.

We are aware that it is an offence not to do this.

We will co-operate entirely with any investigation carried out by SSIRT in conjunction with the police.

Where the Nursery Manager and social services agree it is appropriate in the circumstances, the Nursery Directors will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but it is to protect the staff as well as the children and families throughout the process.

### ***Disciplinary action***

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

### ***Key Commitment 3***

The Cedars Nursery is committed to promoting awareness of child abuse issues throughout its training and development for staff and volunteers. It is also committed to empowering young children through their early childhood curriculum, promoting their right to be strong, resilient and listened to.

### ***Training***

The Cedars Nursery has a comprehensive training programme and seeks training opportunities for all adults to be involved in safeguarding children training. We ensure they are able to recognise the signs and signals of possible physical, emotional, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.

Staff and volunteers attend Safeguarding Children training every 3 years with added refreshers and updates of policies and procedures are discussed in staff meetings.

We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

### ***Planning***

The layout of rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without them being visible to others

### ***Curriculum***

We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of children, so that they can grow to be *strong, resilient and listened to* and that they develop an understanding of why and how to keep safe.

We create within our setting a culture of value and respect for the individual, having positive regard for children's heritage arising from colour, ethnicity, languages spoken at home, cultural and social background

We ensure this is carried out in a way that is developmentally appropriate for the children.

### ***Confidentiality***

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Newcastle Safeguarding Children's Board.

### ***Support to families***

We believe in building trusting and supportive relationships with families, staff and volunteers in The Cedars Nursery.

We make clear to parents our role and responsibilities in relation to child protection, such as the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the SSIRT

We will continue to welcome the child and the family whilst investigations are being made in relation to alleged abuse.

We will follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting the child and their family, subsequent to any investigation.

Confidential records are kept on the child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the NSCB.

## **3 LOOKED AFTER CHILDREN**

### **Policy Statement**

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

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

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we recognise that not all children have experienced abuse and that there is a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however there are instances when

this does occur or where the child has been placed with a family member who works. The Cedars Nursery maintains that it is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

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

### *Principles*

- The term 'looked after child' denotes the child's current legal status; this term is never used to categorise a child standing out from others. We don't refer to such a child using acronyms such as LAC
- We offer places to children under 3 years of age in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the nursery will last a minimum of three months.
- We offer places for funded three and four-year-olds to ensure they receive their entitlement to early education. We expect the child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

**Please see the Nursery Manager for full procedures**

## **4 CONFIDENTIALITY & CLIENT ACCESS TO RECORDS**

### **Policy Statement**

Definition: 'Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value to be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence' (Information Sharing: Guidance for Practitioners and Managers (DCSF 2008))

At the Cedars Nursery, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they have access to high quality early years care and education in our nursery. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

### **Confidentiality Procedures**

- we always check whether parents regard the information they share with us to be regarded as confidential or not
- Some parents sometime share information about themselves with other parents as well as the staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child
- We keep all records securely

**Please see the Nursery Manager for the procedure to access records**

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child. Please see also our policy on child protection.

## 5 INFORMATION SHARING

*'Practitioners need to understand their organisations position and commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally'*

*Information sharing: Guidance for Practitioners & Managers (DCSF 2008)*

### **Policy Statement**

At The Cedars Nursery we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

Here at The Cedars Nursery we recognise that parents have to right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when they are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it or whom it relates if it is in the public interest. That is when:

- It is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- Not sharing could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of the Management Team. The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm

- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering significant harm
- To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime

## Procedures

Our procedures are based on the 7 golden rules for information sharing as set out in *Information Sharing: Guidance for Practitioners & Managers (DCSF 2008)*.

- 1 Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies

- 2 Be open and honest. Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

In our nursery we ensure parents:

- Receive information about our information sharing policy when starting their child in the nursery and they sign a form to say that they understand circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This is in our Policy Information Pack.
  - Have information about our Safeguarding Children & Child Protection Policy; and
  - Have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
- 3 Seek advice when there are doubts about possible significant harm to a child or others.
    - Managers contact Children's Services for advice where they have doubts or are unsure
  - 4 Share consent where it is appropriate. Respect the wishes of children and parents not to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.
    - Guidelines for consent are part of this procedure.
  5. Managers are conversant with this and are able to advise staff accordingly. Consider the safety and welfare of the child when making a decision about sharing information - if there are concerns regarding 'significant harm' the child's well-being is paramount

## 6 UNCOLLECTED CHILDREN

### Policy Statement

In the event that a child is not collected by an authorised adult at the end of a session/day the nursery puts into practice agreed procedures. These ensure the child is cared for safely by an

experienced and qualified practitioner who knows the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

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

## Procedures

- Parents of children starting at The Cedars Nursery are asked to provide the following specific information which is recorded on our Registration Form:
  - Home address & telephone number; if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
  - Place of work, address & telephone number (if applicable)
  - Mobile telephone number
  - Names, addresses, telephone numbers & signatures of adults who are authorised by the parents to collect their children from the setting, for example a childminder or grandparent.
  - Who has parental responsibility for the child
  - Information about any person who does not have legal access to the child
- On occasions when parents are aware that they will not be at home or in their usual place of work, they must inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they will provide us with written details of the name, address & telephone number of the person collecting the child. We agree with parents how to verify the identity of the person who is to collect the child
- If the parents are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Parents are given the nurseries telephone number.
- Our safeguarding children procedures will be applied in the event that their children are not collected from the setting by an authorised adult within one hour after the setting has closed and the staff will no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we will follow the following procedures:
  - the child's file is checked for any information about changes to the normal collection routines
  - if no information is available, parents/carers are contacted at home or at work
  - if this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting are contacted
  - all reasonable attempts are made to contact the parents or nominated carers
  - The child does not leave the premises with anyone other than those named on the Registration Form.
  - If no-one collects the child within one hour of closing and no-one can be contacted, we apply the procedures for uncollected children
  - We contact our Social Services Emergency Duty Team 0191 232 8520
  - The child stays in the setting in the care of two nursery nurses on duty until the child is safely collected either by the parents or by a social care worker.
  - The social care worker's identification must be checked before the child is handed over. Their name should be given to the nursery staff before they arrive
  - The social services team will aim to find the parents or relative. If they are unable to do so, the child will become looked after by the local authority

- under no circumstances do staff go to look for the parents, nor do they take the child home with them
- a full written report of the incident is recorded in the child's file
- Depending on the circumstances, The Cedars Nursery reserves the right to charge the parents for the additional hours worked by our staff.
- Ofsted may be informed: 0800 2346 346

## **7 MISSING CHILD**

### **Policy Statement**

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

### **Procedures**

#### ***Child going missing on the premises***

- As soon as it is noticed that a child is missing the key person/staff alerts the Nursery Manager
- The Nursery Manager will carry out a thorough search of the building & garden
- The Attendance Register is checked to make sure no other child has gone astray
- Doors and gates are checked to see if there has been a breach of security whereby a child can wander out
- If the child is not found, the parent is contacted and the missing child is reported to the police
- The Nursery Manager leader talks to the staff to find out when and where the child was last seen and records this
- The Nursery Manager contacts the Nursery Director and reports the incident.

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

This describes what to do when staff have taken a group of children on an outing, leaving the Nursery Manager or other staff back at the setting. If the Nursery Manager has accompanied children on the outing, the procedures will be adjusted accordingly.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other children have gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The Nursery Manager is contacted immediately and the incident is reported
- The Nursery Manager contacts the police and reported the child missing
- The Nursery Manager contacts the parent, who makes their way to the nursery or outing venue as agreed with the Nursery Manager. The nursery is advised as the best place, as by the time the parent arrives, the children may have returned to the nursery.
- Staff take the remaining children back to the nursery
- In an indoor venue, the staff contact the venues security who will handle the search and contact the police if the child is not found
- The Nursery Manager contacts the Nursery Director and reports the incident
- The Nursery Manager may be advised by the police to stay at the venue until they arrive

Please see the Nursery Manager for further details regarding investigation

## **8 SUPERVISION OF CHILDREN ON OUTINGS AND VISITS**

### **Policy statement**

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

### **Procedures**

Parents sign a general consent on registration for their children to be taken out as part of the daily activities of the setting. This general consent details the venues used for daily activities. There is a risk assessment for each venue carried out, which is reviewed regularly.

Parents are always asked to sign specific consent forms before major outings. A risk assessment is taken before an outing takes place. All venues risk assessments are made available for parents to see. Our adult child ratio is high, which is always one adult to two children. Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.

Outings are recorded on an outings record sheet, which is kept in the setting stating:

- The date and time of outing
- The venue and mode of transport
- Names of staff assigned to named children
- Time of return
- Items taken such as (food, medication, nappy changing facilities)

Staff take a nursery mobile phone on outings and supplies of tissues, wipes, and pants etc. as well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will out for.

Staff take a list of children with them with contact phone numbers of parents/ carers.

Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

A minimum of two staff should accompany children on outings and a minimum of two staff should remain behind with the rest of the children.

## **9 MAINTAINING CHILDREN'S SAFETY AND SECURITY ON PREMISES**

### **Policy statement**

The Cedars Nursery maintains the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

### **Procedures**

#### ***Children's personal safety***

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.
- Adults do not supervise children on their own.
- All children are supervised by adults at all times
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

### **Security**

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded on the children's register and signed by the parents/carer
- The arrival and departure times of adults-staff, volunteers and visitors are recorded.
- Our electronic security and password systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored in their own lockers and staff room during sessions.

## **10 MAKING A COMPLAINT**

### **Policy statement**

The Cedars Nursery believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting.

Should a client raise an item of dissatisfaction with any aspect of The Cedars Nursery. The Nursery Manager will discuss the matter fully with them. We would rather fully discuss parental concerns, before they become a problem.

### **Procedure**

1. The Nursery Manager will make an appointment to discuss the complaint
2. The matter will be investigated thoroughly
3. We will not give any definite comments until all the facts are fully investigated
4. We will treat the complaint seriously and confidentially
5. The appropriate action will be taken
6. The parent/carer will be informed of the outcome

If you have a complaint or query about part of our philosophy or policy:

1. We will listen to whatever is said and consider this
2. If we agree with the complaint we will review our policy and procedures. If not, we will explain why not
3. If anyone feels that the complaint is not satisfactorily resolved,

OFSTED can be contacted at: Ofsted North Region, 3<sup>rd</sup> Floor, Royal Exchange Buildings, St Ann's Square, Manchester, M2 7LA

The Cedars Nursery is required to keep a 'summary log' of all complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors.

Please see the Nursery Manager for the various stages for making a complaint

## 11 WHISTLE BLOWING

Here at The Cedars Nursery we aim to create a stimulating and team building environment for all staff and others alike. We are committed to achieving high standards. The Cedars Nursery expects the highest standards of conduct from all employees, and will treat seriously any concerns that an employee may have about illegal or improper conduct.

Malpractice covers a wide range of concerns. The types of activity that should be disclosed include but are not limited to the following:

- Fraud or corruption
- The physical, emotional or sexual abuse of employees or children
- Unauthorised use of nursery goods
- Failure to comply with legal obligations
- Endangering of an individual's health and safety
- Damage to the environment
- A criminal offence

If a matter arises in the Nursery where an individual, (within this policy individual refers to a member of staff, student or volunteer) thinks or has witnessed another member of staff acting in a way that has been a breach of their professional conduct, e.g.: if a member of staff acts in an unacceptable manner towards an individual child, parent or colleague then it is that individual's duty to report what they have witnessed immediately to the Nursery Manager or Deputy Manager. As the individual reporting the concern you must not withhold any information, even if you are related, or friends with the offending person.

Where the issue concerns your manager or having made your report, you believe your manager has failed to take appropriate action, and then you should bring this to the attention of the Nursery Directors.

Depending on the nature of your concern, the complainant will be asked to record this in writing. It will be helpful to note down any facts and dates as they happen giving names and places where possible.

Although you are not expected to prove the truth of an allegation, you will need to demonstrate to the Nursery Manager or person contacted that there are sufficient grounds for your concern.

You may be worried about raising such issues or may want to keep concerns to yourself, perhaps feeling it is none of your business or that it is only a suspicion. However, The Cedars Nursery has introduced this Whistle blowing Policy to enable you to raise your concerns about such malpractice at an early stage and in the right way; we would rather that you raised the matter when it is just a concern rather than wait for proof.

If something is troubling you, which you think we should know about, or investigate, please use this policy. Don't ignore the concern, if however, you have a grievance about your own personal position or employment, please use the grievance procedure- which you can get from your manager. The whistle blowing policy is primarily for concerns where interests of others or of the Nursery itself are at risk.

Please see the Nursery Manager for full procedures

## **12 SOCIAL MEDIA POLICY**

This policy applies to all employees, volunteers, students and contracted service providers who create or contribute to blogs, wikis, social networks e.g. Facebook, virtual worlds or any other kind of social media, either from their own personal account or designated staff acting on behalf of the setting.

While all staff are welcome to participate in social media, it is expected that anyone who participates in online commentary should understand and follow this policy.

All staff should remember that the information they share through social networking applications, including those in private spaces, is still subject to copyright, data protection, freedom of information legislation, the Safeguarding Vulnerable Groups Act (2006) and other legislation.

Staff wishing to comment on topics or posts relating to the work of the setting must:

- Be transparent and state at the onset that they work for the setting
- Ensure that efforts to be transparent do not violate the setting's internet policy, confidentiality and legal guidelines
- Declare any vested interest in what is being discussed
- Use common sense and common courtesy at all times
- Post only meaningful and respectful comments
- Never represent the setting in a false or misleading way
- Consider their professional and personal reputation when posting personal images or information
- Report any concerns or negative conversations and remarks promptly
- Remember that information intended only for friends or family can be forwarded on to others
- Never request or accept the friendship of service users, either adults or children, unless they are part of family or friendship circles outside work
- Never upload images of colleagues, service users or activities to their personal social networking accounts or the setting's account
- Never publish or report conversations that are private or internal to the setting
- Only use statements that are known to be true and could not be open to misinterpretation
- Never engage in conversations or write about service users, competitors, partners or commissioned organisations
- Never comment on anything relating to legal matters, litigation or anything that contravenes employment law
- Never participate in discussions about crisis situations - even anonymous comments may be traced back to setting or personal addresses
- Take responsibility for bringing any antagonistic or difficult conversations to a safe conclusion
- Report any disclosure as soon as possible, in line with Newcastle Safeguarding Children's Board Procedures or contact the Designated Person with responsibility for safeguarding within the setting

# SUITABLE PEOPLE

## 1 Employment and staffing

### Policy Statement

At The Cedars Nursery we provide a staffing ratio in line with the Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Record Bureau in accordance with statutory requirements.

### Procedures

#### *Ratios*

- To meet the aim we use the following ratios of adult to children;
  - Children under two years of age: 1 adult : 3 children;
  - Children aged two years of age: 1 adult : 4 children; and
  - Children aged three to seven years of age: 1 adult : 8 children
- A minimum of two staff/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a member of staff whom to form a relationship and who plans with parents for the child's well-being and development in the nursery. The key person regularly meets with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

#### *Vetting and staff selection*

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on their suitability of the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.

## 2 Induction of staff, volunteers and managers

### Policy Statement

At The Cedars Nursery we provide an induction for all staff, volunteers and managers in order to fully brief them about the nursery, the families we serve, our policies and procedures, the curriculum and our daily practice.

### Procedures

We have a written induction plan for all new staff, which includes the following:

- introductions to all staff and volunteers, including the Management Team

- familiarising with the building, health and safety and fire procedures
- ensuring our policies and procedures have been read and are carried out
- introduction to parents, especially parents of allocated key children where appropriate
- familiarising them with confidential information where applicable in relation to any key children
- details of daily tasks and routines to be completed

The induction period will last in total 6 weeks. A member of the Management Team and a 'mentor' inducts new staff. The Nursery Director or Senior Manager inducts new managers.

During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.

Successful completion of the induction forms part of the probationary period.

### **3 Student Placements**

#### **Policy Statement**

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

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

**Please see the Nursery Manager for full procedures**

# EQUALITY OF OPPORTUNITY

## 1 Valuing Diversity and Promoting Equality

### Policy Statement

At the Cedars Nursery we will ensure that our services are fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some families have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand these factors affect the well-being of children and can impact on their learning and attainment.

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

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the setting; and
- foster good relations between all communities

## 2 SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

### Policy Statement

At The Cedars Nursery we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2001)
- We ensure provision is inclusive to all children with special educational needs
- We support parents and children with special educational needs (SEN)
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies
- We work in partnership with parents and other agencies in meeting individual children's needs
- We monitor and review our policy, practice and provision and, if necessary, make adjustments

## **Procedures**

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and their name is give to the parents. Our SENCO co-ordinators are **Rhiannon Thackeray & Lindsey Harvey**

We ensure that the provision for children with special educational needs is the responsibility of all members of The Cedars Nursery.

We ensure that our inclusive admissions practice ensures equality of access and opportunity. We use the graduated response system for identifying, assessing and responding to children's educational needs

We work closely with the parents of the children to create and maintain a positive relationship. They are informed at all stages of the assessment, planning, provision and review of their child's education. Parents are provided with information on sources of independent advice and support.

The nursery will liaise with other professionals involved with the children and their families, including transfer arrangements to other settings and schools.

The nursery will provide a broad, balanced and differentiated curriculum for all children with special educational needs. We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.

The nursery provides resources (human & financial) to ensure the implementation of our Special Educational Needs Policy.

The nursery provides training opportunities for all practioners and volunteers.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agency reviews, inspections and complaints. We also subscribe to a number of publications and purchase books throughout the year to keep nursery staff updated with information and new legislation.

Information is collated, evaluated and reviewed on a regular basis. The nursery has a complaints procedure and we monitor and review our policy annually

## **3 ACHIEVING POSITIVE BEHAVIOUR**

### **Policy Statement**

The Cedars Nursery believes that children flourish best when their personal, social and emotional needs are met and where they are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a development task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development.

## **Procedures**

**Rachael Kilday** is the named person who has overall responsibility for our programme for supporting personal, social and emotional development, including the issues concerning behaviour.

The role requires the named person to:

- Keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting social, emotional, and emotional development; and
- Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the setting.

All staff are required, volunteers and students to provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We ensure that new staff and volunteers familiarise themselves with the nursery's behaviour policy and its guidelines for behaviour.

All members of our nursery - children, parents, staff, volunteers and students are expected to keep to the guidelines, requiring these to be applied consistently.

The Cedars Nursery works in partnership with all children's parents and carers. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us understand the cause and to decide jointly how to respond appropriately.

### ***Strategies with children who engage in inconsiderate behaviour***

The Cedars Nursery requires all staff, volunteers and students to use positive strategies for handling inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

We ensure that there are enough popular toys, resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting turns.

We will acknowledge considerate behaviour such as kindness and willing to share. We support each child in developing self-esteem, confidence and feelings of competence. We support each child in developing a sense of belonging in our nursery so that they feel valued and welcome.

The Cedars Nursery avoids creating situations in which children receive adult attention only in return for inconsiderate behaviour. When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately. We will

never send a child out of a room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.

We never use physical punishment, such as smacking or shaking. Children are never threatened with these. We do not use techniques intended to single out and humiliate individual children. Physical restraint, such as holding, is used only to prevent physical injury to children or adults and/or serious damage to property.

Details of such an event (what happened, what action was taken and by whom, and the name of witnesses) are brought to the attention of the Nursery Manager and are recorded in the child's personal file. The child's parents will be informed on the same day. This would be recorded on a File Note.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

We do not shout or raise voices in a threatening way to respond to children's inconsiderate behaviour.

### ***Children under three years***

When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

The Cedars Nursery recognises that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

Common inconsiderate or hurtful behaviours of young children include temper tantrums, biting or fighting. Staff are calm and patient offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and behaviour may be the result of 'separation' anxiety.

We will focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

### ***Rough and tumble play and fantasy aggression***

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- The Cedars Nursery recognises that teasing and rough tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violent dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### ***Hurtful behaviour***

Here at The Cedars Nursery we take hurtful behaviour very seriously. Most children under the age of five will at some time stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person they have hurt.

- We recognise that young children behave in hurtful ways towards others that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for them.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage their own feelings.
- We do not engage in punitive responses to a young child's rage that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them, making a connection verbally between the event and feeling. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "when you hit Adam, it hurt him and he didn't like that and it made him cry"
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you're feeling better now and Adam isn't crying anymore. Let's see if we can be friends and find another car, so you can both play with one"
- We are aware that the same problem can happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills by modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect their hurtful behaviour has had on another child; we do not force them to say sorry, but encourage this where it is clear they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main causes for very young children to engage in excessive hurtful behaviour are that:

- They do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and in nursery;
- Their parent, or carer in the nursery, does not have the skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
- The child may have insufficient language, or mastery of English, to express themselves and may feel frustrated;
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
- The child has a developmental condition that affects how they behave;
- Where this does not work, we use The Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

### ***Bullying***

At The Cedars Nursery we take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. We define a child who is bullying as a child who has reached a stage of cognitive development where they are able to plan to carry out a premeditated intent to cause distress in another. Bullying can occur in children of five years and over.

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them;
- We intervene to stop the child who is bullying from harming the other child or children;
- We explain to the child doing the bullying that their behaviour is not acceptable;
- We give reassurance to the child or children who have been bullied;
- We help the child who has done the bullying to recognise the impact of their actions;
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- We do not label children who bully as 'bullies';
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others;
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist they say sorry unless it is clear they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.