

Bumblebees Community Nursery

Policies

The following some of our important policies for you to view

Please note our policies are reviewed and updated annually

If there is a specific policy, you would like to view that isn't included below please ask any member of staff for a copy.

These policies are designed in accordance with our local authority and Ofsted's guidance to help keep our children, families and staff safe.

Safeguarding Policy

Introduction

This policy has been developed in accordance with the principles established by

- The Children Act 1989 (as amended).
- The Children and Social Work Act 2017.
- The Safeguarding Vulnerable Groups Act 2006.
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In addition to the revised documents;

- **Working Together to Safeguard Children (2018)**
- **Keeping Children Safe in Education 2019 (statutory from 01/09/2019)**

Other key documents are noted, which have prompted changes to safeguarding requirements over time. This policy references these throughout where relevant:

- GDPR and the Data Protection Act 2018.
- Information Sharing: Advice for Practitioners 2018.
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (guidance document) 2018.
- Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.
- Childcare Act 2006 (as amended in 2018).

This policy should also be read in conjunction with Wigan's Threshold of Need

¹Document/Procedure and Wigan's Resolution Policy².

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
 - taking action to enable all children to have the best life chances
 - preventing impairment of children's health or development and
 - protecting children from maltreatment.
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The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security. Consequently this policy is consistent with all other policies adopted by the Emma King and Rachel Parkinson and should be read alongside the following policies relevant to the safety and welfare of our pupils:

- Behaviour policy
- Staff Behaviour Policy (for safer working practice)
- Teaching and Learning policy
- Equality Statement
- Whistleblowing policy
- SEND policy
- Relationships and Sex education
- Health and Safety
- Safer Recruitment Policy

The aim of this policy is to ensure:

- All of our Children are safe and protected from harm
- Safeguarding procedures are in place to help children to feel safe and learn to stay safe
- Adults in the nursery setting are aware of the expected behaviours and the legal responsibilities in relation to safeguarding and child protection.
- All agencies are providing appropriate support to children and young people through adoption of the early help framework.

This will be achieved by:

- Supporting the child's / young person's development in ways that will foster security, confidence and independence.
- Providing a high quality, safe and stimulating environment in which children and young people feel safe, secure, valued and respected, feel confident, and are able to enjoy, learn and grow in confidence. Have positive relationships with the adults caring for them and know how to

approach adults if they are in difficulties, believing they will be effectively listened to.

- Raising the awareness of all staff of the need to safeguard children and young people, of their responsibilities in identifying and reporting possible cases of abuse (reference appendices 1 and 2) and preventing and intervening earlier to address support and social needs of young people through the early help framework
 - Providing a systematic means of monitoring children/young people known or thought to be at risk of harm, and ensure we, Bumblebees, contribute to assessments of need and support packages for those children.
 - Emphasising the need for good levels of communication between all members of staff.
 - Developing a structured procedure within the nursery setting which will be followed by all members of the nursery setting in cases of suspected abuse. Also that staff have had access to specific training and awareness raising concerning:
 - Staff Behaviour Policy (for safer working practice)
 - Looked After Children (LAC)
 - Preventing Radicalisation
 - Staff training
 - Whistleblowing
 - Developing and promoting effective working relationships with other agencies, especially the Police, Health and Social Care.
 - Ensuring that all staff working within our nursery setting who have substantial access to children and young people have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check ³(according to guidance) and a central record is kept for audit.
 - EYFS - teaching about safeguarding: Our children access broad and balanced activities/experiences that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life. We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSE area of learning specifically includes the following objectives:
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- Developing children's self-esteem and communication skills
- Developing strategies for self-protection
- Developing a sense of the boundaries between appropriate and inappropriate behaviour within peer relationships (positive relationships and consent)

Scope

As outlined above, the term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach through the early help framework to keeping children safe that incorporates children's health and safety; nursery behaviour; supporting children with medical conditions; personal, health, providing first aid and site security.

All staff are aware of the categories of abuse, which are:

- Physical abuse
- Emotional Abuse
- Neglect
- Sexual abuse

The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse can be found in *Appendix one and two*.

This policy assumes that any of the categories of abuse could be disclosed within the Borough of Wigan, and gives further information relating to individual types of abuse within this document in line with advice and guidance within Keeping Children Safe in Education 2019.

Expectations

All staff are:

- Familiar with this safeguarding policy and have an opportunity to contribute to its review.
- Alert to signs and indicators of possible abuse.
- Able to record and report concerns as set out in this policy.
- Able to deal with a disclosure of abuse from a child.
- Involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

We recognise that all adults, including temporary staff⁴, students and Volunteers have a full and active part to play in protecting our children from harm, and that the child's / young person's welfare is our paramount concern.

All staff believe that our nursery setting should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child or young person.

We recognise that a child / young person who is neglected, abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of worth.

We recognise that the nursery setting may provide the only stability in the lives of children and young people who have been abused or are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We recognise that the early help framework provides opportunities to intervene early and prevent safeguarding issues developing, as well providing a framework for appropriate support to be wrapped around the child / young person and their family.

Responding to concerns/disclosures of abuse

Staff adhere to the following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

Do:

- **Create a safe environment by offering** the child a private and safe place if possible.
- **Stay calm** and reassure the child and stress that he/she is not to blame.
- **Tell** the child that you know how difficult it must have been to confide in you.
- **Listen carefully** and tell the child what you are going to do next.
- Use the 'tell me', 'explain', 'describe' and/or mirroring strategy.
- **Tell only the Designated or Deputy Safeguarding Lead.**
- **Record** in detail using the cause Concern Record without delay, using the child's own words where possible.

Don't:

- Take photographs of any injuries.
- Postpone or delay the opportunity for the child to talk.
- Take notes while the child is speaking or ask the child to write an account/draw a picture.
- Try to investigate the allegation yourself.
- Promise confidentiality, e.g. Say you will keep 'the secret'.
- Approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the DSL using the standard form. It is the responsibility of each adult in nursery to ensure that the DSL receives the record of concern without delay. In the absence of the DSL, staff will seek advice direct from Children's Social Care.

In some circumstances, the DSL or member of staff seeks advice by ringing Children's Social Care.

During term time, the DSL and/or a DDSL is always available during hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wigan Children's Social Care. We follow this up by contacting Children's Social Care directly.

Safe Setting, Safe Staff

Our health and safety policy, set out in a separate document, reflects the consideration we give to the protection of our children and young people both physically within the nursery setting environment and, for example, in relation to internet use, and when away from the nursery setting, undertaking off site trips and visits.

nursery security has been compiled to support the senior management of nursery settings in the discharge of their responsibilities by ensuring the development and implementation of suitable procedures. In particular, maintaining the security of the premises in response to potential threats to the staff and children of the setting. **Appendix Four**

Bumblebees will ensure that:

- There is a safeguarding, child protection and early help policy together with a staff behaviour (code of conduct) policy
- The nursery setting operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.⁵

- All other settings - Disqualification by Association is no longer allowed within school settings, although Disqualification under the Childcare Act 2006, still applies to staff themselves.
- A senior leader has Designated Safeguarding Lead (DSL) responsibility
- All other staff have access to safeguarding training as appropriate
- Any weaknesses in Child Protection processes and procedures are remedied immediately
- Safeguarding and Child Protection policies and procedures are reviewed annually and that the Safeguarding, Child Protection and Early Help (Thresholds of Needs) policy is available .
- economic education (PSHE) and / or for maintained schools through relationship and sex education (RSE).
- That enhanced DBS checks are in place

1. Keeping Children Safe in Education is statutory guidance that nursery settings in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children applying to.
2. The lead DSL is a member of the Senior Leadership team who has; along with the deputy designated safeguarding lead(s), undertaken the relevant training, and, upon appointment will undertake DSL new to role training followed by biannual updates.
3. The DSLs who are involved in recruitment and at least one member of the team will also complete safer recruitment training to be renewed every 3 years
4. The name of the designated members of staff for child protection (DSL's and DDSL's) will be clearly visible in the nursery, with a statement explaining the education settings role in referring and monitoring cases of suspected abuse.
5. All members of staff are trained in, and receive, regular updates in reporting concerns.
6. All new members of staff will be given a copy of our safeguarding, child protection and early help (thresholds of need) policy, with the DSL's names clearly displayed, as part of their induction.

7. All other staff, volunteers, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
 8. Child protection and safeguarding concerns or allegations against adults working in the nursery are referred to the Designated Officer⁶ for advice and that any member of staff found not suitable to work with children or young people will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
 9. All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures through publication of the nursery settings Safeguarding, Child protection and Early Help policy, and reference to it in the setting's home visit pack
 10. All visitors complete a sign in / out form.
 11. Visitors of a professional role are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at the nursery setting.
 12. Community users organising activities for children are aware of the nursery child protection guidelines and procedures.
 13. Our procedures will be annually (as a minimum) reviewed and updated.
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Responsibilities

The designated safeguarding lead (DSL) should take lead responsibility for safeguarding and child protection and are responsible for:

1. Referring a child if there are any concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss these concerns. Referrals should be made by calling the Children's Duty Team.
2. Keeping written records of concerns about a child even if there is no need to make an immediate referral.
3. Ensuring that all such records are kept confidentially, securely stored and are separate from children's record, are transferred securely and held by the setting where the children attend until their 25th birthday. In the instance of an early help intervention, consideration will be given to the welfare of the child / young person and consult with the family for appropriate transfer of information.
4. Ensuring that an indication of the existence of the additional file outlined above is clearly marked on the child's records.
5. Ensuring that all records are kept and retained in line with the "Record retention" policy, Children looked after records are retained for 99 years, and a record is kept and witnessed of the disposal of an individual's record.
6. Making sure when a child leaves, any information regarding safeguarding (current or historic) as well as the child protection file, where applicable, is transferred to the new setting as soon as possible. This should be transferred separately from the main child file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

7. Ensuring that they, or the staff member attending case conferences, core groups, early help meetings or other multi-agency planning meetings, contribute to assessments and provide a report which has been shared with the parents.
8. Ensuring that any child currently with a child protection plan who is absent in the nursery setting without explanation for two days is referred to their key worker's Social Care Team.
9. Organising child protection induction and update training every 3 years for all school staff.
10. Liaising with other agencies and professionals

Supporting Children and Young People

The nursery setting will consider the need for an Early Help assessment when it is identified that there are low level concerns or emerging needs. Detailed information on Early Help can be found in Chapter 1 of Working Together to Safeguard Children.

It is the responsibility of the nursery setting to initiate Early Help to identify what the family's strengths and needs are. This will inform whether the setting can support the family or whether a referral to another agency is needed. This process provides a way of recording support and interventions that have been provided by the nursery to the child/young person and also supports a referral for additional support that may be needed from more targeted services where a single agency has been unable to meet that need. A team around the child meeting (TAC) can be arranged to ensure that a multi-agency action plan can be developed. It is important that the child and parents voice is captured as part of this assessment and that they take ownership of the plan. This plan should be regularly reviewed up to 4 to 6 weeks until outcomes are achieved.

If at any point during the EH process, the risk increases and the nursery setting becomes concerned that the child or young person is, or is likely to suffer significant harm, then a referral will be made to children's social care.

In all cases the nursery setting will consider the statutory guidance for schools and colleges, Keeping Children Safe in Education, published by the DfE September 2019, with particular reference to Part 1: Safeguarding Information for all staff.

Our education setting will support all children and young people by:

- Encouraging self-esteem and self-assertiveness through the curriculum, as well as our relationships, whilst not condoning aggression or bullying.
- Healthy relationships
- Promoting a caring, safe and positive environment within the nursery.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child or young person, about whom there have been concerns, who leaves the nursery by ensuring that appropriate information is copied under confidential cover to the children new setting and ensuring the nursery medical records are forwarded as a matter of priority.

If at any point the nursery setting becomes concerned that a child or young person is at serious risk of harm they should respond appropriately. If the nursery is concerned that a child is at **immediate** or **imminent** risk then they should contact Greater Manchester Police on either 111 or 999. If however the school is concerned that a child is, or is likely to suffer serious harm but it is not imminent they should call Wigan Children's Social Care Referral Team on 01942 828300.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Children with Special Education Needs and Disabilities (SEND)

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's SEN or disability without further exploration (the setting must consider the child first and foremost, rather than the child's SEND);
- A higher risk of vulnerability due to factors such as; a learning disability, lack of awareness, social isolation, which may contribute to risks such as online vulnerability;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Children and young people with SEN and disabilities can face a number of challenges to disclosure, which must be recognised and taken into account, including; prejudice, negative responses and low expectations.

Information sharing

We recognise that all matters relating to child protection are confidential⁷ and information is handled in line with the education settings

The Government has issued [Information Sharing for Safeguarding Practitioners](#) Guidance that included 7 'Golden Rules' of Information Sharing in safeguarding :

The Government guidance (described by the NSPCC, 2018) is:

1. **Remember that the General Data Protection Regulation (GDPR) Data Protection Act 2018 and human rights law are not barriers** to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
 2. **Be open and honest with the individual** (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
 3. **Seek advice from other practitioners** if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
 4. **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk.
 5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
 6. **Necessary, proportionate, relevant, adequate, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
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7. **Keep a record of your decision and the reasons for it** - whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

All staff must be aware that they have a professional responsibility to share information in order to safeguard children and cannot assume that someone else will pass on the information.

Sharing of information will be necessary for the purpose for which it is being shared, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

Key organisations who have a duty under section 11 of the Children Act 2004 to have arrangements in place to safeguard and promote the welfare of children are:

- The local authority;
- NHS England;
- Clinical commissioning groups;
- NHS Trusts, NHS Foundation Trusts;
- The local policing body;
- British Transport Police Authority;
- Prisons;
- National Probation Service and Community Rehabilitation Companies;⁴
- Youth offending teams; and
- Bodies within the education and /or voluntary sectors, and any individual to the extent that they are providing services in pursuance of section 74 of the Education and Skills Act 2008.

We will always undertake to share our intention to refer a child or young person to Social Care with their parent's / carers unless to do so could put the child or young person at greater risk of harm or impede a criminal investigation.

As data controllers who process personal information we are registered with the Information Commissioner's Office *NB* The Data Protection Act requires every data controller who is processing personal information to register with the Information Commissioner's Office.

Management should ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018 and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. nursery should not under the GDPR as supplemented by the Data Protection Act 2018 provide children's education data where the serious harm test under that legislation is met.

Supporting Staff

Bumblebees will work with partners in the safeguarding partnership to ensure positive outcomes for children and young people.

We recognise that staff working in the nursery who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Designated Safeguarding Leads should make use of support available by the Local Authority and the partnerships Safeguarding Team.

DSLs will have oversight of Early Help and Child Protection plans with appropriate structure in place to monitor progress and outcomes in partnership with Children's Social Care and other stakeholders (check levels)

Training

All members of staff and volunteers have read, signed and understood the nursery Staff Behaviour Policy (for safer working practice).

We ensure training attended meets the minimum standards set out by Wigan Safeguarding Partnership in the document 'WSCB recommended minimum standards for child protection training'.

Induction

The welfare of all our children is of paramount importance. All staff including volunteers are informed of our safeguarding procedures including online safety, at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the nursery - our Staff Behaviour Policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually.

Advanced training

The D/DSL has additional training which is updated every two years as a minimum. The D/DSL also attends multi-agency courses relevant to nursery needs. Their knowledge and skills are refreshed at least annually eg via e-bulletins or safeguarding networking events with other D/DSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Preventing Radicalisation

All staff undertakes Prevent training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Disagreements, Escalation and Resolution

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the Wigan safeguarding Partnership Case Resolution Protocol (formerly escalation policy) is used if necessary.⁸ If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Physical Intervention and use of reasonable force

We acknowledge that staff must only ever use physical intervention as a last resort, when a child or young person is endangering him/herself or others.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children / young people. "Reasonable" in these circumstances means using no more force than necessary and staff should refer to the section on "use of reasonable force" within the behaviour policy.

Such events should be recorded by completing a serious incident log and signed by a witness.

Staff who are likely to need to use physical intervention or reasonable force will be appropriately trained in accredited positive handling technique.

We understand that physical intervention of a nature which causes injury or distress to a child or young person may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children and young people, and all staff are aware of the safer working practice guidance⁹ to ensure they are clear about their professional boundary.

Prevention

We recognise that the nursery setting plays a significant part in the prevention of harm to our children and young people by providing them with good lines of communication with trusted adults.

If early help is appropriate, the designated safeguarding lead (or deputy) will contact the early help hub to ensure there is no current intervention and will generally lead on liaising with other agencies, setting up an inter-agency assessment as appropriate.

Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

The nursery will;

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - Ensure that all children know there is a trusted adult in the nursery setting whom they can approach if they are worried or in difficulty.
 - Include safeguarding across the curriculum, including PSE, opportunities to equip children with the skills they need to stay safe from harm and to
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know whom they should turn to for help. In particular this will include anti-bullying work, road safety, pedestrian.

- Ensure all staff are aware of nursery guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Domestic Abuse

We recognise the significant impact domestic abuse can have on children and young people, therefore we operate in partnership with Operation Encompass, a system which facilitates the sharing of information relating to domestic incidents where children live or frequent. Any incidents of domestic violence reported to the police will be notified to the education setting to effectively support the child(ren) / young person.

Sexual Violence and Sexual Harassment including Peer on Peer

The education setting recognises that allegations of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made.

Decisions will be made on a case by case basis with the DSL taking a leading role, supported by other agencies such as Children's Social Care and the Police as required¹⁰.

Peer on Peer abuse

All children have a right to attend nursery and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
 - gender based violence/sexual assaults
 - sexting or
 - Initiation/hazing type violence and rituals.
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Consequently, peer on peer abuse is dealt with as a safeguarding concern, recorded as such and not managed through the systems set out in the nursery behaviour policy.

Victims, perpetrators and any other child affected by peer on peer abuse will be supported and will be regularly reviewed.

We minimise the risk of peer on peer abuse by:

- developing their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that their issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children.

Our nursery policy on anti-bullying (respect policy) is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

All staff are aware that children with SEND and / or differences / perceived differences are more susceptible to being bullied / victims of child abuse.

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

We keep a record of known bullying incidents and will keep a record of racist incidents.

Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of nurseries wider safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. As with managing other safeguarding risks, education settings should be alert to changing in children's and young person's behaviour that could indicate that they are in need of protection. Staff should use their professional judgement in identifying children and young people who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Our nursery safeguarding policy will therefore be written to comply with the schools duty under Section 26 of the Counter Terrorism and Security Act 2015 in accordance with the Department of Education advice for schools specific guidance for schools

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Our nursery safeguarding policy will be aligned with and reflect the processes described in the Wigan's Prevent Policy and Procedure

(<http://www.wiganlscb.com/Docs/PDF/Professional/Guidance-for-working-with-people-vulnerable-to-messages-of-violent-extremism.pdf>)

Exploitation - CSE, Criminal, Human Trafficking, Modern Day Slavery, County Lines

Our nursery setting will ensure that the Designated Safeguarding Lead and other key staff are trained in spotting the possible signs of exploitation outlined in Appendix one and two (this is not an exhaustive or definitive list)

Female Genital Mutilation

The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015 where the law was extended to:

- A non- UK national who is 'habitually resident' in the UK and commits such an offence abroad can now face a maximum penalty of 14 years imprisonment. It is also an offence to assist a non-UK resident to carry out FGM overseas on a girl who is habitually, rather than pertinently, resident in the UK. This follows a number of cases where victims were unable to get justice as FGM was committed by those not permanently residing in the UK.
- A new offence is created of failing to protect a girl from the risk of FGM. Anyone convicted can face imprisonment for up to seven years and / or an unlimited fine.
- Anonymity for the victims of FGM. Anyone identifying a victim can be subject to an unlimited fine.

The nursery recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to the police.

Our Designated Safeguarding Lead will maintain up to date knowledge of the Greater Manchester Safeguarding Partnership Protocol to Female Genital Mutilation.

Children Missing Education

Responsibilities for Children Missing from Education (CME):

- ☐ Nursery settings must enter pupils on the admission register at the beginning of the first day on which the setting has agreed, or been notified, that the child will attend. If a child fails to attend on the agreed or notified date, the nursery setting should undertake reasonable enquiries to establish the child's whereabouts
- ☐ Nursery settings must monitor children's attendance through their daily register. Nursery settings should monitor attendance closely and address poor or irregular attendance.

Making reasonable enquiries for Children Missing Education;

- The term 'reasonable enquiries' grants Nursery settings and local authorities a degree of flexibility in decision-making, particularly as the steps that need to be taken in a given case will vary. The term 'reasonable' also makes clear that there is a limit to what the school and local authority is expected to do.
- In line with the duty under section 10 of the Children Act 2004, the expectation is that the Nursery setting and the local authority will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords - private or social housing providers - and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to children's social care (and the police if appropriate).

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing - whereabouts unknown and unable to make contact (as a result of making reasonable enquiries)

Making enquiries may not always lead to establishing the location of the child, but will provide a steer on what action should be taken next, for example, to contact the police, children's social care and, in cases where there may be concerns for the safety of a child who has travelled abroad, the Foreign and Commonwealth Office.

The designated teacher for LAC and care leavers to discuss any unauthorised / unexplained absence of a Looked After Children with the Virtual School Team, when required.

Children who do not attend nursery regularly can be at increased risk of abuse and neglect. Where there is unauthorised / unexplained absence, and after reasonable attempts have been made to contact the family, the DSL follows the WSCB procedure and refers to Children's Services as appropriate.

Where there are no known welfare concerns about a child, follow procedures for recording nursery absence. Should a child's attendance become a cause for concern it is advisable to intervene early. Nursery should make contact with the Early Help Hub (EHH) to initiate an Early Help, if appropriate. This will evidence and identify the barriers impacting on the child's engagement with nursery.

Young Carers

A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled or misuses drugs or alcohol.

Our nursery recognises the impact that being a Young Carer can have on children, and the importance of identifying those young people so that appropriate support can be provided.

Wigan Safeguarding Partnership coordinates our local Young Carers Strategy.

Where a child at our nursery is identified as having additional support needs due to being a young carer, or where a multi-agency approach may be required, our nursery uses the Early Help Framework and routes into the StartWell Service.

Glossary

A Child	A person who has not yet reached their 18 th birthday.
Abuse	<p>A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.</p> <p>Behaviour that is:</p> <ul style="list-style-type: none">• repeated• intended to hurt someone either physically or emotionally• often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Bullying & Cyberbullying	
Child Protection	<p>Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.</p>
Child sexual exploitation (CSE)	<p>Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p>

Children with Special Educational Needs and/or disabilities	<p>SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.</p>
County Lines	<p>Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs</p>
Contextual Safeguarding	<p>Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.</p>
Criminal Exploitation	<p>Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.</p>
Domestic Abuse	<p>any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:</p> <ul style="list-style-type: none"> • psychological • physical • sexual

- financial
- emotional

Early Help Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

Emotional Abuse It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Female Genital Mutilation (FGM) Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.

Gangs & Youth Violence Defining a gang is difficult. They tend to fall into three categories; peer groups, street gangs and organised crime

groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the of a Street Gang.

A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.

An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).

Hostility or prejudice based on one of the following things:

Hate

- disability
- race
- religion
- transgender identity
- sexual orientation.

So called Honour-based violence (HBV)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

Neglect

- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes

half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Radicalisation & Extremism

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Relationship Abuse

Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.

Safeguarding and promoting the welfare of children

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Serious Violence

Indicators may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or

signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

Sexual Abuse

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

Trafficking

Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the

purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.

Upskirting

Upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Mobile Phone and visual imaging device Policy

Objective

This policy underlines the procedure for staff, parents and visitors, either working in or entering the premises that carry a mobile phone and or visual imaging device including iWatch.

Staff

All staff must turn off their mobile phones/cameras ect... and place them in the Safety deposit box which is located in the Managers office. These items must remain in this place until the end of that member of staffs shift.

Phones can be taken out at break times in the staff room and or if the member of staff is leaving the premises but all phones must be returned back to the safety deposit box before returning to the main childcare areas.

Any staff with an iwatch must identify the make and model of watch with management to determine whether or not the model of watch allows digital imaging. This must be recorded on the phone signing in and out sheet. No i watch which allows digital imaging is permitted on the premises.

Any staff who choose not to follow this procedure will be dealt with via disciplinary procedures as it is a breach of policy.

All staff are welcome to give out Bumblebees telephone number to any one they wish to so that contact can be made in an emergency only.

Parents

Any parents entering the premises whilst using their mobile phone will be asked to end their call before doing so. Parents are made aware of this policy and procedure through newsletter and visual display on the parent's notice board.

Parents are also reminded about the use of visual imaging via the same way.

Visitors

Visitors entering the building will be asked to switch off their mobile phone and refrain from using it for the duration of their stay.

We prohibit any parents or visitors taking photos of any child on the premises the building.

Tapestry Policy

Policy Statement

This policy outlines how Tapestry, an early years online learning journal, is used in a safe and secure manner in line with Bumblebees safeguarding policies and procedures. At Bumblebees we create an online learning journey for all the children attending our setting. We use the software 'Tapestry': a secure online system used by many schools and early years' settings throughout the country. It enables staff to record observations, photos and videos. Parents/carers can then share these wherever there is an online connection and see their children as they develop. Parents/carers can also comment and add their own observations to their child's journal. This joint record helps to promote communication and a strong partnership between the setting and the home, thereby supporting each individual child's learning journey during their time with us. Parents/carers without access to the internet can access their child's learning journey at the nursery at an agreed time

Relevant Regulations

There is certain legislation and guidance that this policy needs to be based on:

- The Children Act 1989
- General Data Protection Regulations (GDPR) May 2018
- The Children Act (Every Child Matters) 2004
- EYFS Statutory Framework 2014
- Working Together 2013

Procedures:

How Does Tapestry Work

Observations and Planning The managers have full viewing and editing control of the system. Only they can input the personal details for each child and family members/carers. Any updates to this information can only be changed by a manager. Each child is allocated a staff key person who is responsible for monitoring their development and for completing their learning journey. By recording observations, the child's key person can capture their experiences,

track their development, plan their next learning steps, contribute to classroom planning and ensure that the child makes significant progress throughout their time in pre-school. Staff can make observations for each other's key children if the occasion arises. All observations added to the Tapestry system by staff must be approved by the managers before they are added to the journals.

Security for Parents

- As part of our registration process, parents/carers must sign their child's registration form; notifying the pre-school if they give/do not give their consent for their child's image to appear in other children's learning journals as either a photograph or as part of a video. If this consent has been withheld, their child will not appear in another child's learning journey; though this can cause difficulties with group observations. This information is given to all staff members to adhere to.
- By signing their child's registration form, parents/carers agree to not publish any of their child's observations, photographs or videos on any social media site.
- The activation process is started by Bumblebees and Tapestry emails the parent/carer with a link to set up their own secure password to the system.
- Parents/carers have 28 days to activate this link, before it becomes invalid. Parents can contact Bumblebees for a new link, which then must be activated within 24 hours.
- Parents/carers logging into the system are only able to see their own child's learning journal.
- Parent/carer access allows them to comment (or 'reply') to observations that staff have inputted as well as adding their own observations and photos/videos. Any observations added by parents/carers must be approved and added into the journal by the managers to ensure appropriate content.
- Whilst Tapestry provides a fantastic tool for sharing information between the Nursery and parents/carers, it should not be used as a way of sharing general

communication. Bumblebees advises that parents/carers discuss any issues they may have in person; either with a manager or their child's key person.

Email notifications

Parents/carers can opt to have an email notification each time a new observation is added to their child's journal.

Frequency of Posts

During the sessions, the staff are focused on the children. As such, online observations are often completed and added outside of session and their frequency may be irregular. The aim is to add at least one key person observation within a fortnightly cycle for each child. Staff may not be able to give an immediate response to any comments or observations posted by parents/carers, but will reply as soon as possible.

Devices

Staff use the Tapestry app on Kindle Fire tablets to record their observations. They can also take photographs and record videos for observational purposes on the tablets. There is 1 device for each staff member there is a secure login which is password protected and will be input by a manager only each member of staff then has their own pin. Photos and videos will be removed from the devices at regular intervals. Staff will all be logged out of the system by a manager each day this prevents them being able to log back in outside of working hours staff cannot work on the journals from home on their own devices. They are not permitted to download any photographs or videos from Tapestry to their own devices. If any member of staff suspects that their pin details have been compromised in any way, they must inform the managers and new details will be created. Managers also access Tapestry from main computers allocated in the office. These have online security and are password protected. Managers ensure that they logout of the system when they have finished working.

Safeguarding

- All staff using Tapestry are recruited through our Safer Recruitment process (please refer to our Safeguarding (Including Child Protection Policy), and are DBS checked.

- As part of our supervision process, all staff sign self-declaration forms declaring their suitability to work with children.
- At all times staff must comply with Bumblebees safeguarding policies.
- All staff set up their own pin.
- Staff must maintain confidentiality and professionalism always, making sure that all entries on Tapestry are appropriate.
- All staff sign an agreement as to the acceptable use of Tapestry. A failure to adhere to the usage criteria will result in disciplinary action.
- In the event of a breach of policy it is possible to disable a user's access to Tapestry if required.

Data Collection and Storage

The Tapestry on-line learning journey system is hosted on secure dedicated servers based in the UK. All data held on our Tapestry account is owned by Bumblebees; we are registered controllers of data with the Information Commissioner's Office and are bound by the Data Protection Act.

When Children Leave the Setting

When children move to another setting we will transfer the Tapestry account to the new setting if they use this system. If they wish to keep a copy of their child's learning journey, parents/carers can download it at any time. All details of children and their parents/carers who leave Bumblebees are made inactive and permanently deleted from the nursery's Tapestry system before the new academic year begins

Safer Sleep Policy

We operate a safer sleep policy that specifies the 'back to sleep' position however some babies have medical conditions that requires them to stomach sleep. Key persons working with children who require a sleep or rest are required to receive an induction training to safer sleep policy.

On enrolment to the nursery, we will discuss with parents the child's sleep routines at home to ensure that we can care for the child's needs in a way that supports the parents. If a parent was to disclose a home sleep routine that does not support safer sleep we would discuss this policy with them and provide the parent with information to educate them on best practices.

Sudden infant death (SID) is the unexpected death of a seemingly healthy baby for whom no cause of death can be determined based on an autopsy, an investigation of the place where the baby died and a review of the babies medical history.

In the belief that proactive steps can be taken to lower the risk of SIDS in childcare settings and that parents and childcare professionals can work together to keep babies safer while sleeping, Bumblebees will practice the following safe sleep policy:

- Key persons will receive training on safe sleep and SIDS risk reduction.
- Babies under the age of 1 year will always be placed on their backs to sleep unless there is a signed sleep position medical waiver. A copy of the waiver will be placed in the baby's sleep area. If the baby is under 6 months of age the waiver will also be signed by a doctor.
- SIDS recommends that babies are placed on their backs to sleep, but when a baby can easily turn from back to stomach, they can be allowed to adopt whatever position they prefer to sleep.
- SIDS recommends that using a dummy at the start of any sleep period reduces the risk of cot death. If a dummy forms part of the child's sleep routine, it will always be used at sleep time. SIDS recommends that dummies should be stopped when the baby is between 6 and 12 months old. (the key person will work with parents to phase dummies out)

- Visual supervision is required at all times. At least every 10 minutes the key person or any other member of staff will visually check on the child: looking for the rise and fall of the chest and if the sleep position has changed. These checks will be recorded on the sleep chart and initialled by the member of staff doing the checks.
- Steps will be taken to keep babies from becoming too warm or overheating by regulating the room temperature, avoiding excess bedding and not over dressing or over wrapping the baby.
- All babies must sleep in a cot or on approved surface. Babies must not sleep in a nesting ring, car seat, bouncy chair ect...
- Babies will be laid feet to foot end of bed or cot, (head NOT at the top.
- Babies heads will not be covered with blankets or bedding, babies cots will not be covered with blankets or bedding
- Under 1's to be on a firm mattress.
- Loose bedding and pillows, bumper pads ect... will not be used in cots.
- Each child will have their own set of bedding which will be laundered weekly.
- Sleeping children are not to be woken unless going home or an emergency
- Toys and stuffed animals will not be allowed in the cot.
- A safety approved cot with a firm mattress and fitted sheets will be used, waterproof mattress protectors will be used and laundered after each child usage if another child uses the cot.
- Only 1 baby in a cot at any one time except in the event of a fire evacuation or lockdown procedure where a cot might be used to transport children or keep them safe.
- No smoking policy will be followed.

Suitable Person Policy

Rationale

All adults working at Bumblebees are committed to providing high-quality care for the children.

Our primary concern is the safety and welfare of the children and every member of staff is suitable for his or her role and responsibilities.

Employees have relevant qualifications to care for young children and there is an ongoing programme of training to ensure that an appropriate standard of care is maintained.

Implementation of the policy at Bumblebees

The **Managers** must ensure that:

Parents are aware of the policy for recruiting suitable persons to work at Bumblebees.

Any adults providing care have childcare qualifications and experience relevant to their roles at Bumblebees.

Staff are offered support to further their qualifications and to develop their skills, knowledge and expertise in childcare. This will include drawing up and implementing an action plan to develop the skill base of staff.

The safety and welfare of the children are paramount when staff are recruited, and when students and volunteers are accepted to work at Bumblebees. Adults employed to work at Bumblebees are vetted for their suitability to work with children in accordance with the Safeguard of Children Act and the DfES requirements.

Any adults who have not been checked will be accompanied by a member of staff at all times. This includes all visitors, suppliers and entertainers. Students and volunteers working at Bumblebees will be supervised at all times.

All adults working at Bumblebees are physically and mentally fit to care for children.

The care provided for the children at Bumblebees is consistent, safe and meets the particular needs of individuals.

The **Manager**:

Holds a relevant childcare qualification (N.N.E.B & N.V.Q level 3 and which enables him or her to carry out the role competently.

Has at least (5 years') experience in caring for children.

Is responsible for the everyday management of Bumblebees.

Ensures that all staff, students and volunteers are aware of the code of conduct for the Pre-School and that they behave in accordance with it.

Recruiting suitable staff

Recruitment:

When recruiting suitable staff, we advertise the position(s) in Wigan college/Citizen/Job Centre/professional journal/Online.../Key stage teacher supply).

We draw up a job description, which details the role and responsibilities of the post, as well as the qualifications and experience required. This information is made available to prospective applicants, along with an application form and details about our setting.

We ask applicants to complete an application form, giving details of their qualifications, and experience, in childcare.

We hold interviews for applicants who provide a satisfactory written application.

We ask applicants who are called for interview to provide the original certificate(s) of their relevant qualifications (**not photocopies**).

We ask applicants to provide (2) referees who can confirm their recent experience of working with children. These referees will be contacted before any interview takes place.

Through the interview process:

We check that applicants know and understand the welfare requirements taking into account the role and responsibilities of the post.

We check that applicants understand the needs of children and that they have an understanding of equal opportunities issues.

Offers:

We carry out checks to ensure the suitability of prospective staff through the appropriate procedures of:

Police checks

Once we have chosen a successful candidate we send the prospective member of staff a written offer for the position.

Students and volunteers

A qualified member of staff supervises all the students and volunteers working at Bumblebees

Training and qualifications

We offer a period of induction to all new staff, students and volunteers.

A qualified, experienced member of staff acts as a supervisor and mentor to all students and volunteers.

We offer an ongoing planned programme of training to enable staff to improve their skills and abilities, and keep up to date with current initiatives.

Evidence of additional training and qualifications are held in staff records.

We use a staff appraisal scheme so that employees have regular opportunities to discuss their individual training needs with the registered person.

Children Act Regulations relating to our policy

OFSTED must be informed of any changes to the person in charge or to adults who live or work on the premises. OFSTED must also be informed of any factors that might affect their suitability to work with children.

Details of the names, addresses and telephone numbers of all staff and other persons who are regularly in unsupervised contact with children are kept on the premises.

Visitors Policy

This procedure should be followed when the setting receives a visitor:

Definition of visitor: A visitor is a person who attends Bumblebees who is not a paid member of staff or a volunteer and is also not a parent of one of the children who attend the setting.

Procedure for staff on arrival of a visitor:

- All staff should be aware of any visitors arriving at the start of their day, appointments must have been made and written in the diary.
- On arrival of the visitor (when the door bell sounds) any member of staff can go to the door
- If it is the expected visitor and I.D has been shown that member of staff may let the visitor in and ask them to take a seat in the reception area.
- If it not an expected visitor then the member of staff must report to the manager immediately.
- The manager will authorise the visit if necessary and appropriate.

Procedure for the visitor's arrival to the setting:

- The visitor must sign in stating their name, time, date.
- The visitor must never be left alone with any of the children.
- The visitor must wait in the reception area and not left alone in the manager's office
- The visitor must sign out stating time when exiting the building.

The information in the visitors file will be kept as a record for 2.5 years.

Key Person Role Policy

Definition

A key person has special responsibility for a group of children. Parents and children will always know the name of their key person. This will be given to you at the state of your child's first term.

Aim

A key person will ensure that the child's needs are recognised and met at each session.

The roles and responsibilities of the key person are to :

- Provide parents/carers with information about their role
- Provide a handover to second person when not available themselves i.e. on training or in a meeting
- Aim to form a strong bond with the children in their group
- Be actively involved in each child in their groups 'settling in' process
- Provide re assurance and comfort when children are in new situations or feeling unwell or anxious
- Develop strong relationships and partnerships with parents and carers
- Be responsible for finding out about the child and continually up-date and review this information
- Prepare next steps in each child's individual learning
- Keep and write the developmental and progress records and plan times to share and exchange information with parents
- Regular information should be provided for parents about activities undertaken by the children
- Make contacts and involve other professional when necessary

The Key persons main duties are:

- Talk with the parents and carers about the child (Key workers must talk to their own key children parents/carers)
- To help your child settle at our setting

- When children arrive engage with the children straight away
- Assisting the child to integrate into the setting if required
- To make sure that the child's race, culture, religion, language and family values are being met
- To observe, keep records and monitor the child's progress and talking and encouraging parents to participate in their child's development
- To feed back information that might be important to parents or nay worries the key worker has come across
- To continue to respect that the parent and child's information is remaining confidential
- To work in conjunction with the parents in a statutory and professional manner

It is important to note that a key person does not:

- Only work with the key children they have been given
- Prevent other adults from developing a relationship with the key children they have been given

Health and wellbeing Policy

Wellbeing is a particular state or feeling that can be recognised by satisfaction, enjoyment and pleasure. The person is relaxed and expresses inner rest, feels the energy flow and radiates vitality, is open to the surroundings, accessible and flexible.

Why is wellbeing important

Wellbeing relates to our basic needs as a human being. These are:

- Physical needs (eat, drink, move, sleep)
- The need for affection, warmth & tenderness (being hugged, receiving and giving love and emotional warmth)
- The need for safety, clarity and continuity (knowing rules, being able to predict what comes next)
- The need for recognition and affirmative (feeling accepted and belonging)
- The need to feel capable.

Intellectual development and social and emotional development are strongly influenced by a child's experiences during their preschool years.

Emotional well being includes being happy and confident and not anxious or depressed. Social well being allows children to make good relationships.

As part of our ongoing observations, assessments and planning the child's key person will be monitoring their well being and involvement and then planning activities to support the children in this area. This will be shared with parents at progress update meetings.

Key persons should identify factors that pose a risk to children's wellbeing. This could include:

- A child being withdrawn
- A child being unresponsive
- A child showing behavioural problems
- Delayed speech or poor communication and language skills.
- Practitioners understand children's emotional health and needs and have the time and skills to develop nurturing relationships.

Benefits to children and families:

- Children are more engaged with learning
- Parents are more engaged with nursery
- High moral within the setting
- Good relationships between staff, parents and children.
- Good emotional health of the child.

We have been awarded 'Healthy Setting Status' as a nursery.

Healthy Eating Policy

It can be a challenge to encourage children to eat vegetables and fruit every day. Early childhood is an important time to establish healthy eating patterns. A balanced diet is key to healthy eating habits because it provides children with nutrients they need to grow.

Healthy eating can prevent chronic diseases. These include obesity, heart disease, high blood pressure and type 2 diabetes.

At Bumblebees we provide our children with a healthy snack in the morning and in the afternoon sessions. Our snacks are fresh fruit or vegetable and children are encouraged to try new tastes. We also provide our children with milk or water.

Handling food

We offer staffs who are involved in the preparation and handling of food appropriate training to comply with local environmental health department guidance and regulations.

We monitor and assess food preparation and handling procedures regularly.

We display rotas and staff responsibilities clearly.

We keep food preparation areas clean and hygienic.

We do not allow unsupervised children to enter the kitchen/food preparation areas.

We encourage children to eat a healthy and well-balanced diet.

Hygiene

We observe good practice in matters of hygiene at all times.

We encourage babies and toddlers to use potties and toilet seats correctly and safely and ensure they are kept clean and fit for the purpose.

We encourage children to use the toilet correctly.

We check that toilets are clean, hygienic and flushed regularly.

We encourage children to wash their hands regularly, especially before handling food, after using the toilet, handling animals, plants and insects, or playing in messy or dirty areas, particularly out of doors.

We encourage children to blow their noses into tissues and dispose of these correctly.

We encourage children to place their hands over their mouths when they cough or sneeze.

We teach children to respect the cultural differences that influence people's different attitudes to hygiene.

We wipe surfaces and tables between activities.

We teach children hygiene awareness through planned and spontaneous discussion, routines, planned activities and topics.

Accident and injury Policy

Accidents occur all the time but our staff ensure to minimise the risks to injury by daily risk assessments to the environment and resources.

If a child has an accident whilst in the care of Bumblebees a first aid procedure must be followed. All accidents are different and until an accident occurs nobody knows what action and what procedure will need to be followed.

Any accidents that happen are to be recorded on an accident log or a full record sheet.

Accident Log:- if a child has a minor accident e.g. falls over, walks into a chair and no first aid is required other than a cuddle the accident will be recorded on the child's individual accident log sheet and mentioned to the parent/carer on pick up.

Full accident record:- If the child has a more serious accident which requires first aid to be administered then a full accident record sheet must be completed, the following information must be recorded:-

1. Time and date of the accident
2. Name of the child
3. Name of the staff administering first aid
4. What happened
5. What injury was sustained
6. Address of the child to be completed by parent
7. signature from staff
8. signature form parent/ carer

At the end of the session the parent must be made fully aware of the accident and the treatment that was given.

If the parent was not informed of the accident for any reason then a member of staff must contact the parent at home by telephone and they must sign the accident record form at the next available time.

Administration of medicines Policy

The administration of medicines by members of staff is entirely voluntary. Practitioners who are willing to give medication must feel comfortable with this duty, and should not hesitate to seek further advice if ever in doubt (e.g. from a colleagues, parent, doctor, pharmacist). Adherence to the following guidelines should minimize the potential for errors during administration.

Prior parental consent to medicine administration

A parental consent form must be completed whenever a new treatment is commenced or when a change to the dosage is made a new sheet must be completed.

All medication administered to children **MUST** be in a prescribed bottle/box from the doctor and must have the child's name, DOB, dosage and expiry dated clearly labelled

The consent procedure form is as follows:-

1. The child's full name
2. The medicine name and dosage and time to be given
3. The parent/carer full name and signature

If this form is not completed medication cannot be administered.

Bumblebees will only administer calpol to children with a high temperature reading whilst waiting for parent to collect after receiving parental permission over the phone first.

Record of administration of medicines.

When administering any medicines a record must be kept and there must always be 2 members of staff present at the time the administration is given.

The details are as follows:-

1. Date
2. Time
3. Dosage
4. Name of the staff
5. Name of the witness staff
6. Signed by parent

At the end of each session the parent must sign the record sheet to show approval and agree that the medicines have been administered correctly.

The administration procedure

1. Collect the medicine from the locked medicine storage cupboard
2. Read the medicine details on the bottle and check them against the details on the medication record sheet.
3. Check the medication expiry date
1. Measure the dose with a genuine measuring spoon.
2. Ask colleague to check the dosage with you.
3. Give the medicine to the child
4. return the medicine to the locked medicine storage cupboard
5. Date, sign and counter sign the record sheet
6. Ensure the parent sign the record sheet when they collect their child.
7. Note missed dosage, vomiting, spillage and other incidence on the reverse of the record sheet.

Storage

All medicines must be stored in a cool dry place, out of reach of the children and in a locked medicine cupboard. Medicines that require refrigeration must not be stored in a general domestic fridge.

Expiry date

Never use medicine beyond its expiry date. Certain medicines (e.g. syrups, creams, inhalers) are prone to the growth of germs, and it is reasonable to request a fresh supply every so often, if they are only used infrequently.

Records

All documents should be kept for 3 years after the child has left.

Disposal

Return any unused medicines to parents/carers. All unwanted medicines must be returned to the parents and they should take them back to the local chemist for safe disposal.

Teething

Practitioners will implement a range of techniques to comfort and support babies and young children during teething. This may include:

- Offering cooled teething rings to chew on
- Use a cold wet flannel to massage the gum area.
- If child is on solid foods we may offer firm food items to chew on.
- Additional comforting to distract the baby during play time.

Medication for teething

Practitioners will administer Calpol/teething Gel/powders requested and provided by parents for teething. Practitioners will record last dose time and dose and time of administration on site.

Food & Drink Policy

At Bumblebees the following must be considered:-

- Any staff serving food must wear appropriate clothing and hold relevant qualifications for handling food.
- Children must be encouraged to wash their hands before eating and must also understand why this is important.
- Food area's must be clear and clean and kept appropriately sanitized.

Socialising

Children are encouraged to sit around the table and use appropriate talk to socialise with their peers. They are encouraged to use correct cutlery and eat there meal in the correct order e.g. main meal before pudding.

Special Dietary requirements

Any children who have special dietary requirements are catered for within the setting. Any dietary requirements are clearly stated in the children's personal profile and transferred onto our allergies board within the preparation area. We also keep a record of all foods provided and relevant allergy risks they may cause on our 'Allergy Matrix'.

Preparing Food

Staff must remove all jewellery (except wedding band) before preparing food.

Staff must wear a blue food disposable apron when preparing food. This must be removed before leaving the food prep area.

Staff must use the separate hand wash only sink to wash hands before starting to prepare food.

Spills must be cleaned with a disposable cloth or paper towel and then disposed of straight away.

The fridge is labelled and should be stored following these guidelines, stock rotation must be done when new food is being stored.

Staff must clearly label products with the date such as butter, cheese, jam, ham ect... when opening to ensure good management products are then sealed and pack guidelines are followed with regards to use within dates.

Chopping boards and serving tongs are colour coded to eliminate risk of cross contamination please see code guide on display.

Food preparation area uses

All staff bags, coats and belongings must be stored in stock room. Staff can use the food prep area to prepare their lunches but the area must be cleaned and sanitized immediately after use.

Plates and utensils must be washed and dried and put away straight after use.

We also use the better food safer business document as an ongoing working document to ensure our business is safe for our service users.

Lunch Boxes Policy

If our children are staying for a full day they are required to bring a lunch box from home.

We provide parents with a healthy lunch box guide to give them suggestions to what a healthy lunch box might look like.

At mealtimes we suggest that it is balanced therefore we do allow a little bit of salt/sugar provided its balanced out with fruit and vegetables.

If parents wish for toddlers and preschool children's food to be heated, we ask that this be done at home and a food flask is used to keep the food warm. We also ask that an ice pack is used to keep other items fresh.

We encourage children to understand about nutrition and hygiene practice.

Baby room

We can provide our babies with a meal at breakfast, dinner and tea for an extra cost, alternatively parents can provide their child with a meal which can be heated on site at lunch time.

First Aid Policy

First aid is administered to all our children in accordance with the guidelines laid out by the local authority.

The Name First Aiders are:-

1. Laura Daven
2. Annette Borkowicz
3. Charelle Glindon

In case of an accident where first aid is required all staff must consult with any of the above who are available.

First Aid Boxes

1. Under the sink in cupboard in the main room
2. Kitchen

Records

Accident records must be completed at any time when first aid has been administer and must be signed by a witness and the parent/carer. These records must then be stored and kept confidentially for 21 years.

Any child who needs hospital treatment will be accompanied by a member of staff until a parent can attend.

Any children on long term medication must complete a long term medical consent form. This must be signed and witnessed every time medication is given.

Any children who require short term medicine parents must complete a short term medical consent form. This must be signed and witnessed every time medication is given. Staff accidents are logged in the accident book kept in the manager's office.

All medicines, creams or tablets must be in the original packaging and have a chemist label of the child's details, does and DOB clearly visible on the box/bottle. All medicines on the premises are stored appropriately following guidelines on the pack. We have a lockable medicine cabinet out of children's reach.

Sick Children's Policy

Children who are unwell are usually unhappy and do not want to play and therefore do not learn well. It can also affect the other children and staff in contact with them too.

ill Before Arriving at Bumblebees

If your child is unwell before arriving at Bumblebees for their session please inform Bumblebees as soon as possible that your child will not be attending (07718642592)

ill whilst attending Bumblebees

If your child becomes unwell whilst at bumblebees then it is our job to see fit to contact the parent/carer to arrange collection of the child.

High Temperature

If a child develops a high temperature whilst attending Bumblebees, we will first inform parents, we will also check with parents to enable us to administer Calpol to control the temperature. A child with a high temperature is generally unwell and will need to go home.

A baby with a high temperature due to teething will be given recommended dose of Calpol and monitored after seeking permission from the parent.

In case of Emergency

In extreme cases that your child may require urgent medical attention a member of staff will make the decision whether an ambulance is required.

Parents/ carer will be informed immediately and informed of the situation/arrangements.

Please ensure that your emergency contact numbers are kept up to date on your child's personal profile.

For medication please see 'administering medication' section 6 of this policy file

Staff attend regular training to keep up to date with childhood infections and local health issues.

If your child becomes ill there are some infections that require your child to stay at home and not attend Bumblebees for a period of time. For more info please see below:-

- Sickness & Diarrhoea - 48 hours of being clear.
- Chicken Pox - can return to Bumblebees once the last spot has appeared and dried up (scabbed)
- Conjunctivitis - 48 hours after starting course of antibiotics
- Head lice - can attend Bumblebees as long as they have been treated

For more advice please see a member of staff

Management have a duty to report any major illness such as MMR, Meningitis ect... to Ofsted so that they can report it to RIDDOR

Parents/carers are informed of any infections that may affect their children which may have arisen in pre-school e.g. chicken pox, scarlet fever, smack cheek, head lice ect...

Milk Policy

Baby room - infant breast or bottle feeding policy

The children's individual needs will be discussed with parents to ensure that they are met. Feeds will be prepared as and when they are required by the babies and not as part of the nursery routine.

Breast milk policy

The nursery participates in the active encouragement of mothers who breast feed their babies. Therefore the nursery has put into place a policy and associated procedures to detail those arrangements necessary for the safe storage and use of breast milk.

Containers

- Breast milk should be brought to the nursery in a sterilised bottle or in a sterilised breast milk bag, suitable for the purpose of refrigerated storage and clearly marked with the babies full name.
- Bottles will be returned to parents/carers at the end of each nursery day. The containers will be rinsed but not sterilised.
- Parents must ensure that the container is washed properly and sterilised before reuse.

Storage

Breast milk should be provided on a daily basis, unused milk will be discarded at the end of each feed.

General handling

Practitioners will ensure that the following of this policy is strictly followed.

- Breast milk is to be kept sterile at all times
- DO NOT leave breast milk at room temperature for more than 1 hour
- DO NOT heat breast milk in a microwave or on the stove.

Nursery Breast milk procedures

The following procedures are to be used by all staff handling, storing or using breast milk to feed a baby.

- Ensure that the parent has provided the breast milk in an airtight bottle clearly labelled with the child's name and date.
- Breast milk is to be placed at the back of the fridge where it is in the coolest prior to feeding.
- Before feeding a baby ensure that a positive identification of the child is made, the date is checked and the correct breast milk is fed to the correct child.
- Staff must wear gloves and an apron when feeding a child breast milk.

Warming breast milk

- Breast milk is to be warmed to a suitable body temperature to take the edge off the milk by placing in a jug of boiled water.
- The milk is then to be checked for temperature to ensure that the milk is cool enough for the baby to drink, using a temperature probe.
- DO NOT heat breast milk in a microwave or pan on the stove.
- Feed the baby as normal using a suitable bottle and teat.
- Ensure that the baby is winded correctly
- Discard any unused milk after 1 hour
- Discard gloves and aprons
- Record feeding time and the amount taken.
- After the final feed of the day discard all the left over milk from the fridge for each child.

Hygiene

Breast milk is a bodily fluid, which carries with it a (small) risk of infection and/or disease . The policy is to advise staff handling or carrying out the feeding of breast milk to protect themselves against the risk of infection by:

- Implementing food hygiene practices
- Using PPE provided (advisable but not mandatory)
- Avoiding actual contact with the breast milk.
- Only employees that hold a level 2 in food hygiene, and been trained in safer food better business or to have undertaken training by management will undertake feed preparation duties.

Formula Milk Policy

Those parents whom have requested their child to have formula milk at nursery must either:

- Provide either: a carton of ready to use formula milk, a sealed pre-prepared formula powder as originally purchased, or an airtight pre-measured compartment container alongside a milk formula declaration form, clearly labelled with the child's name.
- The Milk formula declaration form must be provided each day when a new container is provided. This must also state how much powder to how much water.
- Providing the nursery with an unopened pre-prepared milk carton to be opened by staff and discarded of any left over milk at the end of the day.
- Formula milk must be warmed as advised on the carton itself.

Formula Milk Procedures

The following procedures are to be used by all staff, handling, storing or using formula milk to feed a baby:

On delivery: Ensure that the parent has provided the powder in an airtight container or a carton of formula milk un opened or an unopened tub of powder. This must be clearly labelled with the child's name and date.

Before feeding the baby with formula milk ensure that:

A positive identification of the baby is made, and the correct formula milk is fed to the correct child.

Preparing formula milk

To prepare a babies formula milk staff must:

- Put on an apron (advisable but not mandatory)
- Read thoroughly the parents instructions to indicate the amount of water that is to be boiled.
- Boil the kettle and leave to cool slightly
- Wash hands

- Measure the correct amount of water into the bottle.
- Allow water to cool for at least 20 minutes so that it reaches a temperature of approximately 70 degrees
- Mix into the water the correct amount of formula powder.
- Attached a sterilised teat and shake the bottle vigorously
- The milk is then to be tested using a temperature probe so that it is at a body temperature.
- If the milk is still too warm to feed the baby with , hold the bottle under cool running water until it cools.

Feeding a baby with formula milk

- Feed the baby as normal using their bottle and teat
- Ensure that the baby is winded correctly

After Feeding a baby with formula milk

- Discard any milk that has not been used within 2 hours.
- Record feeding time and the amount of milk taken.

Staff responsibilities

- Staff will follow the correct procedures for handling either formula or breast milk and will adhere to both food hygiene standards and health and safety guidelines.
- Staff will adhere to this policy
- Staff will ensure that the daily formula milk declaration sheets and record sheets are filled in.
- During a feed babies are never left unsupervised. A member of staff preferably the key work will hold the baby whilst sitting on an armchair.
- Staff are not required to wear PPE when feeding babies as it is important to ensure the baby feels as comfortable as possible and it is made to be as home like as possible.

Positive Behaviour Policy

Why do we need a policy?

1. In order that staffs are clear about their expectations of the children that they work with.
2. So that all staff can be supported when working in this area.
3. So that all our work, using discipline on behaviour is justified and in line with the children's act 1989.
4. So that dealing with behaviour is in line at Bumblebees ethos and is consistent throughout all members of staff.
5. So that parents can share our policy easily and any questions raised can be dealt with effectively
6. A written policy is useful for new staff and as a basis for regular reviews of changes in practice.

Bumblebees Ethos

We are providing a service in a caring, positive, supportive and constructive environment in which the individual needs of every child can be met, socially and emotionally. We value the contributions of every child to the life of Bumblebees and in personal contact with each child we aim to make them feel positive and valued. It is important that the children learn positively and acceptable behaviours so that they can successfully integrated into our society.

Our main principle in our behaviour policy is that the children have respect for each other and show consideration.

Bumblebees Behaviour lead is Emma King

General Principles

All work on behaviour aims to be positive this involves employing a number of possible strategies:-

1. How children are spoken to we emphasise on correct behaviour rather than making negative requests e.g. walks nicely rather than don't run.
2. Using don't to a child give no indication of how to behave.
3. Putting things right e.g. if a child throws, they pick up the equipment and put it back.
4. Saying sorry e.g. if a child hurts another but more importantly talking about feelings and giving the child problem solving tools to solve disputes on their own e.g. asking what's happened, and how does it make people feel and what should we do about it.
5. Correcting a child at their own communication level e.g. child with limited understanding No and gesture/ facial expressions.
6. Giving reason for why something is unacceptable e.g. not just it's not good
7. Giving clear rules about behavioural expectations e.g. we all line up.
8. Diverting/ distracting the child into something more positive.
9. Manipulation the environment to avoid negative behaviours.

Acceptable Sanctions

Occasionally, behaviour presented by a child may require some form of sanction.

1. NO physical punishment is acceptable under any circumstances.
2. Food and drink is not withdrawn.
3. Children are not withdrawn regularly from activities

Any sanctions must be used as soon as possible as incident occurs. When unacceptable behaviour occurs this will be logged on a behaviour monitor sheet, the parents are not necessarily told straight away unless the behaviour has

injured another person or presents unacceptable behaviour on 5 or more consecutive times. If parents are to be informed so that action plans can be put in place they will be invited in for a formal meeting. Any other agencies may be consulted at this time to ensure the right support is put in place.

The following are strategies that may be used within an action plan.

- Children withdrawn from the group for a short time e.g. sit on a chair for a few minutes (no more than 3 minutes) to think about actions and calm down is acceptable. The chair should not be called 'the naughty chair' and any chair can be used.
- Children given a job which corresponds to their behaviour e.g. if a drink is spilled deliberately they wipe it up.
- Withdrawal of privilege or activity the child particularly likes (this is only to be used in extreme circumstances).

Challenging Behaviour

Not all children present 'challenging behaviour' some of which are:-

- Behaviour which interferes with child participating in activities
- Non compliance
- Aggression towards self or others
- Verbal abuse
- Obsession? Ritualistic behaviour
- Tantrums

Children who attend the Bumblebees who present such extreme behaviours must have a written behaviour management plan. This should be written by

the manager and the key person. It should be reviewed weekly and set up in full agreement of the parent/carer.

Devising a behaviour plan

The following steps are vital:-

- Observation and recording

How often does the behaviour present?

What are the triggers and in what circumstances?

What has been tried in the past?

- Programme planning

Structure intervention programme is planned and record system set up

- Programme Review

Daily by the key worker and weekly by the manager

- Programme revision

Any alterations, changed or improved made to the programme

A copy of any behaviour plan made must be made aware to all staff who works directly with the child and a copy must be kept in the child's individual file and a copy must be sent to the parent.

Physical Restraint

It may be necessary on occasions, or as part of the programme to use physical restraint. The following principles should be adhered to:-

- Physical restraint should only be used to prevent a child from harming himself/herself or others or from damaging property
- Restraints should involve minimal reasonable time and should seek to avoid injury.
- Staff should not attempt to restrain a child if they are likely to put themselves or others at risk.
- Staff should receive training in restraint techniques in conjunction with training in avoiding and diffusing confrontation situations.

Recording

The setting is legally required to keep:-

- An incident record- details of injury to persons, property, and serious discipline problems.
- Behaviour log book to record behaviour incidents.

Bumblebees reserve the right to refuse a child's place to anyone who is constantly disrespectful to staff, surroundings and resources. Record must be kept of all behaviour programmes confidentially.

No shouting policy

As a team we must operate a no shouting policy at all times throughout the setting.

All children must be treated equally and with the respect by all staff.

This includes using the correct tone of voice and language when talking to the children.

It is important that staff give praise to the children when positive behaviour is shown.

Dealing with Negative Behaviour

Staff must under no circumstances undermine any other member of staff who is already dealing with a behaviour situation, unless that member of staff has requested assistance.

Zero tolerance

Bumblebees operate a zero tolerance policy with regards aggressive behaviour from children and parents, this policy will be followed with regards to children's aggressive behaviour. If a parent displays aggressive behaviour to a member of staff they will be reminded of this policy and asked to calm down if a repeat of this behaviour occurs they will be asked to leave the premises, the police maybe called and this could result in the parents being refused access to the premises in future.

Health And Safety Policy

This statement is issued in accordance with the health and safety at Work Act (1974). It supplements that statement of health and safety policy which have been written by Wigan Council. The general aims of these policy statements are accepted and arrangements set out below are designed to implement the general aims of Bumblebees

General Guidelines

1. Establish and maintain a safe and healthy environment throughout the setting.
2. Establish and maintain safe working procedures among staff and children.
3. Make arrangements for ensuring safety and absence of risk to health in connection with the use, handling, storage and transport of articles and substances.
4. Ensure the provision of sufficient information and supervision to enable all employees and pupils to avoid hazards and contribute positively to their own health and safety and to ensure that they have access to health and safety training as appropriate or as and when provided.
5. Maintain all areas under the control of the managers in a condition that is safe and without risk to health and to provide and maintain means of access to and egress from that place of work that are safe and without risk.
6. Formulate effective procedures for use in case of fire and for evacuating that setting premises.
7. Lay down procedures to be followed in case of accidents
8. Teach safety as part of children duties where appropriate.
9. Provide and maintain adequate welfare facilities and to make recommendations as appropriate.
10. Consult with all staff and others on health and safety matters before allocating particular Health and Safety functions.
11. Provide equal opps

Responsibilities of the Management Team

1. Monitor the effectiveness of the safety policy and the safe working practices described within it and shall revise and amend it as necessary on a regular basis.
2. Prepare an emergency evacuation procedure and arrange for periodic practice evacuation drills (normally at least once a term) to take place and or the results of these to be recorded.
3. Make arrangements to draw the attention of all staff employed at the setting the safety policies and procedures and of any relevant safety guidelines and information issued by the management and authorities.
4. Make arrangements for the implementation of the authorities' accident reporting procedure and draw this to the attention of all staff in the setting as necessary.
5. Review from time to time (A) the provision of First Aid
(B) Fire evacuation procedures.
6. Recognise that there will be occasions when setting will require specialist advice.
7. Make arrangements for informing staff and children of relevant safety procedure. Other users of the setting will be appropriately informed.
8. Ensure that regular safety inspections are undertaken.
9. Arrange for the withdrawal repair or replacement of any item of furniture fitting or equipment identified as being unsafe.
10. Report any defect in the state of repair of the buildings or their surroundings which is identified as being unsafe and make such interim arrangements as are reasonable to limit the risk entailed.
11. Monitor within the limits of their expertise the activities of contractors hirers and other organisations present on site as far as is reasonably practicable.
12. Make arrangements for annual checks on equipment such as electrical (PAC testing) fire extinguisher, fire alarms
13. Provide equipment to enable employees to carry out their roles and responsibilities.
14. Provide safety clothing i.e. aprons/gloves.
15. Maintain standards within the building.

Duties of the person delegated to assist in the management of Health and Safety

The delegated person : Laura Daven

1. Assist the management Team in the implementation monitoring and development of the health and safety policy within the setting.
2. Monitor general advice on safety matters given by the authority and other relevant bodies and advice on its application to the setting.
3. Co-ordinate arrangements for the design and implementation of safe working practices within the setting.
4. Investigate any specific health and safety problem identified within the setting and take or recommend remedial action.
5. Order that a method of working ceases on health and safety grounds on a temporary basis subject to further consideration by the managements team.
6. Assist in carrying out regular health and safety inspections of the settings activities and make recommendations on methods of resolving any problems identified.
7. Ensure that staff with control of resources give due regard to safety and must adhere.
8. Co-ordinate arrangements for the dissemination of information and for the instruction of employee's student's pupils and visitors on safety matters and to make recommendations on the extent to which staff are trained.
9. Ensure risk assessment carried out daily/weekly and oversee.

Responsibilities of staff towards children and others in their care

All staff are responsible for health and safety arrangements in relation to staff students, children and volunteer helpers under their supervision. In particular they will monitor their own work activities and take all reasonable steps t

1. Exercise effective supervision over all those for whom they are responsible including children and young people
2. Be aware of and implement safe working practices and set good examples personally identify of mishap.

3. Ensure that any equipment or tools used are appropriate to that use and meet accepted safety standards.
4. Provide and maintain written job instructions, warning notices and signs as appropriate.
5. Provide appropriate protective clothing and safety equipment as necessary and ensure that these are used as required.
6. Minimise the occasions when an individual is required to work in isolation particularly in a hazardous situation or on a hazardous process.
7. Evaluate promptly and where appropriate take action on criticism of health and safety arrangements
8. Provide the opportunity for discussion of health and safety arrangements.
9. Investigate any accidents and take appropriate corrective action.
10. Provide for adequate instructions information and training in safe working methods and recommend suitable 'off job' training.
11. Where private vehicles are used to transport children to and from schools and functions staff should ensure that child restraints and seats appropriate to the age of the children concerned are used.
12. Procedures for trips and extra curricular activities are outlined in the outings policy. A risk assessment must be undertaken and the visit form must be filled in and signed by the management team to sanction the visit.

Responsibilities of all employees

All employees have responsibilities under the Act to;

1. Take reasonable care for health and safety of themselves and of any persons who might be affected by their acts or omissions at work.
2. Co-operate with guidelines issued by the management team and others in meetings statutory requirements not interfere with or misuse anything provided in the interest of health and safety and welfare.
3. Make themselves aware of all safety rules procedures and safe working practices applicable to their posts; actively follow these and where in doubt they must seek immediate clarification from management team.
4. Ensure that tools and equipment are in good condition and report any defects to the management team.
5. Use protective clothing and safety equipment provided and ensure that these are kept in good condition.
6. Ensure that any accidents whether or not injury occurs and potential hazards are reported to the management team.
7. Use of appropriate signage to support health and safety risks to all young people, students, staff, children and visitors

WHENEVER AN EMPLOYEE IS AWARE OF ANY POSSIBLE DEFICIENCIES IN HEALTH AND SAFETY ARRANGEMENTS SHE/HE MUST DRAW THESE TO THE ATTENTION OF THE MANAGEMENT TEAM.

Please note the following:-

1. It must be realised that newly appointed employees/students/young people could be particularly vulnerable to any risk and it must be ensured that all relevant health and safety matters are drawn to their attention at an early stage.
2. Whilst it is the management's responsibility to instruct all employees in safe working procedures in relation to their posts and work places employees may from time to time find themselves in unfamiliar environments. In such cases the employee concerned should be particularly alert for hazards, and whenever possible ensure they are accompanied by a person familiar with the environment or that they are advised of specific hazards.
3. All volunteer helpers will be expected as far as reasonably possible to meet the same standards required of employees.
4. Adhere to health and safety standards set out the management.

Responsibility of staff responsible for preparing food

1. Staff must hold a basic food hygiene certificate of which must be in date.
2. Staff must wear an apron and when necessary gloves.
3. Staff must be aware of the food safety Act 1990 and the implications as far as the setting is concerned.
4. Staff must use appropriate tools/boards when preparing food.
5. Staff must follow good hygiene standards when preparing food.
6. Staff must inform management team of any potential hazard of defect
7. Staff must ensure that food is stored correctly and at the correct temperatures and that when serving hot food the correct temperature is evident, records of temperatures should be kept.
8. Standards adhered to set out by environmental health.

Responsibility of the Children and young People

All children are expected within their ability and understanding to:

1. Exercise personal responsibility for rules governed by themselves for the safety of themselves and their peers.
2. Observe standards of health and encourage other peers to follow suit e.g. hand washing before eating, after toileting and after messy activities or outdoor play
3. use and not wilfully misuse, neglect or interfere with any equipment or furniture particularly that, that is provided as part of health and safety. (signs ect...)
4. To listen to carers and follow instructions especially when it is part of health and safety.

Staff will make children aware of basic safety rules through attractive displays and golden rule times.

Positive behaviour is encouraged by staff through rewards and praise to promote health and safety issues.

Responsibility of visitors

Visitors are expected to:

1. Observe and abide to safety rules of the setting.
2. Sign into and out of the setting.
3. Make aware any medical needs to staff and show ID.
4. Carry out their own responsibility / job without necessary interruption of the children's routines and activities.
5. Ensure checks of security are carried out e.g. contractors or delivery men etc... must ensure doors are shut and gates are locked when entering and exiting the building.
6. When possible and if necessary police clearance must have been checked.

Fire and emergency evacuation procedures

1. The settings procedures for fire and emergency evacuation are appended.
2. These procedures will be updated as appropriate.
3. The log book for alarm testing will be kept in locked box in entrance.
4. Records of fire drills and evacuation practice are stored in the filling cabinet.

Fire prevention equipment

Arrangements are made to annually monitor the condition of all fire prevention equipment. This would include the regular visual inspection of fire extinguishers and the fire alarm system. These are carried out by a certified provider.

First aid and accident reporting procedures

1. In case of injuries beyond the capabilities of the first aider, medical help should be sought after without delay, via an ambulance called. If the injured person is a child, the parents should be informed as soon as possible, normally by the management, but care or treatment must not be delayed if the parent cannot be contacted.
 2. First aid materials are available in the pre-school area. (under the sink Main room)
 3. The names of the first aider appointed is Annette Borkowicz, Laura Daven, Britney cunliffe
 4. The responsibility for administering the accident reporting procedure, the notification of serious accidents causing death or major injury and dangerous occurrence is Emma King or Rachel Parkinson and then to Riddor or ofsted in the event. The accident report forms and the arrangements to be followed if the person injured is unable to complete An accident report from or who is not an employee of Bumblebees are able to be found in the setting filling cabinet.
-

Risk Assessment Policy

This policy supports the risk assessments which are carried out daily, weekly and annually in all the area's and places used by Bumblebees children, staff, students and volunteers. This policy also underpins our safeguarding policy.

The following points must be checked each day.

Inside

- Check fire exits are not locked, blocked or unable to use.
- Check for broken objects and check that all equipment is in good working order
- Check for spills on floor surfaces that may cause someone to slip.
- Check toilets are clean and well stocked.
- Kitchen area is clean and clear, bins are empty ect...
- Check exits and entrances are secure.

Outside

- Gates are secure and fences are undamaged.
- Check for broken glass, bottles rubbish.
- Check for sharps materials e.g. needles
- Check there are no rotting leaves which may cause someone to slip.
- Check weather conditions e.g deep puddles, ice intense sun ect...

All the above checks are carried out daily and are kept on record for 2.5

years.

A separate risk assessment for student and expectant mothers will be carried out when necessary.

For risk assessments on outings please see outings policy.

The enclosed risk assessments are checked annually or when necessary, these are our long term risk assessments

Outings Policy

Rationale

We believe at bumblebees that visits into the local community are a valuable part of children's learning and development. The subsequent guidelines are followed to safeguard the position of both children and staff.

Before the visit

Permission must be sought from the senior management team for any visit. When doing this a full risk assessment must be submitted (see appendix)

Once it has been agreed for the visit to go ahead then a permission letter must be sought from the parent/ carer. If the parent/carers does not give consent the child must not be taken on the visit under any circumstance.

If the visit is part of a weekly timetable then a one off permission slip can be sought from the parent/carers. This must state when it will start, what day of the week, what time departure and return and how long will the visits take part.

Protocol During visit

A head count must be done before leaving the premises, once on the transport, once off transport and on arrival into the venue. Regular head counts must then be done during and throughout the visit. It is important that a named member of staff holds any medication and consent forms and stays close to those children. (key leader)

Volunteers must not be left in sole charge of any group of children.

Children should wear I.D badges of Pre-school name and contact number. These I.D badges must not display any details of the children.

Staff Ratio

During the visit staff ratio must be ensured of 1:3 for children aged 0-2 and 1:6 ratio for children 4 and over, non mobile children must be placed in a pushchair. It is important for at least 2 members of staff to stay together with their groups during the visit.

Transport

Any transport used must be insured, taxed, MOT certificate and carry appropriate and working seat belts which must be worn at all times.

If using an independent travel company the driver must produce a CRB check and have a clean, valid driving licence.

The law on driver licensing no longer allows car drivers who passed their test after January 1997 to drive a minibus without passing a PSV driving test.

In the event of a lost child

On arrival to the visit a central meeting point should be discussed with all staff and children. In the event of a child becoming lost a member of staff must return to the meeting point and wait. Any other available staff should go and look for the child. If and where possible staff at the visit should be informed immediately so a call can be put out.

If a child is lost whilst on a visit a form must be filled in on arrival back to pre-school and the parents must be informed of the full details.

Visits are to be enjoyed by all and staff should make the experience as enjoyable as they can but stay alert.

Equipment and resources policy

Statement of intent

We believe that high quality early years care and education are promoted by providing children with safe, clean, attractive, developmentally appropriate resources, toys and equipment.

Aim

We aim to provide children with resources and equipment that help to consolidate and extend their knowledge, skills, interests and aptitudes.

Methods

In order to achieve this aim we:

- Provide play equipment and resources that are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (1995);
- Provide a sufficient quantity of equipment and resources for the number of children;
- Provide resources that promote all areas of children's learning and development, which may be child or adult led;
- Select books, equipment and resources that promote positive images of people of all colours, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- Provide play equipment and resources that promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- Provide made, natural and recycled materials that are clean, in good condition and safe for the children to use;
- Provide furniture that is suitable for children and furniture that is suitable for adults;
- Store and display resources and equipment where children can independently choose and select them;

- Regularly check all resources and equipment that are available at each session and ensure they are put away at the end of each session. We repair and clean, or replace, any unsafe, worn out, dirty or damaged equipment;
- Review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development;
- Provide adequate insurance cover for the setting's resources and equipment.
- Use the local library to introduce new books and a to support children's interests; and
- Plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

Security Policy

This policy outlines Bumblebees approach to Security.

1. The safety and security of the children and staff at Bumblebees is paramount.
2. The perimeter at Bumblebees has security fencing with locked gates.
3. The setting Manager will hold any keys required unlocking any external gates.
4. Access to the outside entrance at Bumblebees has been limited to staff and parents of children attending Bumblebees.
5. If a person is not recognised as being a parent or carer they will be challenged and asked for a password.
6. Only the named adult for a child i.e. the parent/carers will be able to collect that child from Bumblebees. If the named adult wishes another adult to collect their child, Bumblebees Manager or Deputy Manager must be informed in advance who is to collect the child and the staff should be able to meet the designated person before hand to ensure that there is no mistaken identity.
7. All parents/carers and visitors at Bumblebees are asked to display their I.D. badges at all times. Visitors to Bumblebees will be required to sign a visitor book.
8. All of the staff at bumblebees required to have a recent C.R.B. certificate.
9. The safety of our staff, students and volunteers is paramount we have a zero tolerance policy in place and anyone in breach of this policy will be dealt with accordingly (see behaviour policy)

No Smoking Policy

Premises

Bumblebees is a strictly No Smoking Site.

Parents/carers

Parents/carers are not permitted to smoke or vape anywhere on the nursery premises this includes the path leading up to Bumblebees. This includes cigarette and E - cigarettes.

Staff/students & Volunteers

Staff, Parents and visitors are not prohibited to smoke anywhere on site.

Staff, parents and visitors are permitted to smoke once outside the school fenced perimeter and are asked kindly to discard properly of any cigarette/cigar ends.

Staffs who smoke must remember that smoke clings to clothing and therefore must not wear work clothes when smoking on breaks.

Alcohol and Drugs

Staff, students, Visitors and parents will not be permitted access to the premises should suspicion of any intoxication of any alcohol or drug substances.

Staff and students will be asked to leave, return home and we will contact them with regards to their return to work arrangements.ich they

Visitors will be reported to the authority from which they came from.

Parents will not be allowed to collect their child staff will follow procedures to make alternative arrangements with another family member.

Emergency lockdown procedures policy

Bumblebees recognise the potentially serious risks to children, staff and visitors in emergency or harmful situations. A lockdown may take place where there is a perceived risk of threat to the nursery, its staff, children, visitors or property.

This may be requested locally by the emergency services following a threat to our safety within the local community, by St.Pauls primary school following a potential threat to safety on the school site, through the UK Government Emergency service to warn us that there's a danger to life nearby or by Nursery management following an incident that is happening at the nursery.

Bumblebees will inform St.Pauls primary school of any lockdown procedure taking place so that they can act accordingly to ensure the safety of the school.

A lockdown will be initiated by a senior member of staff (the lead) to gather all the children together and take them inside the building as quickly as possible. The senior member of staff will immediately call 999 (or 101).

Lock down procedure

Staff will move all children out of sight to the snack area in the pre-school room taking the nursery mobile and register.

The lead will complete a headcount of children and staff so that everyone is accounted for quickly.

Staff will secure all windows and doors, close all the blinds and turn off the lights to the nursery.

Movement around the nursery will be restricted to toilet trips only.

Everyone will remain out of sight until further instructions are received from the emergency services.

The staff will attempt to keep the children as quiet and calm as possible until the situation is over.

Staff will keep the children entertained with stories and table top activities until the lockdown is lifted.

When possible the lead will inform parents that a lockdown is in place, and will inform parents of any special instructions such as delays to collection/drop off times.

Being in lockdown will not prevent someone receiving emergency care should they need it. If any child or adult was to become unwell whilst in lock down and resulted in the emergency services being call we would continue with our normal procedures for this and we would ensure the emergency services gained assisted access to the building.

Once the danger has passed

When we are completely sure that the danger is over and or we have received the all clear from any authority in charge of the lockdown, we will leave our safe place and continue our activities as far as possible.

The lead person will phone the parents/carers (if not already informed) to inform them of the incident. Records will be made of the event and actions taken with 24 hours of the incident occurring.

Equality and Diversity Policy

Statement of Intent

Our aim is committed to valuing diversity by providing equality of opportunity and anti discriminatory practice for all children and families. At Bumblebees we support our fundamental British values and implement throughout the nursery with all children through our teaching.

Aim

We aim to:

- Provide a secure environment in which all our children can flourish and in which all contributions are valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- Improve knowledge and understanding of issues of anti-discriminatory practise promoting equality and valuing diversity; and
- Make inclusion a thread that runs through all of the activities of the setting.

The legal framework for this policy is:

- Race relations Act 1976
- Race relations Amendment Act 2000
- Sex Discrimination Act 1986
- Children Act 1989; and 2004
- Special Educational needs and disability Act 2001

Methods

Admissions

Our setting is open to all members of the community.

- We advertise our service widely
 - We reflect the diversity of members of our society in our publicity and promotional materials.
 - We provide information in clear, concise language, whether in spoken or written form.
 - We provide information in as many languages as possible on request.
 - We base our admissions policy on a fair system.
 - We ensure that all parents are made aware of our equal opportunities policy
-
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or asylum seeker
 - We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
 - We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
 - We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name-calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcomed from all backgrounds and posts are open to all.
- We may use the exemption clause of the race relations Act and the sex discrimination Act where this is necessary to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to reference and checks by criminal records bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our applications process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policies for equality and diversity and inclusion.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves
- Ensuring that children have quality of access to learning
- Recognising the different learning styles of girls and boys, making appropriate provisions within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- Positively reflecting the widest possible range of communities in the choice of materials.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials.
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- Ensuring that children learn English as an additional language have full access to the curriculum and are supported in their learning; and
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home language.

Valuing Diversity in Families

- We welcome the diversity of families' lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/ carers to take part in the life of the setting and to contribute fully
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

- We work in partnership with parents to ensure that the medical, culture and dietary needs of the children are met.
- We help children to learn about a wide range of foods, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting
- Information about meetings is communicated in a variety of ways, written, verbal and in translation when necessary to ensure that all parents have information about and access to the meeting

Equal Opportunities Policy

Context

We provide full day care provision for children aged 3yrs to 11yrs alongside the early years foundation stage (EYFS)

Anti-discrimination policy

We are working towards achieving a high standard of care, which provides equality of opportunity and freedom from discrimination on the grounds of race, sex, class and disability. All complaints/grievances can be addressed to the manager(s) of Bumblebees.

The children are all encouraged to take part in the assistant and welfare of our children who have complex needs.

Entitlement

All children attending Bumblebees are treated as individuals in their own rights. All children should have equal access to the equipment provided.

Children express their own needs and preferences and we as a team ensure all aims are met.

Staffing

All staff will have access and knowledge of courses and training that will benefit the setting. Ongoing training will be arranged as and when appropriate courses become available.

We work to promote equal opportunities and non-discrimination practice.

We also work closely with parents/carers to ensure that each child's individual needs are met.

Planning

Equal opportunity perspectives are considered when planning is done.

Resources

All our resources at Bumblebees, fun and age appropriate so that the children can learn through play.

Access for all

We use resources and equipment that promotes equal opportunity.

Children have access to all equipment, they have the opportunity to free play with:-

All areas of learning, Sand and water, Role play, Book area, dressing up area, ICT area

Children learn through child and adult led play and through this children are regularly observed and assessed on their development.

We promote policies which acknowledge and respond to the needs of the children within the setting, when considering the daily running of Bumblebees

The community

Mission statement:-

To provide a safe, fun and caring environment

The local community and parents are aware of the policies and a copy of the manual is available on request. We also display a 'Policy of the month' in our parent area.

Implementing and Monitoring

Equal opportunities are a very important part when providing any childcare provision it must consider in every aspect. It is therefore the responsibility of all staff to ensure that the principles of equal opportunities are upheld.

The monitoring of the policy will be the manager's responsibility and will be done so with all other staff members.

Special Educational Needs Policy

Statement

We aim to support every child in our care and cater for each and everyone's individual needs. Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their....

- Behaviour or ability to socialise for example they struggle to make friends
- Reading and writing
- Ability to understand things
- Concentration levels
- Physical ability

Liaison

We will work closely with outside agencies where and when necessary to support the child and the family. We will also liaise very closely with the parents as sometimes they can be the best form of information.

Premises and Facilities

The premise our setting is runs has wheelchair access and within the building. The premises do have good wheel chair access should we need it.

We offer a wide range of activities which are table top and floor based and our resources offer a good range for development of different levels.

We would always try to accommodate any child and an assessment would need to be done for accessibility.

All children, parents, visitors and staff are made to feel welcome.

Admissions Policy

All children who attend Bumblebees Pre-school must have had their 2nd birthday. Our building has disabled access and any adaption's to the premises will be considered to accommodate individual needs.

Should children require extra support such as 1:1 or pieces of specialist equipment funding may be required and therefore could prolong the start date for the individual child. We will do our upmost to work with other agencies involved to securing the right care for the needs of the child. It is important that strong parent partnership is in place and that they work with us and are in agreement to the support that is required to provide the best care and safety for the child.

In extreme circumstances where parents refuse the support that is required for the needs of the child Bumblebees can decline the place. (If this is the case we may need to refer to our safeguarding policy)

Confidentiality

Where all children and staff records are concerned confidentiality is the main priority. All information is treated with the strictest confidence and stored in a locked filing cabinet.

Confidentiality Policy

Children's normal developmental records are kept within groups as staffs need to access them regularly. Any information in a child's record that is of a sensitive nature will be kept in a secure place. The address and telephone number of parents will not be passed on to anyone outside Bumblebees without parents' permission, except when the duty of care to the child overrides the need for confidentiality.

It is a legal requirement for the nursery to hold relevant information for each child and their families, which remains confidential at all times. This information is used for registers, invoices and emergency contacts. All records will be stored in a lockable cabinet in line with the Data Protection Registration.

We will also pass the child's latest developmental record to other preschool providers on request. Parents may request additional copies from the Nursery. The Nursery reserves the right to charge parents for additional copies of records.

Duty of care to the child may override the duty of confidentiality, and in such cases we will pass appropriate information to other organisations.

Staff must not discuss or disclose any information relating to Bumblebees business with anyone outside of the nursery. This includes information on staff, children & families, financial dealings, policies and practices and the everyday running of the nursery.

Any staff found to be in breach of this policy will be dealt with via disciplinary proceedings.

Record Keeping Policy

The registered person and staff maintain useful records that underpin the successful management of the setting. Staff observe children's development and keep records that help them meet each child's needs. Children's records are openly shared with parents and their contributions are valued.

Records Kept

- The name, home address and DOB of each child who is looked after on the premises.
- The name, home address and telephone number of parents.
- The name, home address and telephone number of the registered person and every other person living or employees on the premises.
- The name, home address and telephone number of any other person who will regularly be in unsupervised contact with the children looked after there.
- A daily record of the names of the children looked after on the premises, their hours of attendance and the names of the persons who looked after them.
- A record of accidents occurring on the premises.
- A record of any medication administered.
- A record of parents consent for medication to be administered.

Developmental Records

- Individual records will be kept to enable staff to plan for children's development and progress.
- These will be shared by parents/carers.
- These records will be based on observations and regularly reviewed.

Availability of Records

The records, which relate to our activities as a day care provider, will be available for inspection by Ofsted at any time. This means they will be kept:

- On the registered premises
- Where they can easily be accessed but not by unauthorised people

Keeping Records

The following records form part of the Children Act regulations and will be kept for a period of two years from the date of last entry.

- Registers that is the daily record of the names of the children being looked after, their hours of attendance and the names of the persons looking after them.
- Medication records.
- Accident records - these will be kept for the maximum period of 21 years 3 months to protect in case of any future legal action.

There is no common agreement about the length of time other records should be kept but recent European Court of Human Rights judgements suggest that it could be for as long as 21 years and 3 months. As a minimum however, records should be kept until after the next inspection.

We are aware that if records are kept on the computer we need to be aware of the Data Protection Act.

We are also registered with ICO

Complaints Procedure Policy

In the event that a complaint is made there is a procedure that should be followed.

It might be that the complaint is discussed with the people involved then noted and filed away, or depending on the severity of the complaint further action may need to be taken.

If the complaint needs to be taken further advice will be sought from relevant agencies. All complaints will be fully investigated and should the parents feel it necessary they may contact ofsted for guidance. This process must take no longer than 28 days.

If a complaint is made against a member of staff for an allegation of abuse the following procedure must be followed.

- The member of staff who the allegation is against will be immediately suspended from their position until further notice.
- LADO (Local Authority Designated Officer - Steve West head 01942 486042) will be contacted for advice and guidance
- Ofsted will also be contacted on the number below.
- A member of management will investigate the allegation and a full report will be constructed.
- If the report and the evidence are acceptable by all party members then a decision to reinstate or discipline the member of staff involved.

OFSTED

Piccadilly gate, Store Street

Manchester, M1 2WD

General contact number 0300 123 1231 Complaint contact number

0300 123 4666

All documentation will remain on record for a minimum of 2.5 years.

And will be available for perspective parents to see should they request to see them.

Privacy Notice (How we use parents/carers and children's information)

All information that we collect is necessary to meet our contractual and legal requirements as an Early Years setting, from Ofsted, Local Authorities and the EYFS.

The categories of information that we collect, hold and share include:

- • Personal information (such as name, date of birth and address)
- • Characteristics (such as ethnicity, language, nationality, country of birth and funding eligibility) for children
- • Attendance information (such as sessions attended, number of absences and absence reasons) for children
- • Relevant Medical information for children
- • Special Educational Needs information for children
- • Assessment information for children
- • Bank details for adults
- • Proof of identity for adults
- • Birth certificates for funding for children
- • Details of any accidents / incidents / existing injuries
- • Relevant documentation for child protection and safeguarding concerns
- • Funding information and details

Why we collect and use this information

We use the data:

- • to support children's learning
- • to monitor and report on their progress
- • to provide appropriate pastoral care
- • to assess the quality of our services
- • to comply with the law regarding data sharing
- • to comply with the requirements of the EYFS and Ofsted
- • to ensure children are eligible for funding
- • to process nursery fees
- • to ensure children's health, safety and wellbeing

The lawful basis on which we use this information

We collect and use pupil information under the Statutory Framework for the Early Years Foundation Stage (given legal force by the Childcare Act 2006), The Limitation Act 1980. By completing and signing the nursery registration form you are giving consent for us to process yours and your child's personal data for the specific purposes of being part of the nursery setting. The processing of the information you have provided about yourself and your child is necessary for the contract you have completed in the registration form. We

have a legal obligation to process the information provided to comply with the law.

Collecting Children's Information

Whilst the majority of children's information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain information to us or if you have a choice in this.

Storing children's data

We hold children's data such as their registration details, accidents and medication forms etc. until each child has reached the age of 21. Learning and assessment for the children is stored for up to three months after the child has left the setting, then removed from electronic storage. Parents are able to download or print this themselves at any point up until this time.

Who we share children's information with

We routinely share pupil information with: 2

- • Department for Education (DfE)
- • Schools that the children attend after leaving us
- • Our local authority
- • Ofsted
- • Health Visitors
- • Social Workers
- • Inclusion teams, SEN panels, funding etc
- • Local Children's safeguarding boards / LADO
- • Other providers that children attend
- • Multi agency professionals working with individual children
- • Area SENCO's

Why we share pupil information

We do not share information about children with anyone without consent unless the law unless we are obliged to as part of a lawful process/investigation.

Decisions on whether DfE releases this personal data to third parties are subject to a robust approval process and are based on a detailed assessment of who is requesting the data, the purpose for which it is required, the level and sensitivity of the data requested and the arrangements in place to store and handle the data. To be granted access to pupil level data, requestors must comply with strict terms and conditions covering the confidentiality and handling of data, security arrangements and retention and use of the data. For more on information on how this sharing process works, please visit

<http://www.gov.uk/guidance/national-pupil-database-apply-for-a-data-extract> .

For information on which third party organisations (and for which project) pupil level data has been provided to, please visit

<https://www.gov.uk/government/publications/national-pupil-database-requests-received> . If you require more information about how we and/or the DfE use this information please visit DfE's website <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data> or email us at

bumble.bees@hotmail.co.uk

Requesting access to your personal data

Under data protection legislation, parents and children have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact our Managers at Bumblebees on bumble.bees@hotmail.co.uk

You also have the right to:

- • object to processing of personal data that is likely to cause, or is causing, damage or distress
- • prevent processing for the purpose of direct marketing
- • object to decisions being taken by automated means
- • in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- • claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance at bumble.bees@hotmail.co.uk. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact our Manager at: bumble.bees@hotmail.co.uk

Privacy Notice (How we use employee information)

All information that we collect is necessary to meet our contractual requirements as an employer, from Ofsted, Local Authorities and the EYFS. The categories of employee information that we collect, process, hold and share include:

- • personal information (such as name, passport number, bank details, national insurance number)
- • special categories of data including characteristics information such as gender, age, ethnic group - this is collected anonymously for Equal Opportunities purposes
- • contract information (such as start dates, hours worked, post, roles and salary information)
- • work absence information (such as number of absences and reasons)
- • qualifications and DBS numbers
- • relevant medical information on your health declaration and return to work self-certification forms

Why we collect and use this information

We use employee data to:

- • ensure that staff have the legal right to work in the UK
- • ensure that all staff have the relevant qualifications required for their role
- • support individuals with any health needs or other requirements
- • enable individuals to be paid
- • enable us to fulfil our duty of care to our employees.

The lawful basis on which we process this information

We process this information under the following legal basis:

Contract: In that the information we process is necessary for us to fulfil our contractual obligations to you.

Legitimate Interest: Through the course of employment it may be necessary for us to process data that is related to individual employee's. For example; information around absence trends, retention statistics etc. All processing that takes place is what would be reasonably expected as part of an employee / employer relationship and is undertaken with full consideration to individuals rights and privacy.

Collecting this information

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with data protection legislation, we will inform you whether you are required to provide certain school workforce information to us or if you have a choice in this.

Storing this information

We hold employee data for 6 years after staff have ended their employment with the company.

Who we share this information with

We routinely share this information with: our local authority (by means of staff census), DfE, Ofsted

Why we share school workforce information

We do not share information about workforce members with anyone without consent unless the law and our policies allow us to do so.

Local authority

We are required to share information about our workforce members with our local authority (LA) under section 5 of the Education (Supply of Information about the School Workforce) (England) Regulations 2007 and amendments. We would also need to give staff details to our LADO or Ofsted if allegations were raised against them.

Department for Education (DfE)

We share personal data with the Department for Education (DfE) on a statutory basis. This data sharing underpins workforce policy monitoring, evaluation, and links to funding and the assessment educational attainment.

Ofsted

During inspections Ofsted will ask to see evidence of staff qualifications and DBS numbers

Data collection requirements

The DfE collects and processes personal data relating to those employed in Early Years Settings. All settings are required to make a census submission because it is a statutory return under the Education Act 2005. To find out more about the data collection requirements placed on us by the Department for Education including the data that we share with them, go to

<https://www.gov.uk/guidance/early-years-census> .

The department may share information about Early Years employees with third parties who promote the education or well-being of children or the effective deployment of Early Years staff in England by:

- • conducting research or analysis
- • producing statistics
- • providing information, advice or guidance

The department has robust processes in place to ensure that the confidentiality of personal data is maintained and there are stringent controls in place regarding access to it and its use. Decisions on whether DfE releases personal data to third parties are subject to a strict approval process and based on a detailed assessment of:

- • who is requesting the data
- • the purpose for which it is required
- • the level and sensitivity of data requested; and
- • the arrangements in place to securely store and handle the data

To be granted access to school workforce information, organisations must comply with its strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data. For more information about the department's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>. To contact the department: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request for your personal information, contact bumble.bees@hotmail.co.uk

You also have the right to:

- • object to processing of personal data that is likely to cause, or is causing, damage or distress
- • prevent processing for the purpose of direct marketing
- • object to decisions being taken by automated means
- • in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- • claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance at bumble.bees@hotmail.co.uk. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Further information

If you would like to discuss anything in this privacy notice, please contact: The managers at bumble.bees@hotmail.co.uk

Customer session and Payment Policy

At enrolment stage you will complete a payment contract. This is a rolling contract and will only change if you change your child's session/days. You will need to give a written 2 weeks' notice to cancel this contract.

Opening times and Prices

Breakfast Club 07:30-08:50 - £8.00

After-school Club 15:15-18:00 - £11.00

After-school Club 15:15-16:30 - £6.00

After-school club 15:15 - 17:00 - £8.00

After-school club 15:15 - 17:30 - £9.00

Nursery Additional session - £30.00

Please note Bumblebees reserve the rights to increase prices annually. Prices are reviewed every April.

Weekly payments

Customers must pay weekly this must be placed into a sealed envelope by the customer clearly labelled with child's name, date and amount enclosed. You may hand envelope to any member of staff, you will receive any change and receipt from the member of staff who you hand the envelope to.

Any outstanding weekly fees will receive a 10% late fee charge All accounts must be up to date by Wednesday noon on the last week of every half term.

Payments must be received on your child's first session per week.

Please can all parents keep hold of receipts if you require evidence for tax credits of childcare funding from your employers/finance?

Standing order/Direct Debit/childcare vouchers payments

We do accept monthly payments these must be set up with Emma King a form must be completed. These payments must be set up with a reference number and paid on the same date every month. We calculate these payments for 38 weeks over 12 months of the year from April to March. We do not accept Baccs payments unless this has been pre arranged with Emma King

One off sessions

If you require an extra session for your child, you must first check this is available with a member of staff. Payment for this session must be paid prior to your child attending to secure this place.

Please note any fees that are not paid in time will result in a 10% interest charge being added for every week fees are overdue.

Arrival and Collection Policy

Arrival

On arrival children will be signed into the premises by a member of staff and a note will be made on the register as to who the responsible person over the age of 16 years old dropped off.

Collection

Children must be collected by a responsible person over the age of 16 years old. They will be signed out by a member of staff and a note will be added to the register as to whom collected the child.

If a person is collecting a child from Bumblebees who has not been before then must give you a password which matches that stated on their personal profile. No child will be able to leave with anyone who we have not seen before and does not have a correct password.

Social Media Policy

Definition – Social Media is a collective term for websites and applications that focus on communication, community-based input, interactions, content-sharing and collaboration. People use social media to stay in touch and interact with friends, family and various communities.

Rational

This policy sets out the rules and guidelines that Bumblebees expect from their staff who are currently and previously employed at Bumblebees.

Description of the website

Any websites where people of all sorts can request friendships from others, and can chat openly on the website so that all can view.

Examples of some popular websites

Facebook, Instragram, TikTok, SnapChat, Twitter there obviously many more but these are just some of the most popular well known sites.

Rules and Guidelines

Employees of Bumblebees may accept the friendship of any parents past or present but must not request their friendship.

Bumblebee's employees must not talk about work related issues, events, incidents, or other matters over the internet and must not make any links to the nursery, staff or children. (Please see confidentiality Policy)

Bumblebee's employees past or present must not use the internet or other platforms to slander anybody or the business of Bumblebees (Please see slander policy)

Bumblebee's staff must remain professional in the public eye and think about the choice of language they choose to use. It is important that staff do not post about their private lives that reflect negative issues happening in their lives that may suggest that the quality of care the children in Bumblebees receive is affected.

Employees of Bumblebees must not post any photos of children or other staff employed at Bumblebees, during any work related events.

Consequence

Should any of the above rules or guidelines be breeched Bumblebees management will deal with any incident via disciplinary as a 'breech of policy' this may lead to dismissal from employment without notice. Staff must be aware of the dangers from using these website.

Bumblebees parent partnership internet communication system -

Facebook closed group page

Bumblebees has a closed group page on Facebook. This is a private account where only parents/carers who have parental responsibility for that child will be accepted to join.

This page is strictly for the use of keeping parents up to date with nursery life and share the wonderful things we do.

Only families who are currently receiving care at Bumblebees will be accepted and once the child leaves parents/carers will be removed.

Managers/admin will approve friendship requests once all identification checks are complete and satisfactory.

All staff are permitted to upload activities, letters and celebrations only via the bumblebees login.

Staff are aware which children do not have consent to have their photo on facebook and therefore will not post these pictures.

Parents can post on our page but again this has to be checked and approved by managers/admin before it is posted.

Whatsapp

At Bumblebees we use whatsapp to communicate with individual parents or groups of parents via letter or simple text format. No photos of children will be sent using this platform.

Open door Policy

Aim

We aim to offer all our parents a working partnership and to include them as part of the team in their children's learning and development. We also aim to support families with problems and worries such as employment, financial, relationships ect... and can help them to seek the correct help.

Team work

Our parents are their children's first educators and it is them that know their children better than anyone.

We involve our parents in many ways but one of them is through our 'open door policy'.

Open Door

We operate an open door policy this means that all our parents are welcome to come in and speak with their child's key person or other at any time.

If at any time the key person is unavailable an alternative person or appointment will be offered.

Sun Cream policy

During periods of hot weather it is essential that your child has had sun cream applied and that they bring a hat.

Due to new legislation with various allergies to certain sun creams we are no longer able to apply sun cream to your child.

The sun cream must be applied before coming to nursery and must be an all day sun cream.

If you fail to bring your child with sun cream applied and a hat then he/she will not be allowed to go outside to play due to the risk of sun burn and UV rays.

Parents will also be required to sign each morning/afternoon to say they have applied sun cream.

EYFS links with other settings Policy

As part of the Early Years Foundation Stage Curriculum we are required to set up communication links with any other setting/services that our children attend as well as Bumblebees.

Types of other settings include other nurseries, childminders, schools ect...

Methods to share curriculum assessments to other nurseries and childminders

Bumblebees will set up links with any other setting via a two way diary. The diary will travel between the two settings passing any relevant information regarding the EYFS assessments.

We would also require the other setting to communicate back with us with their assessments using the same diary.

The information will be treated in the strictest confidence by all staff.

Methods to share curriculum observation to schools

We observe and record any child who is working on the EYFS curriculum. The recordings we make are shared with any other settings the child attends e.g. school.

We photocopy the observation sheet and forward it to the appropriate destination.

The information will be treated in the strictest confidence by all staff.

Anti Bullying inc Peer on Peer abuse Policy

Definition of a bully

Bullying is a wilful conscious desire to hurt, threaten or frighten another being. This can be verbal, physical or emotional and includes hitting, name calling, teasing, singling out, ignoring and any other form of harassment.

This does not includes rough and tumble play.

Peer on Peer Definition

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Staff, parents and children at Bumblebees will work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, will not be tolerated. It is the responsibility of everyone to report and deal with any incidents quickly.

Incidents should be reported in the first instance to Emma King or Rachel Parkinson.

The aims at bumblebees

- to provide a safe , caring environment for the whole nursery, especially the children in our care
- To instil in children the knowledge that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To reassure children that they will be listened to, and that it is alright to tell someone what is happening.
- To heed parents and keep them informed of actions taken in response to a complaint.
- To investigate fully and keep detailed records of any incidents, reports or complaints.
- to take appropriate action, including possible exclusion in cases of severe or repeated bullying

Methods used to try to prevent bullying & peer on peer abuse

- Circle time with the younger children, are given opportunities to talk about kindness to others.
- Children in Bumblebees will learn to respond positively to cultural, social and physical diversity (often the causes of bullying).
- Bumblebees senior management will help staff to monitor behaviour in the and will try to encourage and help any child who seems to be unhappy.
- Staff will endeavour at all times to create surroundings where each individual feels confident and at ease at bumblebees.

Types of Bullying that may be encountered

Racial or Cultural: Bullying based on the colour of a child's skin or hair type, or on any difference associated with culture e.g. celebration of different festivals, country of origin, different food or clothes e.g. a turban or veil.

It may take the form of verbal abuse, bringing racist literature into the setting, writing abusive notes or inciting others to racist behaviour or refusing to sit next to or play with children from other cultures.

Sexual: Bullying associated with gender, homophobia, or sexual orientation... It will most likely involve name-calling or ostracising a child (or children), but may also

involve inappropriate touching, or sexual notes or drawings being passed to other children. Comments may be made about appearance, attractiveness or emerging puberty, and there may be sexual innuendos or sexual harassment.

Bullying associated with disability: This will include bullying associated with obesity or its opposite, as well as that concerned with any physical or mental disability. Particularly vulnerable are children who cannot compete with others equally such as those with a learning disability, and those with Down's syndrome or cerebral palsy, or who are confined to a wheelchair.

Also vulnerable are children with behavioural problems such as ADHD who are often targets for bullying. Taunting or ridiculing children for their disability is probably the most common form of bullying in this category.

Religious: This form of bullying is based around differences in worship, and practice e.g. non-celebration of Christmas or other festivals.

Cyber Bullying: This form of bullying is insidious and not easily controlled. It includes unpleasant or threatening text messages frequently sent, or repeated and abusive phone calls. Most children have computers at home and threats and bullying messages may be sent by email, sometimes with upsetting photographs. Children may become involved with a chat room or other social media websites and may become victims of cyber bullying in that way.

Bullying associated with high achieving: Children who achieve highly are often targets for bullying, sometimes to the extent that they become afraid to answer correctly in class for fear of being ridiculed or called names. They may have their belongings hidden or moved or may be ostracised. This form of bullying is often based on jealousy and should be taken just as seriously as other forms of bullying.

It is not always easy to spot when a child is being bullied as each child will respond to it in their own way.

Children may:

1. become upset and not want to come to Bumblebees
2. become introverted and isolate themselves
3. appear worried or afraid
4. react aggressively
5. cling to adults
6. develop nervous habits e.g. nail biting

Strategy for dealing with Bullying & peer to peer abuse

Strategies have been introduced at Bumblebees to reduce bullying and peer to peer abuse. These strategies cover raising awareness of the nature of abuse, bullying and the anti-bullying policy, increasing understanding for victims and bullies and teaching children how to manage relationships in a constructive way.

In dealing with bullying, staff follow these fundamental guidelines;

- never ignore suspected bullying
- do not make premature assumptions
- listen carefully to all accounts - several children with the same version does not necessarily mean it is the truth
- adopt a problem-solving approach that allows children to move forward from self-justification
- always follow up proven cases to check that bullying has not returned
- keep detailed records

In response to a complaint of bullying, staff should initially follow the procedures set out in the Nurseries 'Behaviour Policy' applying sanctions as necessary.

If the bullying behaviour continues, the member of staff must report it to the senior management, who will proceed as follows:

- Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
- Identify the alleged bully/bullies and any witnesses.
- Interview witnesses.
 1. Discuss the incident(s) with the alleged bullies. Confront them with the allegations and ask them to tell the truth about the situation. Make it clear that this is only an investigation into the truth at this stage.
 2. If the bully owns up, make it understood that bullying is not acceptable at Bumblebees. Explain the effect it has on the 'victim' and also on other children in the class. Apply sanctions relevant to the type of bullying.
 1. If the allegation of bullying is denied, investigate further. If there is sufficient evidence, apply relevant sanctions.

2. Hold separate discussions with the parents of both victim and bully.
3. Sanctions for the bully/ies include:
 - Withdrawal from favoured activities for a specified length of time
 - Loss of a responsibility
 - Making some reparation to the victim for any damage to property that may have occurred.
 - Performing duties around Bumblebees e.g. tidying up
 - In some cases it may be necessary to exclude the bully from Bumblebees for a specified length of time after consultation with senior management. Parents have the right of appeal to bumblebee's management against any decision to exclude their child.

Parents must be kept informed at all stages of the process and must be given opportunities to discuss their child's progress and the sanctions to be employed.

Bullying of, or by, Adults

Although bullying in Bumblebees is mostly associated with the bullying of children by other children, other instances may occur. Occasionally bullying of a child by an adult may be reported and must be investigated using the procedures outlined above. Where a member of staff is involved, the senior management team must be immediately informed and suitable sanctions imposed.

If a member of staff feels that they are being bullied or victimised by another member of staff, this should be immediately reported to a member of senior management who will offer support and help to the victim. Full discussion with both parties should try to get to the bottom of the problem. Sanctions will follow if appropriate.

Settling-in policy

Statement of intent

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well being and their role as active partners with the setting.

Aim

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

Methods

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies on CD Rom), displays about activities available within the setting, information days and individual meetings with parents.
- Before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start home visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We 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 setting.
- Within the first four to six weeks of starting we discuss and work with the child to create their record of achievement.

Parental involvement policy

We believe that children benefit most from education and care in Bumblebees when parents and practitioners work together in partnership.

Our aim

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 at Bumblebees. We also aim to support parents in their own continuing education and personal development.

Method

In order to fulfil these aims we:

- are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- Inform all parents about how Bumblebees is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them;
- encourage and support parents to play an active part in the governance and management of the setting;
- inform all parents on a regular basis about their children's progress;
- involve parents in the shared record keeping about their children - either formally or informally
- provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting;
- inform parents about relevant conferences, workshops and training via parents table;
- provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language;
- welcome the contributions of parents, in whatever form these may take;
- Inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure; and
- Work together with parents to provide evidence of development on their child.

Toileting Policy

Rationale

Independent toileting is promoted within our setting through PSED, We encourage and allow our children to be as independent as possible when assessing the toilet area.

Staff must be aware of the children's privacy needs and use digression appropriately and professionally.

Children are encouraged to wash and dry their own hands after toileting.

Toileting Programmes and toilet support

Children who need support or are not fully toilet trained will be placed on a toilet programme whilst attending Bumblebees. This programme must have the full support and consent of the parents.

Toilet record sheets will be used to record the child's progress and this is reviewed regularly with the parents.

Toileting Procedure

- Staff who are assisting any child to the toilet must not close themselves off to the rest of the setting in a cubicle.
- Children must not be laid down on the toilet floor to be cleaned when soiled this is not hygienic and can be degrading for the child.
- Staff must wear appropriate protection i.e. Gloves, apron and must also dispose of waste appropriately
- Parents must be informed of any toileting accidents but in a confidential manner.

Home Visits Policy

Aim:

At Bumblebees we recognise that parent/carers are their children's first and most enduring educators. Forming relationships with parent/carers and working closely is beneficial for each child's learning and development.

We hope to establish a partnership between parent/carers and staff where both parties share their knowledge and understanding of the child to plan stimulating and challenging learning opportunities as well as planning to meet each child's individual needs.

It is our policy to visit the children at home before they enter Nursery, where possible. We offer home visits to every family along with settling in sessions for their child at nursery. Time is taken to find out about the child's likes, dislikes and interests, visits are not to judge parent/carers parenting skills, but to offer parent/carers the opportunity to ask questions and gather any information needed from staff to support the transition.

Benefits:

Home Visits have many benefits for both parent/carers and staff. For parents and children, a visit gives them the opportunity to meet the key person in a safe environment where they feel confident and at ease. The visit provides the opportunity to:

- Establish early, positive contact
- See children in their own familiar setting
- Meet other family members people and pets who are important to the children
- Understand the anxieties children may feel when starting nursery, and also understand the wealth of learning that goes on at home.

This all helps staff providing care for children to get a fuller picture. Staff can gain lots of information to inform their planning from observing a child where he or she feels settled and in control.

Rationale:

To share information between parent/carers, staff and children. Providing a starting point for staff to understand family background, including cultural background.

Ensure children feel that they are valued and have a familiar face when starting at nursery.

To provide an opportunity for parent/carers to talk about their child and the nursery, to voice concerns, clear up any misunderstandings and to lessen worries and fears.

To establish effective procedures to ensure the safety of parent/carers, staff and children during the visits.

To ensure parent/carers understand the purpose and procedure before the visit.

Before their home visit parent/carers complete questionnaires during registration, asking parent/carers to comment on their views and feelings about the transition into nursery. This is used to support parent/carers and inform staff of what additional information will be required at each visit. Tailoring our home visits to the individual needs of the family.

Procedure:

During registration parents will be informed of the following:

Who will be attending and when

How long the visit is expected to last

What will happen

What kind of questions will be asked

What information staff will bring

Any information the key person would like from the parent/carer during the visit

- Appointments should be confirmed in writing to parent/carers on a welcome email and recorded in the nursery diary and home visits diary; which are both kept in the office.

- Home visits will take place on a Wednesday Morning's at a time convenient to parent/ carers; this will be established during registration.
- To explain the child's 'Learning Journey' and complete any background information with the key person, in their absence another member of staff from the child's area will conduct the home visit along with an additional member of staff.
- Staff carrying out the home visits will be in nursery uniform, and will identify themselves before entering the family home.
- Staff will be briefed about the area they are visiting and location.
- Parents are informed about the nursery website and its content as well as provided with hard copies of nursery policies if requested.
- If parent/carers are not at home when staffs visit then a card will be posted to let them know we called.
- Staff will leave the following at nursery before the visit, in the nursery diary:

Their mobile telephone number

The name, address, and telephone number of the child's home

The approximate arrival time and estimated length of the visit

- If there is a change to plan after leaving nursery or the child's home then the nursery must be informed
- Staff are expected to have their mobile phones switched on at all times and must make parent/carers aware of this during the home visit.
- If staff feel uncomfortable in the child's home then they should leave immediately, reporting back to management at the nursery.
- An evaluation of each visit must be recorded by staff when they return back to nursery and settling in records must be completed along with a thank you letter sent to the parent/carers.
- Any incidents that may occur during a home visit must recorded in writing
- Any actions agreed during the home visit should be recorded and confirmed with parent/ carers

- Visits will be carried out in pairs, allowing one staff member to speak with the parent/carers and the other to interact with the child. This enables parent/carers to talk without worrying about the child as well as providing opportunity to observe the child at play in a familiar environment.

What staff may wish to take on a home visit

Take a home visit pack; this is kept in the office in the Red Folder labelled 'home visits'.

Take a selection of toys from the nursery. As this enables the child to choose whether to play with a familiar or unfamiliar toy, providing a source for interaction.

Take information from nursery to discuss with parent/ carers

Take the child's entry records to check details and ensure that all evidence has been seen prior to the child starting at nursery.

Take photographs of children exploring and learning in the setting e.g. photo book

Take an evaluation form for parent/carers to complete

Take a learning journey to show parents and explain, as well gathering photos etc... From parent/carers to include in the journey for when the child starts at nursery.

Monitoring and Evaluation

- The policy will be reviewed as part of the nurseries monitoring cycle

Intimate Care Policy

Introduction

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a child after they have soiled themselves) to intimate personal areas. In most cases such care will involve cleaning for hygiene purposes as part of a staff member's duty of care. In the case of a specific procedure only a person suitably trained and assessed as competent should undertake the procedure, (e.g. the administration of rectal diazepam)

The issue of intimate care is a sensitive one and will require staff to be respectful of the child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control. There shall be a high awareness of child protection issues. Staff behaviour must be open to scrutiny and staff must work in partnership with parents/carers to provide continuity of care to children wherever possible.

e-Safety Policy

Introduction

ICT in the 21st Century is seen as an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, Nursery's need to build in the use of these technologies in order to arm our young people with the skills to access life-long learning and employment. Our aim is to keep our children and staff safe in all aspects of life. (Please see Safeguarding Policy).

Information and Communications Technology covers a wide range of resources including; web-based and mobile learning. It is also important to recognise the constant and fast paced evolution of ICT within our society as a whole.

Currently the internet technologies children and young people are using both inside and outside of the nursery include:

- Websites
- E-mail and Instant Messaging
- Chat Rooms and Social Networking
- Blogs and Wikis
- Video Broadcasting
- Music Downloading
- Gaming
- Mobile/ Smart phones with text, video and/ or web functionality
- Other mobile devices with web functionality Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies.

At Bumblebees we understand the responsibility to educate our Children on eSafety issues; teaching them the appropriate behaviours and critical thinking

skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the nursery.

Bumblebees hold personal data on children, staff and other people to help them conduct their day-to-day activities. Some of this information is sensitive and could be used by another person or criminal organisation to cause harm or distress to an individual. The loss of sensitive information can result in media coverage, and potentially damage the reputation of the nursery. This can make it more difficult for Bumblebees to use technology to benefit our little learners.

Everybody at Bumblebees we have a shared responsibility to secure any sensitive information used in their day to day professional duties and even staff not directly involved in data handling should be made aware of the risks and threats and how to minimise them.

Both this policy and the Acceptable Use Agreement (for all staff, visitors and children) are inclusive of both fixed and mobile internet; technologies provided by the nursery (such as PCs, laptops, personal digital assistants (PDAs), tablets, webcams, whiteboards, voting systems, digital video equipment, etc); and technologies owned by pupils and staff, but brought onto nursery premises (such as laptops, mobile phones, camera phones, PDAs and portable media players, etc).

Policy on Photographic and Video Images Policy

Introduction

Under the terms of the Data Protection Act 1998, all photographs and video images of children and staff alike are classified as personal data. This means that no image can be used for display or for nursery publicity etc., unless consent is given by or on behalf of the individual concerned.

Parental permission

All parents and carers will be asked to sign a consent form allowing their child to be photographed or videoed while taking part in school activities, and for the image to be used at Bumblebees. This form will be given to the parents or guardians of all children joining the nursery in each successive year. This 'rolling' consent will allow the nursery to take pictures of children engaged in educational activities such as observations, events, trips, etc., and to use these pictures internally. Where parents or carers do not give their consent, then the children concerned will not have pictures taken of them.

Performances

We will allow video and photographic recordings, including mobile phones, of all nursery performances, as long as the parents or guardians of the children involved have given their consent.

The Internet

Only appropriate images will be used on the school Internet site, and children will not be identified by their face, name or address on the school website.

Media publications

Sometimes, local or national media visit the nursery for example the nursery may have raised money for a charity whose representative wants to receive the donation in person. In this situation, where children's images might be made

public, the nursery will inform parents and carers of the event in advance, and allow them to withdraw their child from the event if they so wish. Newspapers normally ask for the names of the children to go alongside the photographs; if parents or carers do not wish this to happen, then the nursery will not allow the individual to be photographed or filmed by the media concerned.

Monitoring

This policy will be monitored by the senior managers and revised as appropriate, Any incidents of concern relating to this policy will be referred to Emma King and Rachel Parkinson.

Dummies Policy

At bumblebees we understand that children do need a dummy at certain times. Especially in the baby room. However we do try to limit the children's dummies to sleep times and when the children may feel a little under the weather. We try to work closely with each parent/carer to try and limit the amount of time a child has there dummy to help to encourage speech and language development.

We allow children to use them freely during settling in period during the first 2 weeks but once those attachments have been made with their key person we would encourage less use.

Each child that has a dummy has their own box to keep it in with their name clearly labelled on it.

Any children under the age of 12 months will have their dummy sterilised daily at the end of their session.

Infection Prevention and control of Communicable Disease Policy

The nursery must promote good health of children, take the necessary steps to prevent the spread of infection, and take appropriate action when children and staff are ill.

At Bumblebees we keep a log of children's ailments and notify Wigan SGB and ofsted of any serious injury or infectious diseases or death to any child or adult in our care.

Notification will be made as soon as reasonably practicable but in any event within 14 days of occurrence.

We promote good hygiene standards throughout with hand washing routines and daily cleaning of the building and recourses.

Staffs are provided with protective items such as gloves/aprons/ hand sanitizer and hand gel to safeguard at food and toileting times.

Sanitary/nappy waste is disposed of appropriately and bins with lids are used to collect waste during the day.

Children's food areas are cleaned appropriately using correct contact times for detergents.

All medicines are stored at the correct temperatures out of reach of children.

Sand pits and mud kitchens are covered over night and checked every morning. These areas are also changed regularly. Play dough is made daily and disposed of at the end of every day.

At Bumblebees we only keep fish, this children are not involved directly with cleaning the tank although may watch for experience. If the children feed the fish this is supervised and the correct hand washing procedure is followed with supervision.

The following is a list of child hood illnesses and there exclusion recommendation periods if any.

Minimum Periods of Exclusion from Nursery for illness or disease

Disease/Illness

Exclusion Period

Antibiotics

Nursery can administer antibiotics providing they are in a prescribed package with child's name, D.O.B and dosage and expiry date. A medication form must also be completed by the parent.

Temperature

If a child has a high temperature whilst in nursery, calpol can be administered following a conversation with parent whilst waiting for the parent to collect. If a child is at home with a high temperature we would advise that they remain at home until temperature is under control

Vomiting

after

The child should be kept away from nursery for 48 hours the vomiting has stopped

Conjunctivitis

The child should be receiving treatment for the infection (see antibiotics) for procedure to administer treatment in nursery.

Diarrhoea

after
stopped

The child should be kept away
from nursery for 48 hours
the diarrhoea has

Chickenpox

The child must be absent from
nursery until the last spot has dried
up and scabbed over.

Gastroenteritis, food poisoning,

salmonellas & dysentery

Until recovered and authorised by your
GP

Until recovered and authorised by
your GP

Infective hepatitis

The child must be absent for a minimum
of 7 days from the onset and advice from
a GP must be followed

Measles

The child must be absent from
nursery for a minimum of 5-7
days from the onset of the rash

Meningococcal infection

notice

The child must be absent until
fully recovered from the illness and
from a GP has been received

Mumps
glands

The child must be absent from
nursery from the onset of the swollen

whooping cough

Five days from onset and the start of antibiotic
treatment or 21 days from onset and no
antibiotic treatment

Rubella (German measles)

The child must be absent from
nursery for a minimum of 5
days from the onset of the rash

Shingles

The child must be absent from
nursery for a minimum of 7 days from the
onset of the rash

Scarlet fever
treatment

Five days from start of antibiotic

streptococcal
(Infection of throat)

With appropriate medical
treatment, minimum of 3 days
from start of treatment

Threadworm

Excluded from nursery until
treatment started

Tonsillitis

Must be kept away from nursery until high
temperature is under control and child

condition has improved. See antibiotics for receiving treatment.

Tuberculosis

Follow advice from doctor

Typhoid fever

Until declared free from infection by your doctor

Impetigo

Must be kept away until the skin has completely healed

Pediculosis

(Lice, larvae, eggs)

Must be kept away until the appropriate treatment has been given

Ringworm

Excluded until treatment has commenced

Scabies

Excluded until treatment is complete, usually 24 hours

Common Cold

Child can attend providing they have a normal temperature.

Corona virus

Follow national health guidelines and child cannot attend for a minimum of 2 weeks