



Nursery School

ESTABLISHED 1982

Policy Statements and Procedures

Reviewed and Updated
September 2021

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ADMISSIONS POLICY

Places are offered on a first come first served basis, subject to the completion of a registration form and payment of a registration fee.

The school operates a Diversity and Inclusion Policy that strives to create an environment which enables children to reach their full potential. It also encourages children to be confident and feel able to challenge the rest of the world regardless of their special individual needs, gender, social background, religion, ethnicity and if English is a newly acquired language.

We welcome as much information as possible about a child prior to them entering the setting.

ARRIVAL AND DEPARTURE POLICY

Parents or carers must sign the pupil log as they arrive with the children for the morning session and sign at the end of the session when they collect their children. A teacher is at the door of the building to welcome and to ensure that no outsider enters the building. The doors are closed and locked ten minutes after arrival time.

A child is only allowed to leave the premises with someone other than their parent/carer, if their name has been entered in the going home log previously by a parent/carer, or where the parent has contacted the school to inform them.

If a child has not been collected 15 minutes after the end of the session then a member of staff will try to contact the parents / carers on their notified numbers (home, mobile and work numbers). If no contact is made with either parent or carer then the emergency contact number will be used. If no contact is made on the emergency number then messages would be left on the contact numbers (if possible). Parents / carers of known friends of the child will be contacted to ascertain if

- a) they know where the child's parents / carers are
- b) they are prepared to collect the child. If no one will collect the child, social services will be contacted for advice.

At all times the child must be reassured all is well and kept suitably occupied.

The incident would be recorded in the Incident Book.

PARTNERSHIP WITH PARENTS

We believe that children benefit most from early years education and care when parents and settings work together in partnership. Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting.

Prior to entry, parents are invited to come for a tour of the school.

Children are visited at home prior to their first day of entry. Any relevant information regarding the child's welfare is discussed at this visit and noted on the child's records.

Parents receive a statement of school's values prior to the child starting and safeguarding information.

Parents receive termly letters from the Principal.

Parents receive regular emails updating them with the children's learning and activities, and reminding them of forthcoming events.

There is a Parent Teacher Association (PTA) which fosters links between parents and the school.

The school has a website which is regularly updated with school information, photographs of the children and diary dates.

Coffee mornings are held termly by mothers.

A weekly plan of events is on display for parents and information for the day can be found on the notice board.

Two year checks are conducted and discussed with parents after the first half term of school. In the Autumn Term and the Spring Term parents are invited to a Parent's Evening and given verbal reports. Written reports are given in the Summer Term.

Concerns or complaints should be raised with the child's teacher in the first instance and if necessary, further discussion involving the Head Teacher will take place.

Parents are invited to join school outings, attend our Nativity Play, Sports Day, special concerts etc and Harvest Festival. Parents are encouraged to read to the children during circle time.

OPEN DOOR POLICY

345 Nursery School operates an Open Door Policy for parents and carers. Its purpose is to actively encourage open communication, feedback, and discussion about any matter of importance to the parent.

Parents can briefly speak to teachers informally at the beginning or end of each day. If more time is needed, an appointment should be made at a mutually convenient time. Each term a letter is sent to the parents to remind them of this policy.

Parents are actively encouraged to look at their child's electronic learning profile, add their comments and share and upload the children's home learning experiences and achievements.

Each child has a diary in which the parents may share thoughts, ideas and children's progress with the child's key worker.

We welcome feedback from parents and from time to time we seek the comments and suggestions from parents by sending out a questionnaire to ask what they feel are the school's strengths and weaknesses. We then report on the findings and the action taken by the school.

PARENTAL APPEALS

345 Nursery School believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and concerns. We welcome suggestions on how to improve the school and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff.

If this is inconclusive, then they will have an opportunity to discuss their concerns with the Head Teacher.

Whilst this would exhaust the procedures within the school, under certain circumstances the parent(s) may have a right to bring the matter to the attention of Ofsted, who will then investigate the matter and take appropriate action.

The telephone number for Ofsted is: 0300 1231231

VISITORS

All visitors to the school, with the exception of parents/carers delivering or collecting children from the school, must sign-in in the daily register and sign out on departure. The entry in the daily register should include the nature and/or reason for the visit. Identification should be checked where possible.

SETTLING IN AND TRANSITION POLICY

Transition occurs when there is any movement from one physical place to another or where there is any change to the child's routine. For example a change of: key teacher from one classroom to another, joining and moving settings and a change to the daily routine. A change to the daily routine can include an extra curriculum activity led by an unfamiliar peripatetic teacher.

These changes impact directly on a child's emotional wellbeing and should be planned to ensure a smooth, positive and gradual process fostering the individual needs.

This document provides guidance for practitioners, parents and carers to support children through key transition points.

Early Years Foundation Stage Curriculum advocates that parents and practitioners work in partnership to provide a bespoke transitional strategy for all concerned.

Settling In Policy

A questionnaire is sent to the parents prior to the home visit to gather valuable information about the child.

Home visits are conducted the week prior to the child starting school. This provides an opportunity for the parent and child to meet their Class Teacher and discuss queries, concerns, and nursery life in a relaxed and secure environment.

For the first few days of term children are expected to do half sessions gradually increasing to full mornings accordingly. This process is discussed and agreed with the parents and carers to meet the individual needs of each child.

Transition within 345 Nursery School

Individual profiles are kept on each child and these are automatically passed to the Class Teacher as the child progress from group to group.

The term before the child transfers to another group they spend time with the relevant teacher and familiarise themselves with the new layout and staff.

Transition to next School Policy

The ethos at 345 Nursery School encourages the children to take risks and experiment with their learning in an emotionally safe environment in order to build a positive disposition towards leaning and new experiences.

The children are prepared well for transition to primary school by stories, discussions and having an item of their next school's uniform day.

Extended sessions when children can bring a packed lunch and stay for the afternoon are available to give children a taste of a whole day at Primary School.

In the children's last term at 345 Nursery School reception teachers from the feeder schools are invited to meet the children and discuss their development with the Class Teachers.

At the end of a child's time in the nursery the profile is given to their reception teacher at the child's Primary School

RECORD KEEPING, PROGRESS RECORDING, REPORTING TO PARENTS

The following are undertaken:

- Daily planning by each teacher
- Observations of each individual child
- Evaluation of observations used to plan future activities
- Daily meetings to evaluate topic work
- Termly reports – 2 verbal at the Parents' Evenings and 1 written report each year.
- 2- year checks

This information is used for the planning of future learning for the children as well as providing evidence of learning.

Planning is a rigorous activity but it is crucial to achieving a high standard of education.

We believe it is important that the children feel a sense of achievement and pride in their work. With this in mind, all children's work is assembled and made into a folder at the end of each term.

BEHAVIOURAL MANAGEMENT POLICY

We believe it is important, in our endeavour to work in partnership with our parents that all new parents receive and are aware of the below extract from 345 Nursery School's Policy Statements. The full Policy Statements are available at the setting.

The school sets high standards for behaviour and works in partnership with the parents. We look to the individual child's strength and interests to foster these.

We believe in role modelling, praising and rewarding good behaviour and effort. Experience tells us that the positive ethos works; children respond well to positive reinforcement.

Children are learning to work and play alongside their peers.

We ensure the children know what is expected of them and what is not acceptable – Classroom Principles

We discuss the consequences of not adhering to the classroom principles. E.G." if we run we may fall and hurt ourselves."

Negative language such as do not and no is avoided and staff and children are encouraged to concentrate on cause and effect.

Peer group experience helps to reinforce acceptable behaviour.

Challenging behaviour is quietly discussed with the child/children involved are encouraged to solve disputes amicably. – Six Steps to Conflict Resolution.

- Approach calmly stopping any inappropriate actions.
- Acknowledge children's feelings.
- Gather the facts.
- Restate and acknowledge the issue.
- Encourage the children to discuss ideas of how to resolve the issues and agree solutions.
- Support accordingly there on in.

If challenging behaviour persists the team works together to establish the cause of the behaviour and develops a plan on how to address it. They constantly reflect on the plan and adapt their approach as necessary. We consult with parents to see if there are any significant changes at home, which might result in negative behaviour and work with the parents to try and resolve the situation.

Each child is unique and any plan to address challenging behaviour is tailored to that child.

Additional advice and training to support children, families and the staff is sourced if all other avenues are exhausted.

Parental Conduct:

Parents are asked to communicate with each other and with other children, as well as all members of staff in a respectful and courteous manner; a manner in which they themselves would wish to be addressed. Any form of physical or verbal abuse towards a child by a parent will be addressed by the Designated Safeguarding Lead and appropriate action will be taken.

Staff Conduct:

All members of staff are required to be familiar with and to be vigilant about the behavioural expectations towards children, parents and other members of staff outlined in the Employee Handbook, Staff Conduct section. If behaviour expectations are not met appropriate steps will be made to investigate and deal with the breach of conduct by the Designated Safeguarding Lead and the Senior Leadership/Headteacher.

SAFEGUARDING POLICY

At 345 Nursery School, we take our safeguarding duties and responsibilities very seriously. Our nursery will work with parents and the community to ensure the welfare and safety of the children.

Children have the right to be treated with respect and to be safe from any abuse in whatever form.

All staff are trained in child protection and have clear guidelines and good knowledge of what is required of them if they are concerned about the safety or welfare of any child. All staff have a responsibility to report and discuss any concerns they have about a child with their designated Safeguarding Officer.

The four main categories of child abuse are:

Physical Abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development and may involve:

Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

Imposing developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploring and learning, or preventing the child participating in normal social interaction.

Causing children to feel frightened or in danger e.g. witnessing domestic violence or experiencing bullying from siblings or peers.
Exploiting or corrupting children.

Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery, oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

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 and development. Neglect may occur during pregnancy as a result of maternal substance abuse. Neglect may involve a parent/carer failing to:

- Provide adequate food and clothing
- Provide shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate caretakers
- Ensure access to appropriate medical care or treatment
- Meet or being unresponsive to a child's basic emotional need to feel loved and secure.

Abuse and neglect can affect children of any age, class or family background.

Signs and Symptoms of Child Abuse

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation that is inconsistent with an injury
- Several different explanations provided for an injury
- The parents are uninterested or undisturbed by an accident or injury
- Reluctance to give information or mention previous injuries
- Bruising in or around the mouth (which may indicate force feeding)
- Two simultaneous bruised eyes, without bruising to the forehead
- The outline of an object used e.g. belt marks, hand prints or a hairbrush
- Grasp marks on small children
- Bite marks: those over 3cm in diameter are more likely to have been caused by an adult or an older child.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise as the signs are usually behavioural rather than physical.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachments between a child and a carer, e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Low self esteem and lack of confidence
- Withdrawn or seen as a loner, difficulty in relating to others
- Appeasing behaviour towards others

Recognising Sexual Abuse

Recognising sexual abuse can be difficult unless the child discloses and is believed. There may be no physical signs and indicators are likely to be emotional and behavioural.

Behavioural indicators:

- Inappropriate sexualised contact
- Sexually explicit behaviour, play or conversations, inappropriate for the child's age
- Parents may ask staff not to undress or change their child's nappy (staff do need to be aware of some cultural beliefs and traditions in regard to this)
- Continual, excessive or inappropriate masturbation

Physical indicators:

- Pain or itching of genital area
- Bloodstains on underwear

- Persistent and reoccurring thrush
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexual transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Recognising Neglect

Evidence of neglect is often built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet essential physical needs e.g. adequate or appropriate clothes, food, warmth, hygiene and medical care
- A child who appears to be listless, apathetic and unresponsive with no apparent medical cause
- Child fails to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from his home environment
- Child frequently absent from the setting
- Child left with inappropriate carers e.g. too young
- Child left alone for excessive periods

Children can be abused through the infliction of harm or through failure to act to prevent harm.

Prevent Duty and British Values

The Counter-Terrorism and Security Act (2015) places a duty on Early Years Providers “to prevent people from being drawn into terrorism.”

The Prevent duty Departmental advice for schools and childcare providers June (2015) states that:

“In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.”

Also, that:

“Schools and childcare providers can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.”

We expect all members of staff to support children learning right and wrong, know about similarities and differences between themselves and others whilst valuing the views of others’ and challenging negative attitude and stereotypes. We expect our staff to encourage children to mix and share with other children and to protect them from harm and harmful behaviour by adults and peers by modelling positive behaviour, respect and valuing the children’s views

Staff attend training on Prevent regularly and the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith are incorporated into the curriculum and promoted to the children.

Female Genital Mutilation (FGM)

FGM, also known as cutting or circumcision, is dangerous to girls’ and women’s health and illegal in the UK. There are several signs that may indicate that a girl is at risk, no single sign should be considered as evidence that a girl is at risk of female genital mutilation (FGM) however, a combination of factors may increase a girl’s risk of being subjected to it. Should one or more of the following factors come to staff’s attention they need to seek advice from their safeguarding lead about what action to take and the possibility of making a referral to Children’s Specialist Services.

Factors suggesting a girl is at increased risk of FGM include: age of 0 – 14 years old, from a high risk community, being withdrawn from PSHE and/or SRE lessons by parents, parent planning to take the girl out of the country for an extended holiday, having a mother or older sister who has had FGM, mother confiding in a professional that a special ceremony or procedure will take place, requesting help from a professional to avoid FGM.

For full information please read Wandsworth Procedures for Prevention of Female Genital Mutilation at www.wandsworthfgm.org.uk. You can also find full FGM information on the Family Information Service (FIS) website. The FGM Pathway for Early Years Settings is included in the Appendix of this Policy.

SAFEGUARDING PROCEDURES
STEPS TO TAKE IF YOU SUSPECT CHILD ABUSE

1. Consider what you know, what you have seen and things about the child which cause concern.
2. Listen to the child if they tell you of abuse. Reassure the child that they did the right thing to tell you. Never promise to keep something secret. Let the child know you will be telling the designated Safeguarding Officer as you all have a responsibility to keep the child safe. Don't probe or interrogate the child – write down what the child told you using the child's own words.
3. Discuss your concerns urgently with the Designated Safeguarding Officer.

Name: **Zsanett Bajnoczi** Position: Teacher Contact number **07530 815529**

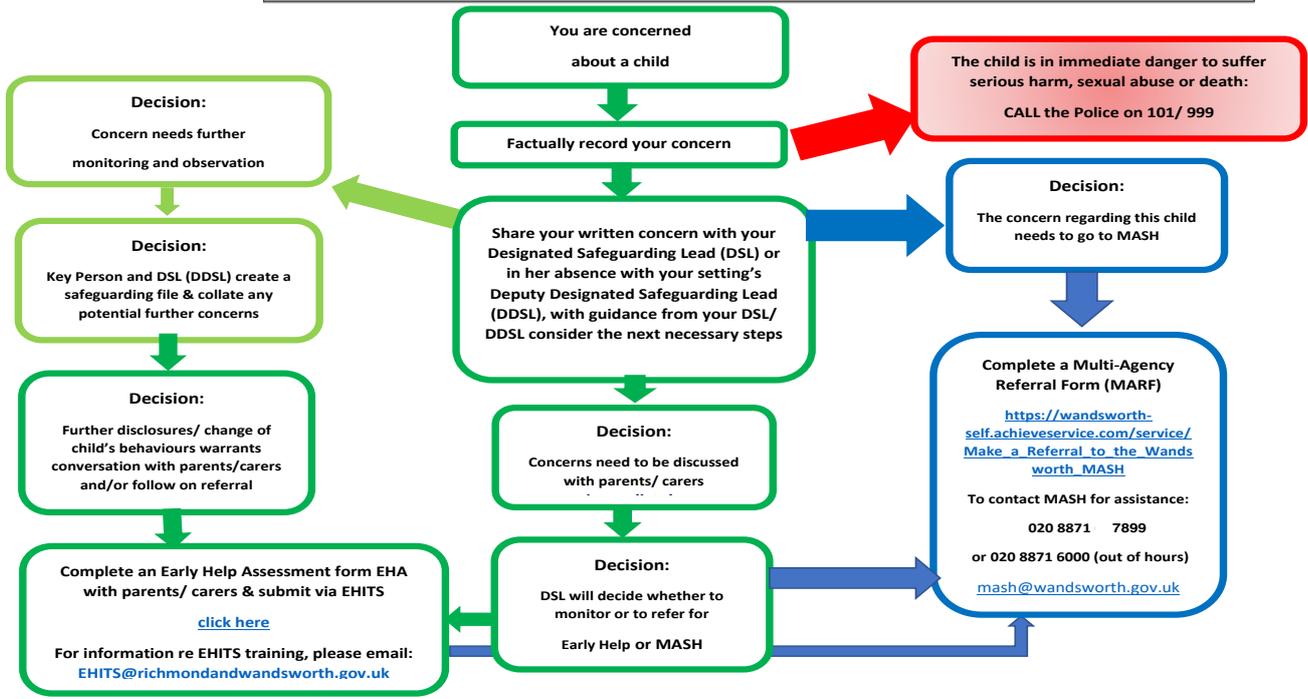
In her absence, discuss with:

Name: **Sabine Stahl** Position: Teacher Contact number **07503 645947**

4. The designated Safeguarding Officer will discuss and review the concerns and advise on what actions to take next, including whether a child protection referral is necessary. Your designated person will lead the referral process.
5. Unless consultation with the parents/carers is likely to place the child at significant harm through delay or the parent/carers actions: Speak to the child's parents/carers. Be open and honest, telling parents the reasons for your concerns seeking explanations. Explain your duty to report your concerns and try and get parental agreement for a referral to Wandsworth Referral and Assessment Team. If the parent/carer refuses to give permission for the referral and the referral is necessary to secure the child's safety a referral can be made without consent.
6. Keep a written record of all concerns, any discussions with the child and parents, discussions with Ofsted and Social Services and any decisions made.



Wandsworth Safeguarding Referral Pathway for Early Years Providers 2020/2021



If you have immediate concerns about the safety of a child or young person you should call 999 and speak to the police.

Safeguarding and Child Protection concerns

If you feel that a child is at risk of harm you must refer the child to the Children's Services [Multi-Agency Safeguarding Hub \(MASH\)](#) team. All safeguarding concerns must be referred to MASH, using the multi-agency referral form (MARF).

To access early help services, an [Early Help Assessment](#) (EHA) must be fully completed with the appropriate service requests and submitted via [EHITS](#) (ensuring that consent has been obtained prior to submission)

Clearly state what you are asking the service to do and ensure that you have consent from the parent or young person to share the referral with the proposed service.

To access early help support, completed EHA forms must be sent to ehits@richmondandwandsworth.gov.uk

For safeguarding concerns, contact mash@wandsworth.gov.uk 0208 871 7899

For any out of hours calls contact the out of hours team on: 020 8871 6000

Working with parents

Parents are made aware of our setting's roles and responsibilities in relation to child protection when their child first starts at 345 Nursery School.

We realise parenting itself can be challenging and that parents themselves require and deserve support. If a parent asks for our help it is seen as a sign of responsibility rather than as parenting failure.

We have knowledge of local parents groups which we are happy to suggest if we feel parent and child could benefit.

We explain the settings Complaints Procedure to parents. If parents are not satisfied after following this procedure they can contact Ofsted on 0300 1231231.

Diversity

At 345 Nursery School, we recognise that parenting and childrearing styles can vary according to class, age, race, ethnicity, culture and/or religion. All parents have the right to raise their children according to their family traditions and staff may not pass

judgment or discriminate on the basis of difference. However, all children have the right to protection and no parent has the right to abuse their child(ren) regardless of their background or circumstances.

Confidentiality and information sharing

Information sharing is vital to safeguarding and promoting the welfare of children.

Parental consent is usually required to share information. However, information can and should be shared without consent in the following situations:

- The child is at risk of significant harm or harming someone else
- The child needs urgent medical treatment
- Information is required as part of a statutory or legal proceeding e.g. by order of the court
- Information is requested by the police if investigating a serious crime

Where these situations apply and it is necessary to share information without consent, the reasons for doing so will be recorded.

Staff have a duty to respect confidentiality and privacy and ensure that they keep all information and details about parents and children confidential within the setting.

Staff should not share information with anyone who is not directly professionally involved in keeping the child safe.

Staff who breach confidentiality policies or who fail to share information when required by law will face disciplinary action.

ALLEGATIONS OF ABUSE AGAINST STAFF

1. All allegations or suspicions against staff should be taken seriously and considered in the first instance as requiring a child protection response/ enquiry.

2. All services have a duty to report to children's social care, the police and Ofsted any allegation or suspicion of child abuse made against:

- Themselves
- Any staff member/ employee

3. It is not permissible for a member of staff to conduct an enquiry about suspicion or allegation of abuse with respect to:

- A colleague, supervisor, supervisee or someone who has previously worked with him/her in any of these capacities
- A relative
- A friend

4. An allegation may require consideration from any of the following four inter-related perspectives:

- Child protection
- Criminal investigation
- Staff disciplinary procedures
- Complaint procedures

Children's social care will inform Ofsted of any child protection referrals in respect of your staff in their personal life.

5. Employers have a dual responsibility - to safeguard the children in their care and to ensure staff are treated fairly.

6. Information about an allegation must be restricted to those who have a need to know in order to:

- Protect children
- Facilitate enquiries
- Manage disciplinary/complaints aspects
- Protect any rights of the alleged perpetrator

7. If a staff member is faced with an allegation against them, they may benefit from the independent advice of a solicitor.

8. If an allegation is made, this staff member should not have any contact with children or their records until the matter has been dealt with. This would normally mean a suspension from duties pending the outcome of the investigation.

9. Once the referral is made to children's social care, it will be managed by the Local Authority Designated Officer (LADO). They will convene an urgent strategy meeting or discussion and advise you of who to tell and when. The details of the allegation should not be shared with the person under suspicion until this meeting/discussion has taken place. This meeting will consider the available information, decide whether an investigation is indicated and work out the details, who will be involved and arrangements for interviewing:

- The child
- Parent / guardian
- Person to whom the allegation was made
- Any witnesses
- The accused staff member

10. The final decision regarding the person's continued employment will be informed by the outcome of the child protection investigation and/or criminal investigation.
11. It is not advisable to accept a person's resignation as an alternative to dismissal.
12. Even if the police decide there is not enough evidence to bring criminal charges, the employer must decide whether to proceed with a disciplinary hearing on the basis of prima facie evidence under their Disciplinary Code.
13. Even when there is insufficient evidence to support a criminal investigation, Ofsted may pursue the matter under disciplinary, regulatory or complaints procedures and/or bring civil or criminal proceedings against registered or unregistered day care providers.
- NB – if any staff or volunteers are dismissed due to an investigation being upheld the Safeguarding Officer will immediately inform the DBS provider**

Annex to Safeguarding Policy in regards to COVID-19- September 2020

This annex is written in line with the Government guidance **Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak**

- The welfare of children remains our key priority. If any member of staff or volunteer becomes aware of a safeguarding concern about a pupil or family, they will record it in the usual way according to procedures and pass it on to the DSL so that appropriate decisions and actions can be taken.
- If there is a safeguarding concern or allegation about a member of staff or volunteer, the DSL will be informed immediately so that the matter can be investigated. The LADO will be consulted, or a referral made to LADO, as per usual guidance. The LADO service is contactable via telephone and email as usual.
- The whistleblowing policy remains in place and can be followed by any staff member or volunteer if required.
- The DSL will be available to staff at all times. Wherever possible the DSL will be onsite, where this is not possible they will be available to be contacted via mobile or online video link. Staff have been provided with contact details for all key members of staff.
- The SLT will continue to monitor and respond appropriately to any updated advice received from local safeguarding partners and local authorities.
- Staff will continue to consider what strategies they are using to keep children safe online during this period, including:
 - Checking apps, websites and search results before using them with children.
 - Supervising children when accessing the internet.
- Staying at home for a prolonged period and the change of routine may have caused difficulties for some children, such as changes in behaviour or mood. As more children return to the setting, staff will consider the mental health, pastoral or wider wellbeing support children may need, including with bereavement, and how to support them to transition into the setting after a long period of absence.
The following document can be used for advice. [Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus pandemic.](#)
- Particular care will be needed in supporting children with SEND to return to the settings. Re-adjustment to the routines in a setting may prove more challenging for some children with SEND than others, and consideration and planning will need to be given as to how to support children to settle back into the setting.

WHISTLEBLOWING: REPORTING CONCERNS ABOUT STAFF OR OTHER PROVIDERS

1. Children have the right to be safeguarded against the unsafe or unprofessional actions and behaviour of childcare providers.
2. All staff have a duty to report and take action if you are concerned about the actions or behaviour of another children's care provider, who you believe has:
 - Behaved in a way that has harmed a child, or may have harmed a child.
 - Possibly committed a criminal offence against or related to a child.
 - Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.
3. The primary focus is on the needs and rights of the child, which should take priority over those of child care providers.
4. CONFIDENTIALITY: Information and details about your concerns must be restricted to those persons who have a need to know in order to:
 - Protect children
 - Facilitate enquiries
 - Manage disciplinary/complaints processes.Manage disciplinary/complaints processes. You cannot share details with anyone else not directly involved in these processes as this violates the rights of the child, the parents and/or the child care provider.
If you report a concern about another child care provider, you may not necessarily be given direct feedback on the progress of the investigation because of confidentiality reasons.

If you have concerns about the actions or behaviours of a colleague or another child care provider who is not working with you:

- Report your concerns to your designated safeguarding officer and head.
- Childminders should report concerns to the childminding support officer.
- Concerns should then be referred to the Wandsworth Safeguarding Standards Service.

If you are concerned that the child care provider's treatment of the child constitutes child abuse the safeguarding office should:

- Make a child protection referral to Wandsworth referral and assessment social work team within 24 hours.
- Inform the Wandsworth Safeguarding Standards Service within 24 hours.
- Contact the parents/carers of the child and inform them of your concerns and actions as soon as possible.
- Inform Wandsworth early years as soon as possible.
- Inform Ofsted within 14 days.

Where your concerns do not constitute child abuse but you remain concerned about the conduct of the childcare provider, forward your concerns to:

- The Wandsworth Safeguarding Standards Service within 24 hours.
- Wandsworth early years for settings staff as soon as possible.
- Wandsworth childminders support officer for childminders as soon as possible.
- The parents/carers of the child as soon as possible.
- Ofsted within 14 days.

Childcare providers are anyone working with children in any setting/ agency, whether paid/ unpaid full/part time, volunteers, support workers, students etc

Lockdown and Disaster Policy

This policy has been based on the National Counter Terrorism Security Office (NaTSCo) 2015. And the Emergency Planning and Response Governmental guidance in line with Acts, Legislations, Policies and mandatory frameworks listed in the introduction section of this booklet.

At 345 Nursery we understand and value the need to plan for all possible events to ensure the health, safety and welfare of the children we care for. We have designed a Lockdown policy and procedures to ensure 345 manages critical situations.

During critical incidents such as gas, fire, lost or missing children; Evacuation and Missing child procedures are immediately activated as stated on pages 41 and 51 of the 345 Policies and Procedures.

Lockdown and disaster policy focuses on critical incidents such as:

- Flood
- Abduction or threatened abduction of a child
- Bomb threat/ terrorism attack
- Intruder
- Any other incident that may affect the safety of the children and attending adults in the nursery

During fire, gas and flood incidents two long whistle blows will signal that the evacuation process is taking immediate effect.

During other incidents, depending on the situation Lockdown will be initiated by a member of staff by shouting 'lock down'.

During these instances if evacuation is possible the normal evacuation process will follow. In cases when management decides that it is safer to stay within the nursery follow the CLOSE procedure:

CLOSE procedure:

- Guide all children from outside, hall and toilets into the classroom's furthest corner away from windows and doors.
- Take sign in register, evacuation pack, school phone
- Do a headcount
- Call 999
- Close all windows and doors
- Lock up
- Close all curtains
- Move out of sight and minimise movement
- Stay silent and avoid drawing any attention
- Be aware that you may be in lockdown for some time.
- On hearing lock down ensure everyone remains out of sight and sitting quietly
- No one is allowed out of the room during lockdown
- Remain in lock down until the all-clear has been given by the police.

Flood:

There is always a danger of flooding from conflicting weather conditions or through water and central heating systems. Extreme weather conditions cannot be anticipated, however, we can ensure that our water and heating systems are regularly checked and maintained by registered engineers to reduce the risk of flooding this way.

If flooding occurs during school hours the nursery Head Teacher or Principal will assess the incident and will make a decision based on the severity and the location of the flooding. It may be necessary to activate and follow the evacuation procedures to keep children, staff and visitors safe. During this period parents and carers will be notified in the same manner as the fire procedure. If needed children will be taken to Wandsworth Common Skylark café for refreshments while waiting for children to be collected.

Nominated sweeper: **Zsanett Bajnoczi**

Abduction or Threatened abduction of a child:

At 345 Nursery we take the safety of the children extremely seriously. Staff are required to be vigilant at all times and they must report any unauthorised person attending the nursery. Furthermore, staff must have regard to our arrival and departure policy. Parents and carers have also been informed about our arrival and departure policy and they are reminded on a regular basis not to allow unauthorised persons into the building whether they are known to them or not. Parents and carers are required to inform the nursery of any potential custody battles, family concerns, change of marital status and children being left in somebody else's care during their absence and for how long as soon as they arise. This way the nursery is able to support the child and keep written records if required.

The nursery will not take sides of custody battles and personal relationships and remain objective keeping the child's needs and welfare in the centre of our attention. In case of an absent parent or carer attempts to collect the child the nursery will not restrict access unless restriction is placed by the court. Parents and carers are required to provide a copy of relevant documents should they be in place. If there are concerns about custody the nursery will seek consultation with solicitors and relay any information back to the participants involved.

If a member of staff witnesses an attempt or potential child abduction the procedure to be followed is:

- Police must be called immediately
- Staff member must notify management immediately

- Parents/carers will be contacted
- Staff members will ensure all other children's safety in a calm and secured manner
- Police will be provided with most and accurate information about the child, description of the abductor, child's relationship to the abductor if known, car registration number if applicable, time and direction of movement and any family situation that may have an impact on the abduction

Bomb threat/ Terrorist attack

If a bomb threat is received within the nursery's building evacuation will take immediate effect. In other instances, if a bomb threat or terrorist alert is received at the nursery the person taking the call will record all details immediately alert the "lockdown" immediately. The management will activate the fire evacuation or if decided that it is safer to remain in the building CLOSE procedure will be followed to ensure the safety of all on the premises. The person calling emergency services will provide as much detail and information as possible during this time.

Nominated sweeper: **Zsanett Bajnoczi**

Intruder:

Intruder is an individual who did not follow our established visitor procedures and may or may not be a safety hazard to the nursery

During drop off and pick up time when the door is open follow procedure:

- Approach individual if safe to do so and ask for name, id, purpose of coming to the nursery
- Alert manager/ deputy for assistance but never leave person unattended
- Quickly measure situation whether intruder is willing to follow procedure or not and if person poses safety hazard
- If person appear suspicious or dangerous do not attempt further approach and keep distance
- A member of staff should immediately call the police while other member of staff ensure the safety of children in a calm and quiet manner by taking them through the back fire door of the building to the nearest fire exit in the grass area as an escape route.
- If emergency call is not an option use a word code to inform other members of staff to call for help and keep children safe
- If intruder decides to leave or escape do not attempt to stop the individual
- Do not attempt to keep intruder in the building until police arrives
- Do not attempt heroic actions if the intruder is armed, keep hands up in the air and remain calm
- Never try to deal with distressed intruder alone

Other incidents:

All incidents will be managed by the Head Teacher/deputy/safeguarding lead and all staff will co-operate with any emergency services on the scene. Any other incidents that requires evacuation will follow the fire plan. All other unspecified incidents will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children, staff and visitors in the Nursery.

ANTI-BULLYING POLICY

345 Nursery School aims to teach the value of integrity, morality and a concern for others and to develop pupil's self-confidence and independence. Children and staff must be courteous, kind and should be tolerant of each other. All members of the school community, pupils or staff, should be free from the fear of bullying. Everyone should feel able to speak out and report any concerns about bullying in the knowledge that they will be listened to and that the matter will be investigated. Bullying has not been and will not be tolerated at 345 Nursery School.

Definition of bullying:

Bullying is any behaviour which is intended to hurt someone in any way or to make someone feel uncomfortable or unhappy. Any attempt to use behaviour like the above to coerce someone into doing something they don't want to do.

Bullying can be:

- Physical: pushing, hitting, pinching, kicking etc
- Verbal: name calling, sarcasm, spreading rumours, teasing etc
- Emotional: excluding, tormenting, being unfriendly or threatening
- Racist: racial taunts, discriminating statements etc
- Religious: referring to religious affiliation in an exclusive and unpleasant manner etc.
- Cultural: making somebody feel uncomfortable because of the cultural beliefs or practices etc
- Sexual/Sexist: sexual innuendo, gestures and sexist comments etc
- Homophobic: disparaging remarks or actions reflecting a persons sexuality etc.

- Disability: making somebody feel uncomfortable because of a disability.
- Intellectual: Making someone feel uncomfortable regarding academic, intellectual performance or ability
- Indirect or Manipulative: manipulating others to ostracise, marginalise or intimidate individuals. Encouraging others to become agents of physical or verbal bullying against someone.

Procedures for dealing with bullying:

Pupils:

If you are being bullied or suspect someone else is being bullied it is very important to tell someone who may be able to help. This may be a friend, a member of your family, your teacher, your Head Teacher, or anyone else you feel you can confide in. It is important to share with another person any concern about bullying which is worrying you.

Staff:

Staff who have concerns about bullying should tell Katka Goodbody or Jill Pearce (the Principals).

Parents:

Parents who have concerns about bullying should tell Katka Goodbody or Jill Pearce (the Principals).

Actions in cases of suspected bullying:

Cases of suspected bullying will be investigated thoroughly and carefully. All those involved will be given the opportunity to talk about the matter with an appropriate person who will then take the necessary action. A record of the investigation and its outcome will be documented.

USE OF MOBILE PHONES, IPADS/TABLETS AND DIGITAL PHOTOGRAPHY POLICY

Children have their photographs taken to provide evidence of their achievements for developmental records and displays. Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own record.

- Under the Data Protection Act 1998 and GDPR 2018 345 NURSERY SCHOOL must seek parental consent to take photographs and use video recorders. Photographs will be stored on the setting's computer, which is password protected.
- The photographs will be shredded or deleted once a child has left the setting.
- The digital camera or memory card must not leave the setting. Photographs are printed in the setting by key members of the team and images are then removed from the camera's memory.
- Photographs may occasionally contain other children in the background. Parental permission form will be given to parents when they join the setting.
- Occasionally, we may wish to use photographs of the children taking part in an activity to advertise/promote our setting via leaflets, our website etc. However, should this be requested, specific parental permission from parents will be required.
- Most mobile phones have inbuilt cameras. Staff mobile phones, cameras and iPads/tablets should be turned off and kept securely so that no staff member or manager can access them during contact time with children. Visitors may only use their phones outside of the building.
- Cameras and phones are strictly prohibited in the toilet or nappy changing areas.
- In case of a personal emergency, all personal calls should be directed through the setting's main telephone line or the setting's mobile phone, if applicable.
- Staff are asked not to make personal calls during their working hour. However, in urgent cases, a call may be made or accepted if deemed necessary and by arrangement with the person in charge.
- The setting's mobile should be kept at a central point and must not have a camera facility, if applicable.

USE OF SOCIAL NETWORKING, EMAILS AND INTERNET POLICY

Any work-related issue or material (e.g. comments, photographs of children or/and members of staff, confidential information) that could identify an individual who is a service user, relative or work colleague, which could adversely affect the setting must not be placed on a social networking website

- This means that work related matters must not be placed on any such site at any time either during or outside of working hours via any computer equipment or mobile phone.
- No photos of children can be used for anything other than what parents have given permission for, i.e. displays, observation evidence, etc.
- No photos of special events can be shared outside of the provision
- No tagging of colleagues on photos without permission
- No photos or internet discussions linked to your work, children, families and/or colleagues
- The only way that photos or information can be shared personally or through Internet shared sites is with specific detailed permissions from individuals and parents/carers. This includes photos for nursery websites.
- If there is a criminal investigation linked to an allegation against you or a colleague, all electronic devices will be confiscated and communication between adults through email, Facebook accounts, Twitter, etc. will all be recorded and reviewed.
- All staff working with children need to be aware of their own conduct, and that of others close to them, outside of their working environment.
- All written reports on children's development and assessment cannot be shared through email or the Internet with other professionals without written permission from the parent/carer. Specific names should not be mentioned and the child referred to as x.

BABYSITTING POLICY

Historically it has not been uncommon for nursery staff to offer babysitting services to nursery clients, outside of nursery working hours. This policy has been introduced to provide clarification of some key points regarding private arrangements between staff and parents/carers.

- It is up to the individual staff member if they wish to babysit for the children from the setting in their own time. This arrangement is to be made with that member of staff and the parent/carer outside of working hours and must not interfere with the operation of the nursery
- Staff members should carefully consider the potential consequences of such arrangements and whether their professional role will in any way be compromised
- 345 Nursery School will not be responsible for any private arrangements or agreements that are made
- Out of hours work arrangements must not interfere with staff members' employment at the Nursery
- Confidentiality of employment must be adhered to and respected at all times
- Parents should be aware that other adults accompanying the babysitter may not have the relevant DBS clearance, and it may not be appropriate for them to care for children
- 345 Nursery School will not be held responsible for any health and safety or other issues that may arise from these private arrangements
- 345 Nursery School has a duty to safeguard all children whilst on our premises and in the care of our staff, but this duty does not extend to private arrangements between staff and parents/carers outside of nursery hours
- In some cases staff members are allowed to take children straight from the nursery to the child's home for them to babysit. In this case parents/carers will need to notify the school and sign in the going home book to authorise the member of staff to take their child home. 345 Nursery School cannot be liable or responsible for any occurrence or eventuality, once your child has left our premises. If a form is not signed prior to this then we cannot let that member of staff take your child off the premises
- **All staff have a responsibility to inform the Headmistress of the names of all pupils, past or present, to whom they provide babysitting service. All names are to be recorded on the babysitting log located in the operational file**

This policy must be read and signed by both staff and parent/carers.

ICT and E SAFETY POLICY

We embrace the use of ICT. The equipment we use includes computer and mouse, programmable robots, voice recorders, microphones, telephones, remote controls, kitchenware, CD players and digital cameras.

Our aim is to provide children within the setting the opportunity to explore and develop their ICT through a rich and stimulating environment.

All children regardless of their race, gender or abilities will be encouraged to extend their knowledge.

As ICT is an important tool for learning and is becoming an increasingly interregal part of our everyday lives, working in partnership with parents plays a vital part in a child's experience at home and in the school.

Safeguarding of the children when using ICT equipment and computers will be considered and any use of technology is closely monitored by staff. The internet is available under supervision to enhance topic work and for educational games. It is recognised that online safety is part of the setting's safeguarding responsibilities. Children are taught how to be safe online through the curriculum and enabled to share online concerns.

To support the safeguarding of the children, and themselves online, staff may find it helpful to refer to ['Safeguarding Children and protecting professionals in early years settings: online safety considerations'](#).

Health and Safety procedures regarding the safe usage of equipment and computers will be taken into account and closely monitored by staff. The internet is available under supervision to enhance topic work and for educational games.

Electronic Communications - Guidance for Staff

First and foremost this guidance is provided to protect school staff from harassment, real or alleged misuse and any consequential disciplinary action arising from the use of electronic communication equipment in or outside school. It is also intended to ensure that the school's equipment is used responsibly and safely at all times. There are implications for the actions of individuals and the school as a whole.

This document is part of the school's eSafety policy and Acceptable Use agreements.

Electronic communications equipment includes (but may not be limited to) telephone, fax, voicemail, computer, laptops, internet, mobile phone (all types), photocopier, digital cameras, web cameras, videos and palm-held equipment. Types of communication can include (but may not be limited to), phone calls, email, text messaging, multimedia messaging, transmission of photographs and moving pictures, contact via websites and social network sites, blogging, wikis, contact via web cameras and internet phones.

Staff will sign the Acceptable Use Policy to show they have understood and accept the contents of this document. Failure to follow any aspect of this guidance (either deliberately or accidentally) could lead to disciplinary action against you in accordance with the school's disciplinary policy which may result in dismissal.

Safe and Responsible use

The internet

The internet is a valuable work resource, which enriches teaching and learning. In schools hours staff are expected to restrict internet access to work related activities. Reasonable personal use may be permitted outside recorded working time (for example at lunchtime).

Staff must not use school computers for any form of illegal activity, e.g. downloading copyright material, introducing virus', hacking into other computers, viewing or downloading pornographic, obscene, offensive or any other inappropriate material from any source; transmitting or storing such material on a school computer.

Action you must take if you inadvertently access inappropriate material

Anyone inadvertently accessing inappropriate material should immediately inform the Head teacher or designated person in school and ensure that the incident is recorded in the eSafety incident log.

E-mail

All work-related emails should be written using a school email address. School email should be regarded as an official communication tool. Emails should be written in the same professional tone and text as any other form of official school communication.

Email is governed by the same rules which cover all home-school correspondence. Therefore, copies should be kept as a record of the communication e.g. by keeping a saved or printed copy, forwarding the email to the school office or other relevant staff.

School email accounts must not be used to store or circulate personal email.

The sending of racially abusive or other offensive email is forbidden and may be considered a criminal act. Bear in mind that emails may be submitted as evidence in legal proceedings and that email discussions with third parties can constitute a legally binding contract.

Email attachments should be opened with care unless you have absolute confidence in its origin as this is one of the most likely points of introducing a virus into a computer system.

An individual should not access the email of another individual within the school without express permission and a clear understanding of the reason for the proxy access. However, staff should be aware that school email accounts may be accessed by other school staff for monitoring or management purposes as described in section 4.

Action you must take if in receipt of inappropriate emails

- It is impossible to control what information is sent to a member of staff by email. However if offensive, obscene and/or discriminatory material is received it is then the responsibility of the receiver to report immediately, and in writing, to the designated person in school (or the head teacher). Never send a reply.
- Keep a printed copy of the email as evidence and pass a copy of the email to the appropriate person (Complaints Officer) for the record. Ensure that the sender's information is also recorded as their email service provided may take action.

Social networks, Blogs and Wikis

Many staff and students use the computer for social activities outside school (e.g. My Space, Facebook). Staff should not use school facilities to access or update their personal social networks.

Staff should be aware of the potential risk to their professional reputation of adding students, parents or friends of students as 'friends' on their social network site and are strongly recommended not to do so. Comments made on a social network site or Blog which relate to the school or pupils in the school have the potential to be misinterpreted and could result in disciplinary action. Photographs and descriptions of activities in the personal life of staff may also not be considered appropriate if viewed by other staff or parents. Staff should be aware that even if they have used the privacy settings, they may not be able to prevent material becoming public from their 'friends' sites.

It is recognised that these online communications tools, such as weblogs ("blogs") and Wikis, have a potentially useful role in schools – such as on school websites, learning journals, celebrating good work, sharing information and facilitating collaboration. Where pupils and their families are sharing these tools with staff in school it is important that this should always be through a school based provision, such as the school Learning Platform, using a school log-in where all communication is open and transparent .

If staff keep a personal blog the content must maintain acceptable professional standards. Any inappropriate use may lead to disciplinary action in accordance with school policy. All blogs should contain a disclaimer that the views expressed are personal and not necessarily those of the school or Council.

Schools are also vulnerable to material being posted about them online and all staff should be aware of the need to report this should they become aware of anything bringing the school into disrepute. Schools should regularly check, using a search engine, to see if any such material has been posted.

Action you must take if you discover inappropriate (threatening or malicious) material online concerning yourself or your school

- Secure and preserve any evidence. For example note the web address (URL) or take a screen shot or copy and print the screen.
- Report immediately to your line manager or head teacher.
- Contact the uploader of the material or the Internet Service Provider/ site administrator and ask for the material to be removed.
- All social network sites have the means to report unacceptable material or activity on their site – some more readily available than others. If the material has been created by a pupil or parent then the school have a responsibility to deal with it.
- Inform LA e-safety officer.

Real time online communication e.g. using web cameras, chat (e.g. MSN) mobile phone etc

The ability to communicate in real time using the computer and other electronic devices (such as mobile phones) makes these an excellent tool for a range of educational purposes. However staff should take the same level of care with these tools as they would if working in a face to face situation with a student or group of students. Access should always be through a school created account, never a personal account and it should be focused on a clearly specified educational objective.

There are likely to be times when this kind of activity will happen outside normal school hours and off the school premises. In this situation it should always be carried out with the full knowledge and agreement of your line manager. Staff should be aware that they must remain focused on the educational purpose of the communication and never allow it to become a social occasion.

Staff should also agree to specific times for availability and only allow contact during these times, to protect their personal time. When a web camera is used it should have a clear purpose. Staff should be aware of the ability of meetings of this kind to be recorded without their knowledge. However they may wish to use this function for their own security, as long as all parties are informed that recording is taking place.

Staff must protect their privacy by never allowing pupils or parents to obtain their mobile phone number or leave their mobile phone where it could be accessed by a pupil. Cyberbullying of staff by pupils is very common by mobile phone.

Action you must take if an incident occurs

- Report immediately and in writing to your line manager.
- Don't reply to abusive or worrying text or video messages.
- Don't delete messages. Keep them for evidence.
- Use 1471 to try and obtain the number if you can. Most calls can be traced.
- Report it to your phone provider and/or request a change of number
- Technical staff may also be able to help you to find or preserve evidence e.g. logs of the call.

Misuse of electronic equipment

Misuse is a serious disciplinary offence. Employees MUST NOT use school equipment (including a school provided laptop) to:

- Store, view, download or distribute material that is obscene, offensive or pornographic, contains violent images, or incites criminal behaviour or racial hatred
- Gamble
- Undertake political lobbying
- Promote or run a commercial business
- Download or distribute games, music or pictures from the internet for personal use. They can bring viruses with them, use up capacity on the servers and potentially breach copyright.
- Spend school time on personal matters (for example, arranging a holiday, shopping, looking at personal interest websites). This may be treated as fraud.
- Store personal information on the school network that uses up capacity and slows down the system (for example, personal photos, screensavers or wallpaper)
- Send emails, texts or messages or publish anything on a website, social networking site or blog, which:
 - is critical about members of the school community including pupils
 - contain specific or implied comments you would not say in person
 - contain inappropriate comments which could cause offence or harassment on the grounds of gender, race, disability, age, religion or sexual orientation
 - have originated from a chain letter
- Conduct private and intimate relationships via email
- Download or copy software (excluding software updates) or use the email system to transmit any documents or software without checking copyright or license agreement
- Install software licensed to the school on a personal computer unless permission to do so is explicitly covered by the school license agreement.
- Take, transmit or publish pictures of a member of staff or pupil on your mobile phone, camcorder or camera without the person's permission
- Give away email lists for non-school business. If in doubt, ask your manager/Head teacher.
- Use internet chat rooms (other than the secure, moderated facilities which are provided within the school's Learning Platform)

Additionally employees MUST NOT:

- Do anything which brings the school or Council into disrepute

A personal laptop brought onto the school premises MUST NOT be used to undertake any of the above activities during the school day, nor should it have information stored within it which would be deemed to be unacceptable on a school machine. It is recommended that a personal laptop used at school should have a separate secure account for use whilst at school. Additionally a personal laptop used for any school activity must be fully protected against virus infection.

Monitoring and Privacy

The school's email and internet facilities are business systems, owned by the school. The school therefore reserves the right to monitor all use of the internet and of the school's ICT systems. Usage will be monitored to ensure that the systems are being employed primarily for business and educational reasons, that there is no harassment or defamation taking place and that employees are not entering into illegal transactions. Electronic equipment on the school site may be searched and examined.

Staff need to be aware that internet sites visited are traceable, and that deleted or trashed messages or attachments can be recovered.

Email, telephone calls and internal and external post (unless clearly identified as private and confidential post) should be used primarily for business and educational reasons. To ensure this, monitoring will be carried out on a regular basis. School managers have proxy access to all the school's communication systems for monitoring and interception of communications in order to deal with matters in an employee's absence for holiday, illness or other reason.

Any material stored on the school's network or being circulated via the school's email system has no rights of individual privacy. In accordance with RIPA (Regulation of Investigatory Powers Act 2000) monitoring or surveillance without an employee's knowledge can be carried out on internal email systems, or information stored on a server. It is permitted to intercept communications in this way so the council can ensure its systems are being used properly in accordance with council policies and are working correctly.

Breaches and Sanctions

Failure to follow any aspect of this policy (either deliberately or accidentally) could lead to disciplinary action against you in accordance with the school's and Council disciplinary policy which may result in dismissal.

Good practice guidance for school staff

- Pay close attention to the list of misuses in section 3 because this list is for your protection and clarifies how possible disciplinary action can be avoided.
- In communications with pupils and parents, never give out personal information which identifies your home address, phone number, mobile phone number or personal email address. Once such information is known you are open to harassment through unwanted phone calls, text messages and emails.
- Protect your social network site by using the correct privacy settings. Make sure that personal information cannot be seen from the links to your friends' sites.
- Do not accept pupils as friends on your personal social network site. If at all possible do not include parents as friends.
- Avoid the use of chat rooms, instant messaging or other social networking services which are accessed socially by pupils and are not monitored by the school.
- Always keep a copy of email communications with pupils and parents (whether sent or received) and keep a note of the dates, times and content of telephone conversations.
- If your school laptop is used outside school for non-school activities then set up a different user account to ensure that personal or confidential data is protected. Use a strong password to protect the school laptop from unauthorised access.
- Make sure you do not allow people to see personal or confidential school information when a computer is left unattended. Turn it off, log off and set up a password-protected screen saver to prevent unauthorised access.
- Keep all passwords and login details strictly private and always remember to log off correctly after using the computer. Never allow anyone else to use your personal login detail as you will then be held responsible for their online activity.
- Always use the school's digital camera or video camera for taking pictures and upload them onto a school computer. Once uploaded, the images should be deleted from the camera's memory. Photographs of children should not be taken home to use on a personal computer.
- The use of hand held walkie talkies is increasing in schools. Staff using this equipment should speak professionally and respect confidentiality. Be aware that the message could be overheard at either end.
- If you are using school electronic equipment off site then take the same level of care as you would in school. A digital camera taken off site should not be returned to school with personal photographs on it.
- It is not recommended that personal financial transactions are made on school equipment as information may become accessible to pupils.

- Observe sensible precautions when taking photographs which may include pupils: always obtain students and/or parental permission and make sure that individual pupils cannot be identified by name, especially if the photograph is for use on the school web site or VLE. (Refer to school policy for further guidance on this issue.)
- Report immediately, and in writing, to the designated person in school (or your head teacher) any web pages accessed or emails received where the content could be described as inappropriate or malicious. Keep copies as evidence.

Expectations of the school

In order to ensure safe practice for staff, the school should:

- make it clear that the school will enforce policies to protect, staff and pupils from malicious use of mobile phones, in particular the use of camera- and video- phones
- ensure that the school's policy and procedures for home-school communication are shared with all staff
- establish whole school systems for: storing emails, dealing with inappropriate messages and breaches of security
- provide all staff with a personal email address to be used for all school-related communications to be used by every member of staff
- establish a clear school policy for monitoring use of the school's electronic equipment by staff, including procedures for accessing email and files when staff are absent due to holiday, illness, etc
- provide digital cameras and mobile phones which can be borrowed by staff as required for all school-related work
- provide a safe learning environment, such as a VLE, for electronic communications with pupils
- ensure there are established systems for reporting unwanted or accidental electronic communications and that staff know who is the correct person to report any issues to. Ensure these are correctly recorded. Treat such incidents seriously.
- create procedures to regularly check the school's presence on the web to ensure material detrimental to the school is not published.

ICT Officer: Zsanett Bajnóczi

ICT Acceptable Use Policy for School Staff

I confirm that I have read and understood the *Electronic Communications guidance for Staff* and that I will use all means of electronic communication equipment provided to me by the school and any personal devices which I use for school activity in accordance with the document. In particular:

- Any content I post online (including outside school time) or send in an email will be professional and responsible and maintain the reputation of the school.
- To protect my own privacy I will only use a school email address and school telephone numbers (including school mobile phone) as contact details for pupils and their parents.
- If I use instant messaging, chat rooms, webcams or discussion forums for communicating with pupils or parents about learning it will only be via the school's VLE or after discussion with senior staff.
- I will reject/refuse invitations or and/or requests from students to partake in discussion forums, instant messaging and webcams.
- I will only use my personal mobile phone during non-contact time; it will be kept on silent mode during lessons except in an emergency situation with the agreement of my line manager.
- I will not use my personal mobile phone or other electronic equipment to photograph or video pupils or staff without permission from the Senior Leadership Team.
- I will take all reasonable steps to ensure the safety and security of school ICT equipment which I take off site and will remove anything of a personal nature before it is returned to school.
- I will take all reasonable steps to ensure that all laptops and memory devices are fully virus protected and that protection is kept up to date.
- I will report any accidental access to material which might be considered unacceptable immediately to my line manager and ensure it is recorded.
- I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community.

I confirm I have read the Guidance for Staff and will implement the guidelines indicated. In particular:

- Confidential school information, pupil information or data which I use will only be stored on a device which is encrypted or protected with a strong password. Computers will have a password protected screensaver and will be fully logged off or the screen locked before being left unattended .
 - I understand that I have the same obligation to protect school data when working on a computer outside school .
 - I will report immediately any accidental loss of confidential information so that appropriate action can be taken .
- I understand that the school may monitor or check my use of ICT equipment and electronic communications.

I understand that by not following these rules I may be subject to the School’s disciplinary procedures.

Name (print) Date

Signed.....

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY AND IMPLEMENTATION

Definition of Special Educational Needs and disability

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language or their home is different from the language in which they will be taught.

Aims

We believe that all children share the right to a broad and balanced education. We aim to provide an atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs in which all children can thrive. We also aim to make sure the needs of the more able child are met sufficiently.

Identification and Assessment

We will liaise with other agencies and parents to enable children attending with an identified special educational need i.e. developmental delay/learning impairment to have access to the best possible care.

Any identification in school i.e. concerns about developmental/behavioural/ speech will be monitored. Teachers' observations will be documented and assessment procedures put in place.

The Head Teacher and SENco are informed and relevant details are then discussed at the weekly staff meetings. The situation is monitored and the findings are recorded. Further discussions will then take place with the Head Teacher who will discuss it with the parents/carer and gather more information about the global picture.

Following this, external advice may be sought and a second parent/carer meeting arranged to discuss the current situation.

It may at this point be appropriate to suggest seeking advice from outside agencies and setting up an individual educational programme and reviews ensuring that at all times children are made to feel included.

SEND POLICY AND IMPLEMENTATION (continued)

Special Educational Needs Coordinator (SENDCO)

The job of the SendCo is to liaise with parents, other professionals and advisers. The SendCo ensures that appropriate SEN Support Plan are in place and that appropriate records are kept for children at Early Years Action, Early Years Action Plus and those with Education, and Health Care (EHC) Plans. The SendCo is responsible for monitoring the SEN Support Plan and reviewing them with parents and other professionals (if involved). The SendCo will also help with the transition of pupils with special educational needs to any future schools including special schools.

The SendCo will also foster links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special needs.

Admission Arrangements

As stated in our Admissions Policy we welcome all children regardless of race, gender and special needs. We consult with parents prior to admission to ensure we are able to offer the best environment for the child. We are also flexible regarding the child's attendance if it is necessary for them to attend other specialist sessions elsewhere.

Partnership with Parents

Parental consent must be given before children are referred to other professionals and before records are shared or transferred. 345 Nursery School fosters all contributions made by parents when devising an IEP for their child. These will be set with input from parents and outside agencies.

A verbal report will be given weekly to the parents or more frequently if necessary. This will take place at school in a separate room.

Any complaints should be registered under the school's Complaints Procedure.

Facilities, Staffing and Training

The school goes on a number of outings using Wandsworth Borough Council transport or similar. All children are welcome on these outings and arrangements will be made for any special care needed for SEN children.

The SendCo will attend all mandatory SendCo training with Wandsworth Early Years.

Staff have had in-house training and advice from portage and speech and language therapists. The SendCo shares all current information with the team and the Head Teacher gives regular handouts on special needs.

Curriculum, Resources and the Learning Environment

Children have full access to the Foundation Stage. Tasks may be modified/differentiated to make them accessible and individual support is given when necessary.

Resources

Resources are regularly reviewed and updated as necessary within budget limitations. We take advice from outside agencies as to what are the most appropriate resources for SEN children. Toys are then borrowed from the Toy Library, or from friends or families. We use the Library and the Work and Play Scheme.

Learning Resources

It is important to ensure that the classroom is laid out in a practical way, making the best use of the space available and offering a safe environment in which the children's learning can be supported and yet they can gain confidence and independence.

Monitoring the SEN Policy

Ruth Hare and Katka Goodbody is responsible for reviewing the policy annually. They will take advice from the Inclusion Officer and take into consideration any new legislation or changes in the setting. Staff must be made aware of all changes and the SendCo must monitor the setting to ensure it carries out the ethos of the policy.

SENDCOs: Ruth Hare and Katka Goodbody

WANDSWORTH EARLY YEARS POLICY

As part of the Wandsworth Early Years Partnership we believe that:

Care and education are inseparable – quality care is educational and quality education is caring. Young children learn best through play, first hand experience and talk'.

All children should have access to learning experiences which are inspiring, fulfilling and motivating to their development. Such experiences should encourage the quest for knowledge and understanding, a pursuit of excellence and a love of discovery, sustainable throughout their lives. Central to early years education is the use of children's natural curiosity to develop a joy in learning. This approach will offer a foundation of skills and competencies essential to their future and the future of the country in which they will live.

Local offer of support to children with Special Educational Needs and Disabilities (SEND)

345 Nursery School is welcoming and nurturing. It is a place where children settle in easily and quickly because consideration is given to the individual needs and circumstances of each child and their family. We endeavour to make each child feel emotionally and physically secure, stimulated and happy whilst at 345. Our aim is to provide a stimulating and safe environment where children are encouraged to reach their full potential both emotionally and academically. We work closely with parents to ensure that each child's needs are met.

345 Nursery School provides equality of opportunity for all children and families. We believe that no child, individual or family should be excluded from the group's activities on the grounds of age, gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief. We aim to ensure that all who wish to work in our school have an equal chance to do so. We know that parents want the best for their children, therefore we work in partnership with them consulting them when needed. Our aim is that each child will thrive and achieve the best possible outcomes in all areas of learning whilst with us. The staff work closely together and with parents to support each child's bespoke learning journey. This highlights any specific needs and enables us to seek professional advice and implement additional support accordingly.

At 345 Nursery School, our Special Education Needs Co-ordinators (SENCOs) are Katka Goodbody and Ruth Hare. They can be contacted on **020 3633 4185** or via email katka@345nurseryschool.com. Parents are invited to speak to them or their child's teacher at anytime should they have any concerns about their child.

345 Nursery School has an open door policy. If a parent or carer has any concerns about their child's development they can speak to their child's group teacher. The group teachers are responsible for their key children's holistic development which involves observing, evaluating and planning for their key children's specific needs. They are also responsible for fostering positive relationships between home and school and endeavour to encourage parental participation in their children's learning. A key aspect of the teacher's role is to promote the formation of positive relationships between the children, their peers and all staff members.

Parents are welcome to speak to the Head Teacher Ruth Hare. regarding any concerns they may have with regard to the development of their child.

How does the setting decide whether a child has special educational needs and what extra help they need?

If a child arrives at the nursery and has a SEND (Special Educational Need or Disability) diagnosed we will work collaboratively with the designated professionals assigned to the child and this information will be used to implement an IEP (individual Educational Plan) or an ECHP (Education Care and Health Plan) so that we can support the child fully.

If a parent expresses a SEN concern about their child or a member of staff has a concern, this will be discussed with the parents to determine if the behaviour and understanding is isolated to school or home. An action plan will be discussed and agreed between the parents and school and an IEP implemented. If appropriate the help of outside professionals will be sourced with the agreement of the parents.

How will I know how my child is doing and how will you help me to support my child's learning?

The nursery operates an open door policy so parents may speak to the Head Teacher, Group Teacher or SENCO either before or after school. They will have online access to their child's learning profile which tracks the child's progress and achievements whilst at nursery.

The nursery has two parents evenings one during the Autumn Term and the other during the Spring Term. Each child has an end of year report at the end of the Summer Term.

If your child has SEN, parents are involved in every decision regarding the child's support and an IEP is written in collaboration with the SENCO, Group Teacher and the parents. An IEP can be used to support the child's development and behaviour at home.

How will my child be involved in and consulted about how their special educational needs are met and what progress they are making?

Each child's Group Teacher is responsible for observing, evaluating and planning for the individual needs of their key children. They are responsible for monitoring the children's progress across all seven areas of learning and development as stipulated in the EYFS (Early Years Foundation Stage). All the children's progress is discussed at regular staff meetings and at weekly planning evaluation and observation meetings. All achievements and milestones are recorded in the children's profiles which can be assessed at anytime online by the parents. Parents are also invited to record and share their child's home achievements in the profiles

How do you assess and review my child's progress?

Each child's Group Teacher is responsible for observing, evaluating and planning for the individual needs of their key children. They are responsible for monitoring the children's progress across all seven areas of learning and development as stipulated in the EYFS (Early Years Foundation Stage). All the children's progress is discussed at regular staff meetings and at weekly planning evaluation and observation meetings. All achievements and milestones are recorded on the children's profiles which can be assessed at anytime online by the parents. Parents are also invited to record and share their child's home achievements on the profiles.

When a child enters the school aged 2 they will have a written two year assessment which will be shared with the parents. The prime areas of learning are discussed namely:- Personal Social and Emotional Development, Physical Development and

Communication and Language. These prime areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. A progress assessment helps to identify strengths and areas of concern which may need additional support.

How is teaching and the curriculum adapted to my child's needs?

At 345 Nursery School, teachers are trained to plan activities to meet the needs of the individual child so that the children learn at their own pace and through their interests. The teachers adapt the resources to provide developmentally and age appropriate challenges for each child and support them accordingly.

Teachers are provided with appropriate training to support children with SEN and appropriate resources and materials are sourced to enhance a child's learning.

The nursery adheres to the EYFS. All seven areas of learning are interlinked and thus resources and activities are provided to support the holistic learning of each child. Our curriculum is flexible and structured and caters for children from the age of two to rising five. Due to the flexible approach all children leave 345 fully prepared emotionally and academically for the next stage of their schooling.

What support is there for my child's emotional well-being?

Prior to the children's start date they are visited in their home by their teacher and another member of staff in an endeavour to initiate a positive relationship with their teacher in the emotionally safe environment that is their home. Parents are asked to fill in a questionnaire regarding their child's interests, temperament, what and who are important to them and details of previous settings or childcare arrangements. All this information helps the child's transition into school (please see our [Transition Policy](#) for further details).

The initial focus on Personal, Social and Emotional Development helps the children to build positive relationships with the teachers and other children. Role modelling from the teaching team is crucial in encouraging positive behaviour and language development.

How do you promote positive behaviour?

At 345 Nursery School the Six Step to Conflict Resolution method is used to promote positive behaviour between the children. This ensures that the teaching team are consistently fair and clear in their response to behaviour. Our Behavioural Management Policy promotes good communication and positive behaviour between children, staff and parents. Positive reinforcement and scaffolding is consistently used to support behaviour and encourage positive emotional development.

What training and specialist skills do the staff supporting children with SEND have or are having?

Ruth Hare has attended "The Role of The SENCO" training provided by Wandsworth Council which is relevant and up to date.

Ruth Hare. has attended many training courses to support children with SEND.

The qualified teachers have a passion for their roles within the setting. This, together with their experience and on going training, provides them with the depth of knowledge and skill set required to support all those attending the setting.

If a child has SEN and additional training is required we will make the necessary arrangements to provide the training to ensure that we can support the child and meet their needs accordingly.

What do you do to make the setting environment and curriculum accessible for all children?

345 Nursery School strives to provide equal opportunities to all children attending the setting including those with disabilities or SEN. Where possible we will adapt the environment to make it safe and accessible for all, however due to the nature of the building, space and facilities this may not always be possible.

Through the age and developmentally appropriate activities and resources provided by the teachers, the school is accessible to all children. Differentiations are made to activities and games so each child is included. Please see our Equal Opportunities and Inclusion Policy for more information.

How will my child be included in activities outside of the classroom?

Any child with SEND will be included in all school trips. Prior to the trip a risk assessment will be completed by the child's teacher and Barbara Szyjova the Health and Safety Officer. An outings plan will be discussed and agreed between Barbara Szyjova and the child's parents prior to each visit.

How will the setting prepare my child to join the setting and transition to the next school?

Each child is visited in their home before joining the setting and information is gathered regarding their home environment, interests, previous settings attended, culture and whether they had additional needs or disabilities. Based on this information a bespoke "settling in" process is agreed between the parents, their teacher and Head Teacher. Each child initially attends for a shorter session which allows their teacher to focus on them rather than all her key children. Parents are given information regarding the transition process and the daily routine at the school so that they can speak to their children about what to expect. When children leave the setting we invite teachers from their future schools to visit us so we can introduce them to the children and share our knowledge of the children with them. We discuss the children's next schools with them and where possible visit the schools with the children.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

When a child attending has SEN or a disability, we work collaboratively with all professionals concerned with the child's care and development. Our objective is to work in partnership with the child's parents to provide the best possible experience for

the child and implement and review an IEP. External support is sourced from Wandsworth Council and other relevant professionals.

What will you do if my child has medical needs?

If your child has a medical need, the school will administer prescribed medication, however prior to this the parents are obliged to complete a medicine consent form and provide a care plan (where necessary) from a medic. If necessary a demonstration of the administration of the medicine will be provided by the appropriate adult. The medicine will be administered by the assigned first aider and will be recorded in our medicine book which will be signed by the teacher, dated and then signed and approved by the parent. All medicines are stored safely and clearly labelled.

What should I do if I am unhappy with my child's support or progress?

If a parent wishes to make a complaint or raise a concern, in the first instance they can approach Katka Goodbody or Jill Pearce who will endeavour to deal with the matter accordingly and as soon as possible. At this point all relevant parties will be informed. If the problem remains unresolved then a formal approach should be made in writing to the Joint Principal Jill Pearce. Following a consultation with Jill Pearce, Head Teacher, teachers, where appropriate, and parents, an action plan will be agreed between all parties. Minutes from all meetings will be taken and kept with the child's profile.

If parents are still dissatisfied they can contact OFSTED:-

Ofsted Early Years, Piccadilly Gate, Store Street, Manchester, M1 2WD.

Telephone 0300 1231231

Email geninfo@ofsted.gov.uk

Website www.ofsted.gov.uk/parents

Where can I go for further advice and support?

The Wandsworth Parent Partnership Service provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061.

The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260.

More information about the Local Offer of services and support for children and young people aged 0 to 25 with special needs and disabilities in Wandsworth can be found on The Thrive Online website at <http://www.wandsworth.gov.uk/thriveonline>. Their helpline is open from 9am to 5pm, Monday to Friday 020 8871 7899 or via email thriveonline@wandsworth.gov.uk. The Thrive Online website also includes directory of all services and organisations that can help and benefit families with children aged 0-18 in Wandsworth.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email admin@345nurseryschool.com

CONFIDENTIALITY POLICY

Data Privacy and Protection at 345 Nursery School

At 345 Nursery School we believe that the same rigour we apply to the safety and wellbeing of your children should be applied to the information and data you share with us. In the process of attending the school we will need to collect some personal data about you and your child. We keep this collection to a minimum, managing and storing this data safely and securely. We only share it with third parties that help us deliver our service, or with the relevant education bodies related to the school. We do not sell or rent the information you provide us to anyone.

We believe in full transparency of our setup to ensure you are informed on how your data is used, and to give you control of your contact preferences. The information we receive, how we use it, store it, our policies and your options are outlined below and in line with the 2018 GDPR legislation.

The data we collect

This is the information we receive from you, and require consent for the use of, in the course of attending the school...

1. Your child's details (names, date of birth, relevant health & immunisation information, registered doctor, emergency contact details, ethnicity, planned entry and leaving date, next school planned).
2. Your details (The parental contact details. Upon leaving we will also require your bank details to repay your deposit).
3. Your child's school activity and teacher reports.

Data sharing /storage / third parties

How we share and store your data...

1. Your details will usually be provided in a signed hard copy of the school application and contract. The details will then be stored securely in the school database and the hard copy will be kept in locked storage until you leave the school, after which the hard copy will be shredded.
2. A hard copy of your child's details and your emergency contact information will be provided to the school classroom in an emergency contact sheet. This ensures the teaching staff have rapid access if required in the course of the school day. These are shredded at the end of each term.
3. A parent contact list is provided to facilitate social meet-ups between children and parents. This contains emails and phone numbers so please treat as sensitive data. If you wish to be removed from the contact distribution list you may do so at any time, simply inform the office at admin@345nurseryschool.com
4. Your relevant contact details will also be setup securely in Xero, our online accounting system, to enable us to issue you with the termly fee invoices. These will be issued and emailed to you from the Xero system. Our invoice records will be kept for a minimum of 6 years.
5. We will need to share your details (and your child's) with the local education authority, Wandsworth Borough Council. Admission/ register records will be retained permanently.
6. The activity reports for your child can be stored online by our staff in a system called Tapestry, for which you will be provided with access to view their progress. This online record will be deleted once your child leaves 345, an electronic file will be provided to parents.
7. Information on your child may be shared with a new school when requested, to support your application.
8. Your bank details will be required to repay your deposit at the point your child stops attending the school. Once the deposit repayment is made, your bank account details will be deleted from our online bank (and any related email correspondence).

What decisions can you make about your information?

From May 2018 data protection legislation gives you a number of rights regarding your information. Some of these are new rights whilst others build on your existing rights. Your rights are as follows:

- If information is incorrect you can ask us to correct it;
- You can also ask what information we hold about you and be provided with a copy. We will also give you extra information, such as why we use this information about you, where it came from and what types of people we have sent it to;
- You can ask us to delete the information that we hold about you in certain circumstances. For example, where we no longer need the information;
- You can ask us to send you, or another organisation, certain types of information about you in a format that can be read by computer;
- Our use of information about you may be restricted in some cases. For example, if you tell us that the information is inaccurate we can only use it for limited purposes while we check its accuracy;
- You can object to direct marketing
- Claim compensation for damages caused by breach of Data Protection regulations.

Data Breaches

All the school data is stored securely and encrypted / backed-up. In the event of a lost/stolen school device (which are used for school reports / Tapestry and could contain photos, text and records related to your child), the devices are password protected and can be wiped remotely.

In the event that you'd like to raise a concern about the data we hold on file, to amend any of your details or contact preferences, please email the Data Protection Officer at admin@345nurseryschool.com

Confidentiality must be kept within the staff team.

COMPLAINTS PROCEDURES

Should you have any areas or points of concern which you wish to bring to the school's attention then this should be initiated in one of the following ways:

- 1) Directly with your child's teacher, Jill or Katka (the Principals).
- 2) In the parent/school link book.
- 3) On a complaints form which is readily available at school.
- 4) Via email.

If you are still unhappy and feel your concerns have not been addressed appropriately then you should ask for a meeting with the Head Teacher. This will be a formal meeting and minutes will be kept. You can be accompanied by an observer who will witness the proceedings but take no active part in the discussion.

If, following the formal meeting and the response from the school, you are still concerned then a further meeting will be called involving a mediator. The mediator should be a person involved in the Early Years Provision sector. The mediator will have a joint meeting with both parties and then as appropriate with each side separately (these discussions can remain confidential if requested). Following the mediator's investigations a final meeting between both parties will be held. The aim of the meeting is to agree what actions need to be taken to deal with the concerns.

At any stage in the procedures the parent has the right to approach Ofsted. The contact details for the appropriate regional office are:

Address: Piccadilly Gate
Store Street
Manchester
M1 2WD
Telephone: 0300 123 1231

The registration number for this school is EY550102

MEDICINE PROCEDURE

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

If pupils need to have prescribed medicines, then parents/carers must first sign the appropriate release form, and secondly supply the appropriate medicines which are clearly labelled with both the name of the pupil and the correct dosage.

Staff must enter the dosage given, stating the amount given, together with the date and time and the correct method of storage of the medicine in the medicine book. At the end of each day the parent/carer and member of staff must both sign the medicine book to signify that they are aware of the medicines that have been given to the pupil.

Parents/carers must also sign when they take the medicines off the premises.

First Aiders must check the date stamp on any medicines which are kept at school and return them to the parents if they are out of date.

If medicine bottles which are kept at school are opened they must be clearly labelled with the name of the child and date of the day they are opened and kept in the fridge.

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

Managing medicines on trips and outings:

If children are going on outings, staff accompanying the children must include a member of staff who is fully informed about the child's needs and/or medication.

Medication for the child should be taken in a sealed box clearly labelled with a copy of the consent form and record card.

Oral Health

Good oral health is promoted within the setting and taught to the children through conversations, stories, role-play small world play and specific oral health topics.

H.I.V./AIDS POLICY

AIDS is a blood-borne virus which is transmitted through blood and other bodily fluids. This means that a person can only become infected with the virus if there is a way in which the blood or bodily fluids of an infected person can get into the blood or bloodstream. AIDS is a difficult disease to catch and the virus dies quickly once it is outside the body.

345 Nursery School operates an Equal Opportunities Policy with regard to admissions. Also it is likely that it would not be known whether a child or member of staff was H.I.V. positive or suffering from AIDS. Therefore if there is exposure by any child or person to blood or bodily fluids of another, they must be treated with standard precautions and good hygiene practices. This will be sufficient to prevent infection from the AIDS virus.

The following practices should be observed at all times:

- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/slucing clothing after changing
- Soiled clothing is rinsed and bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

DIETARY REQUIREMENTS AND ALLERGENS POLICY

At 345 Nursery School we provide the children with a fruit snack during the morning, and if the children are staying for lunch then they bring in their own packed lunch boxes from home.

The school does not provide any meals cooked or prepared on the premise as a regular event but we do hold cookery lessons and the children quite often eat what they have produced before going home. The children are also sometimes given treats at Sports Day and Christmas.

We therefore obtain all information about any special dietary requirements a child may have for any medical, religious or other reason before they join the setting.

If a child does have any special dietary requirements then this information is kept in their personal file is clearly communicated to the staffing team.

Any child with a dietary requirement for medical reasons will have details of their condition along with a photo of themselves clearly displayed on the wall to be seen by all staff. All ingredients and allergens used in cooking activities are clearly displayed for the parents to see.

ALLERGIES - EPIPEN + DIAZEPAM POLICY

The school operates a NO NUT POLICY.

All staff including supply cover must be totally familiar with all aspects of this policy.

Training must be given by a First Aider to all staff should we have a child on the register who has a nut/bee sting allergy or has Diazepam for epilepsy.

At the start of each term a list of pupils with a serious and potentially life- threatening allergy to nuts will be given to each member of staff. This list will state the child's name, the group name and the emergency numbers.

A photograph of the child/member of staff and the nature of the allergy will be clearly displayed in the classroom.

Epipens are to be kept with the First Aid box and kept where they can be quickly accessed and be labelled with the child's name .

If any of the children on the list show the following symptoms then action needs to be taken immediately:

- Swelling of lips, tongue or mouth
- Sudden widespread, blotchy swelling of the skin
- Wheezy or difficulty in breathing
- Increased pulse rate or a weak and thin pulse rate accompanied by a drop in blood pressure (shock)
- General feeling of being unwell

If the above symptoms are observed in a child who is at risk then the member of staff who notices the symptoms must take action. The Head or Deputy Head must be notified so that the emergency services and parents can be contacted. The Epipen should be simply pushed against the outside of the thigh. It is an auto-injector and the spring activated plunger will push the hidden needle into the thigh muscle and administer a dose of adrenaline.

A member of staff must travel with the child to the hospital and remain with them until either parent or guardian arrives to take over.

The insurance company must be informed of any users of Epipens

CARE OF SICK CHILDREN

Any child who is brought to school by parents/carers and who is clearly unwell will be asked to return home.

Similarly if it is reported that a child has been sick during the night or has diarrhoea then they will be asked to be taken home.
The school operates a policy of 48 hours exclusion following a sickness and/or diarrhoea episode.

If a child falls ill whilst at school, then staff must contact the parents/carers and ask them to collect the child as soon as possible.

In the case of a high temperature, clothing must be removed from the children to try to reduce the fever.

All incidents must be recorded in the incident book and the school must notify the parents.

In the case of infectious diseases the parent must notify the school, who will in turn notify the other parents.

There is a separate Epipen Policy.

HEALTH AND SAFETY

Risk Assessment

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

The basis of this policy is risk assessment.

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

Our risk assessment process covers adults and children and includes:

- Checking for and noting hazards and risks indoors and outside daily using check list.
- Assessing the level of risk and who might be affected.
- Deciding which areas need attention and developing an action plan that specifies the action required and the time-scale for action, the person responsible for the action.
- Full risk assessments are made termly.

Our designated health and safety/risk assessment officer has the appropriate training and regularly updates her knowledge and understanding.

We display the necessary health and safety poster.

We have public liability insurance and employer's liability insurance. The certificate for public liability insurance is displayed on the notice board.

We follow the guidelines of RIDDOR for the reporting of accidents and incidents and separate books are kept for recording accidents and incidents.

Risk Assessment Officer: Jackie O Keefe

OUTINGS POLICY

All outings by pupils will be planned and a full risk assessment of the proposed outing must be made well in advance.

A member of staff will be nominated as the person in charge and will have overall responsibility for the outing.

Parents/carers must be informed in good time of the outing and be provided with details of the outing. An outing consent form is signed and returned when the pupil initially joins 345 Nursery School permitting them to participate in all outings.

Any helpers/parents who have agreed to help with the outing must be briefed in advance of the event. This should include the following:

- 1 The ratio of adults to children will be 1 adult = 4 children (Age 2) and 1 adult = 6 (Age 3+).
- 2 Adults must be made aware of which children they are responsible for and the fact that they are responsible at all times for the children allocated to them.
- 3 School staff will be equipped with a First Aid kit.
- 4 School staff will have mobile phones.
- 5 The children will have labels on them with the name of the school.
- 6 The children should hold hands or the safety rope.
- 7 Teachers will have a full list of all those on the outing and contact numbers for parents/carers not involved in the outing.
- 8 When crossing a road, a member of staff or helper will hold up the traffic. Other members of staff/helpers will position themselves at the front, middle and end of the group. All the pupils must either be holding hands or the safety rope.
- 9 A First Aid kit must be taken and any medicines i.e. Epipens that are needed.
- 10 Staff/helpers must not leave the outing without first having informed the person in charge and indicating which children they are taking with them.
- 11 Any incidents must be reported to the person in charge who will record the facts.

The person in charge has the responsibility to ensure that all the children are accounted for at the end of the outing.

LOST OR MISSING CHILDREN

Children's safety is maintained as the highest priority at all times both on and off the premises. Every attempt is made through carrying out the Outings Procedure and the Exit/entrance Procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our Missing Child Procedure is followed.

- As soon as it is noticed that a child is missing the staff member alerts the Head Teacher.
- The Head Teacher will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
- The Head Teacher talks to the staff to find out when and where the child was last seen and records this.
- The Head Teacher contacts Ofsted to report the incident. A Principal carries out an investigation and comes to the setting immediately.

A Child going missing on an outing: Parents usually attend outings so the procedure is a little different.

- As soon as it noticed a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure no other child is missing. One staff member searches the immediate vicinity.
- A member of staff alerts the venue's administrative and security staff.
- The Head Teacher is contacted immediately.
- The Head Teacher contacts the police and reports the child missing.
- The school contacts the parent.
- Staff take the remaining children back to the setting

The incident must be recorded in the Incident Book.

If the incident warrants a police investigation all staff co-operate fully.

The incident is reported under RIDDOR arrangements, the local authority Health and Safety Officer may want to investigate and decide if there is a case for prosecution.

In the event of disciplinary action needing to be taken, Ofsted is informed.

The insurance provider is informed.

LOST OR MISSING CHILDREN

Children's safety is maintained as the highest priority at all times both on and off the premises. Every attempt is made through carrying out the Outings Procedure and the Exit/entrance Procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our Missing Child Procedure is followed.

- As soon as it is noticed that a child is missing the staff member alerts the Head Teacher.
- The Head Teacher will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
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In the event of disciplinary action needing to be taken, Ofsted is informed.

The insurance provider is informed.

DIVERSITY AND INCLUSION

It is the policy of the school to provide equality of opportunity for all children and families. We believe that no child, individual or family should be excluded from the group's activities on the grounds of age, gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief. We aim to ensure that all who wish to work in our school have an equal chance to do so. We actively promote British Values and endeavour to help the children, families and staff understand and appreciate the importance of democracy (making decisions together), individual liberty (freedom for all and that everyone's voice matters) mutual respect and tolerance (treating others as you wish to be treated) and understanding that rules matter (Rules of Law).

Employment:

345 Nursery School will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.

No applicant will be rejected on the grounds of age, gender, sexuality, class, means, family status, disability, colour, ethnic origin, culture, religion or belief.

Commitment to implementing 345 Nursery School's Diversity and Inclusion Policy will form part of the job description for all workers.

All workers are to be offered opportunities for further training and will have annual reviews.

The Curriculum:

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Resources:

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Special Needs:

The school recognises the wide range of special needs of children and families in their community, and will consider what part it will play in meeting these needs.

Planning for school meetings and events will take into account the needs of people with disabilities.

The school has an appointed Special Educational Needs Coordinator (SENCO) who will receive appropriate training and set Individual Educational Plans (IEP). They will liaise with parents, other agencies and 345 Nursery School staff. Confidentiality must be strictly adhered to.

Discriminatory Behaviour/Remarks:

These are unacceptable in the school.

The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.

Language:

Information, written and spoken, will be clearly communicated in as many languages as necessary.

Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the school.

If the child/parents speak no English, an interpreter will be found.

All school notices will be translated into appropriate language.

Meetings:

The time, place and conduct of meetings will ensure that all families have an equal opportunity to be involved in the running of the school.

345 Diversity and Inclusion Officer: Zsanett Bajnoczi

PROCEDURE FOR RECRUITMENT

We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection. We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of status, age, gender, culture, religious belief, ethnic origin or sexual orientation.

A vacancy will be advertised locally, through the Internet and also by word of mouth. All applicants will be required to submit a 345 employment application form, a CV. References, if not given in the CV, are to be obtained during the interview and all references will be checked verbally following an interview.

At interview, applicants should provide confirmation of identity and an original Enhanced Disclosure Certificate.

All offers will be subject to a satisfactory DBS certificate/ check. However, if this has not been received by the start of their employment, arrangements must be made to ensure that they are not left on their own with the children at any time.

The applicant must sign and return the contract of employment before starting work. All teachers start on a half term trial, for both parties. Teachers will be joining a team and will be supervised by the team leader and will also have regular meetings with the Principals.

We provide regular in-service training and actively encourage staff to take up the excellent training provided by Wandsworth Early Years by supplying cover staff for them.

New staff are given a copy of our policies and procedures and the Health and Safety and Safeguarding Officers ensure that these policies are understood which is part of our in depth induction process.

All candidates will be interviewed by the Principal who has completed Safer Recruitment Training (April 2016)

STAFF INDUCTION POLICY

At 345 we identify that co-operative and effective teamwork is essential to the success of the nursery. We welcome each new colleague, staff or volunteer and it is through this support that valuable working relationships grow. The importance of trust, confidentiality and personal accountability is stressed and the inclusive ethos of the nursery is shared.

All new staff will receive the following prior to the first day of school:

Staff Induction Checklist

Name of Supervisor:

Name of Staff:

| 345 Nursery School - Induction Check List | | |
|--|---------|------|
| | Initial | Date |
| Policies and Procedures | | |
| Staff Details form (to be filled in) | | |
| Term dates | | |
| Termly Topic List | | |
| Contract of Employment | | |
| Hours of Work | | |
| Salary Payment Dates | | |
| Copy of the EYFS | | |
| School/colleagues telephone numbers | | |
| Babysitting and photographic policies (to be signed) | | |
| DBS (arranged online by new staff members in conjunction with the nursery) | | |
| Main responsibilities and who to report to/ roles of colleagues | | |
| Daily signing log for staff, children and visitors (ID required upon entry to nursery) | | |
| Children and staff allergies – procedures explained and photographs shown | | |
| Emergency Contact File – children’s information forms, accident/incident forms and consent forms | | |
| First aid boxes | | |
| Fire/emergency exits | | |
| Classroom Principles and 6 Steps to Resolving Conflict | | |
| Handbag and mobile phone lock-up | | |

| | | |
|--|------|--|
| Term Planning Dates (Inset Day) | | |
| Community Walk and Outings – using the rope | | |
| Observation Files, Tapestry, assessment and planning | | |
| 1:1 extension | | |
| Staff supervision and appraisals | | |
| School tour – classes, office, store rooms, toilets, garden. | | |
| Training opportunities | | |
| Staff sickness procedure | | |
| Nursery Fund | | |
| Nursery equipment/resources | | |
| Suitable footwear (no open toes recommended if worn it is at your own risk and the school will not be responsible for any injuries occurred while at 345) | | |
| | Tick | |
| Use of School ICT equipment and policy signed | | |
| Access to Tapestry disclaimer, Babysitting record, Policy and Procedure acknowledgement, Explained and signed. | | |
| Peripatetic Teachers | | |
| Outdoor set-up | | |
| Afternoon School | | |
| Toileting | | |
| Leader of the Day | | |
| Parent-teacher meetings and parent evenings, Introductory eve. | | |
| Sports Day and Nativity Play. | | |
| I agree that I have had a full induction and NOW have a clear understanding of everything that is expected of me whilst an employee of 345 Nursery School Ltd. | | |
| Name: Sign: Date: | | |
| Review Date: : Sign: | | |
| Review Date: : Sign: | | |
| Agreed action, Comments, Next Steps | | |

SUPERVISION AND APPRAISAL

345 is committed to ensuring that effective supervision supports, coaches and trains the practitioners in order to promote the interests and welfare of the children who attend the setting. Individual and group supervision will be given by the Head and Deputy Head.

Purpose of Supervision

Supervision ensures:

- The Leadership and Management of the care, education and welfare of children.
- That staff develop their capacity and develop professionally whilst ensuring the school or setting leader has a firm grasp of what is going on in their organisation.
- Coaching and mentoring staff to identify solutions and next steps indicates the organisation has capacity and systems for continuous improvement.

Looking at the EYFS, various Ofsted Frameworks and good practice, the purposes of supervision should be to:

Children:

1. Consider a child’s needs, interests and levels of development
2. Coach, mentor and support staff (especially a Key Person) in next steps to move the child’s learning and development forward
3. Coach, mentor and support staff (especially a Key Person) in next steps to deal with concerns

Personal Effectiveness:

- Support staff personal effectiveness - performance
- Support continuous professional development
- Review workload, patterns, schedule or personal issues
- Discuss performance management and target setting

Safeguarding:

- Give a structured opportunity to reflect upon and raise concerns about a child's or family's wellbeing and behaviour (for example anxiety, tiredness)
- Raise safeguarding concerns about a child, allegations against staff members, children's comments, observations

General guidelines:

1. Supervisors should agree and clearly document the next steps so everyone is clear who will do what and by when- including if there is no action
2. Confidentiality is adhered to by everyone involved
3. Supervisors must make sure that safeguarding concerns raised by staff are followed up promptly and supported to ensure that the required procedures are followed in line with Ofsted and Local Authority safeguarding requirements

Raising Concerns

1. Wherever a concern is raised about a staff member, a child or a parent / carer then the outcome of the supervision meeting should clarify what will happen next, who is responsible and the timeframe for completing the actions.
2. There should be clarity over the actions and next steps for both the supervisee and supervisor so that there is no danger of an issue falling into a gap.
3. For this reason action points should be recorded from any sort of supervision meeting so it can be seen that the concern has been raised and all staff are accountable for the actions that they have been allocated and agreed to.
4. It is also important that it is recorded when there is agreement that the concern has been addressed and no further actions are needed.
5. A school or settings safeguarding policy must determine practice. The supervision requirement does not supersede the role of the setting's Safeguarding Lead or the safeguarding policy.

Participating in Supervision

- Supervision dates should be set in advance and adequate notice will be given of meetings.
- Supervision should be held in a location where confidential issues can be discussed privately.

APPRAISAL

Staff appraisals will take place annually and be given by the Principal.

Appraisals should be two way meetings with feedback both from the appraiser and the appraisee.

The following should be discussed :

- Review previous objectives (looking at previous appraisal document) and whether these have been met
- Review of supervision notes throughout the year
- Praise achievements in the last 12 months
- Look at current role and responsibilities and whether this needs to be reviewed
- Give constructive feedback on areas of difficulty and look at ways of overcoming them
- Look at the required professional skills and knowledge and identify any development needs
- Agree new objectives for the next 12 months
- Plan and agree actions

Confidentiality

It is important for staff to be comfortable in discussing all aspects of their work and so issues discussed in supervision should remain confidential and not shared without the expressed consent of the supervisee.

Exceptions to keeping confidentiality include;

- Child Protection, safeguarding and code of conduct concerns and investigations
- Grievance procedures
- Staff Discipline procedures
- Complaints
- Information required as part of a legal proceeding e.g. by order of the Court

- Information requested by the police investigating a serious crime
- Line managers with seniority over the supervisor will have access to supervision records and concerns as part of their management duties and responsibilities.

Supervision and appraisal are elements of the performance management framework that settings need to have for Ofsted compliance and effective leadership and management.

| | Supervision | Appraisal |
|--------------------------|---|--|
| Typical frequency | Monthly or every 6 weeks | 12 monthly with 6 monthly review |
| Focus | <ul style="list-style-type: none"> - Line management areas - Professional supervision linked to their work and staff expectations - Individual continuous professional development and performance review (personal effectiveness) | <ul style="list-style-type: none"> - Probationary period (staff expectations, induction, policies and procedures) - Staff conduct - Longer term targets - Personal effectiveness in performance (team and children-families) - Career development |
| Characteristics | <ul style="list-style-type: none"> • Planned, structured, agreed discussion topics and recorded outcomes/actions (signed and dated and clear timeline) | <ul style="list-style-type: none"> • Planned and structured • Contribution/comments by both line manager and member of staff. • Evidence of impact |
| Type | <ul style="list-style-type: none"> • Individual supervision (one-to-one) Also • Group supervision (whole staff team) • Room supervision (individual rooms) | <ul style="list-style-type: none"> • Individual meetings (one-to-one) |

NO SMOKING POLICY

The school operates a No Smoking Policy anywhere on the premises. This includes the use of E-cigarettes.

ALCOHOL AND DRUGS POLICY

The use, consumption or possession of alcohol on the school premises must only be for events and parent meetings that are authorised by the company. Any alcoholic drinks for such events are to be stored in a lockable space where children do not have access at any time. No alcohol may be drunk during school opening hours or immediately before. If you are considered to be under the influence of alcohol beyond these circumstances or 'on the job', it will be regarded as gross misconduct as outlined in the disciplinary procedure.

The school is a drug-free workplace. The use of, or carrying of, non-medically prescribed illegal drugs on the premises will be viewed as gross misconduct and may result in immediate dismissal. Anyone who is found to be manufacturing, distributing, possessing, soliciting, or offering to obtain any unauthorised substance will be dealt with via the disciplinary process.

If you are concerned that you have a growing dependency or addiction to alcohol or drugs you should seek medical help or speak in confidence to one of the directors. We will be supportive in encouraging treatment, however, should you fail to help yourself in any way after admitting such a problem, it may constitute a disciplinary issue. The school's priority will be on the safety of the children.

In cases where staff are taking prescribed medication, other than routine antibiotics, a director must be informed as early as possible to assess if you can continue to function effectively at work.

If a member of staff has good reason to suspect that a parent/carer is under the influence of illegal drugs or alcohol when they drop off or collect their child, they have a duty to inform both a Director and the Nursery's designated Safeguarding Officer, according to the provisions of the Safeguarding Children Policy.

In such circumstances, the Supervisor and the Nursery's Child Protection Officer will then be responsible for deciding upon the appropriate course of action, ensuring that the safety and protection of the child remains paramount at all times.

Staff will make all possible efforts to ensure that children are not allowed to travel in a vehicle driven by someone who is clearly under the influence of alcohol or illegal drugs.

Where an illegal act is suspected to have taken place, the police will be called.

Ofsted will be informed.

FIRE POLICY AND PROCEDURE

IN THE EVENT OF A FIRE

First consideration should be made for the safety of the children.

Take the children out of the premises by the normal routes or Fire Exits to the assembly point – Woodhall House opposite the Clubroom.

- Do not leave children unattended
- Bring your daily register with you which must have emergency contact numbers attached.
- Take money, mobile phone, EpiPen, Piriton and inhalers if required
- Do not stop to try and put out the fire

CALL THE FIRE BRIGADE AS SOON AS POSSIBLE AS FOLLOWS:

- DIAL 999
- Give the operator your telephone number and ask for FIRE
- When the Fire Brigade replies, give them the location clearly:
“FIRE AT THE FITZHUGH COMMUNITY CLUBROOM, FITZHUGH GROVE, TRINITY ROAD. LONDON SW18 3SA”
- Do not end call until the address has been repeated by the Fire Services
- Do not attempt to re-enter the premises until the Fire Services have given their permission to do so
- If you are unable to return to the premises, phone parents to collect children
- If you are unable to contact parents before lunch or need to stay out of the building for any length of time take the children to The Skylark Café, Wandsworth Common for refreshments and shelter.

Fire Officer:

Nominated person to sweep the hall before leaving Jackie O Keefe.

EVACUATION POLICY

Should the school have to be evacuated for whatever reason, fire, possibility of gas explosion, chemical warfare etc. the procedure is as follows:

The fire bell should be rung: the children go to their group teacher, line up and file out of the building. Staff must take the pupil log in sheets and the evacuation pack.

Take the children out of the premises by the normal routes or Fire Exits to the assembly point – If you are unable to contact parents before lunch or need to stay out of the building for any length of time take the children to The Skylark Café, Wandsworth Common for refreshments and shelter.

parents will then be informed.

Evacuation Pack consists of:

Mobile Phone

Emergency Contact List (back of pupil log)

Radio

Torch

Water

Plastic cups

Biscuits

First Aid kit

Blankets

Nominated person to sweep the hall before leaving Zsannett Bajnoczi.

CLEANING OF TOYS AND BROKEN TOYS

Toys must be washed regularly and then logged in the toy book with initials of the staff member who is responsible for washing them.

Any toys which are damaged are either to be mended if safe or thrown away. The Principals are to be informed should they need to be replaced

HOW TO CHANGE NAPPIES

- Ensure all resources required are to hand – nappy, wipes, cream etc.
- Collect child for nappy change, explaining to him or her what is happening.
- If put on disposable gloves and apron for all nappy changes.
- Pull down nappy changing table and move safety straps to the side.
- Carefully lift the child onto the changing table and lie them down.
- Fasten the blue safety strap around their abdomen.
- **NEVER LEAVE A CHILD UNATTENDED ON THE CHANGING TABLE.**
- **NEVER STAND A CHILD ON THE CHANGING TABLE.**
- Provide child with continued interaction during nappy change.
- Lift the child down carefully.
- Place wet/soiled nappy in sack and then in nappy bin.
- After changing a nappy, spray changing mat with anti-bacterial spray.
- If used, remove gloves and apron and dispose of them in nappy bin.
- **Wash hands thoroughly.**

Healthy Eating Policy

345 Nursery School is committed to teaching the children how to make sensible food choices as part of maintaining a healthy lifestyle. This healthy eating policy has been developed by drawing on key government guidance associated with healthy eating. It supported by what is taught in our curriculum where healthy eating is discussed and promoted in a number of different ways. These include healthy eating topic books, cookery activities and visits from health professionals.

The only food regularly provided to the children by 345 Nursery School is a mid-morning snack. The children have their breakfast before arriving and if they stay for lunch they provide their own packed lunches. Water is available for the children to drink throughout the morning.

Moring Snack

The morning snack consists of a variety of fresh fruit, a starchy food such as an oatcake and fresh water.

Cookery Activities

Cookery activities with the children, both during the morning and in afternoon school, are sugar-free and aimed towards healthy eating.

Packed lunches

345 Nursery School works with parents to ensure that packed lunches abide by the standards listed below. It provides guidance and ideas to parents for healthy packed lunches in order to improve the nutritional quality of packed lunches. The aim is to make a positive contribution to children's health by encouraging healthy eating habits in childhood, setting a trend for lifelong changes.

Staff are expected to comply with the same standards when bringing in packed lunches and eating these with pupils.

All uneaten food and waste is kept in the lunchbox and returned home with the child so that parents are able to monitor their child's food consumption.

Packed lunches should aim to include all of the following every day:

- Fruit and Vegetables - at least one portion of fruit and one portion of vegetables or salad.
- A non-dairy source of protein - meat, fish, egg, beans or pulses, such as lentils, kidney beans, chickpeas, hummus or falafel.
- A starchy food like bread, pasta, rice, couscous, noodles, potatoes or other types of cereals.
- Dairy foods such as milk, cheese, yoghurt or fromage frais.
- Drinks - the school provides water but only healthy drinks, such as water, 100% pure fruit juice, semi-skimmed or skimmed milk, yoghurt or milk drinks and smoothies should be included in your child's packed lunch.
- Oily fish such as salmon should be included at least once every three weeks.

Packed lunches should not include:

- Chocolate or food items containing chocolate
- Other confectionery such as sweets and chewing gum
- Fizzy or sugary drinks
- Any food containing nuts (due to allergies)

Occasionally the following can be included:

- Snacks such as crisps
- Meat products such as sausage rolls, individual pies, corned meat and sausages - these foods have a very high fat and salt content
- Cakes and plain biscuits are allowed but children should be encouraged to eat these only as part of a balanced meal

The school provides storage areas/facilities for packed lunch bags in the most convenient and appropriate place possible.

Birthday Treats

Although we teach the children about the importance of eating healthily, we also recognise the importance of celebrating birthdays and special occasions with each other. 345 encourages parents to provide treats such as stickers or gifts for their

children to share with their friends on their birthday instead of cakes or sweets. If children do bring in an edible treat, such as a cake, it will be shared out and given to take home at the end of the day. This will ensure that it is eaten with their parent's or carer's permission at an appropriate time.

Healthy Eating Officer – Sabine Stahl

Immunisation Policy

Aims

As a Healthy Early Years London setting we want to ensure that we promote the health and well-being of the whole setting community through encouraging parents/carers to immunise children and by providing consistent messages to children, parents/carers and staff.

We are aware of the importance of immunisation

Immunisation is the safest way of protecting children against serious diseases. Some diseases can kill children or cause lasting damage to their health. Immunisation prepares children's bodies to fight off diseases if they come into contact with them. We are aware that there has recently been a drop in the number of children being immunised which has caused outbreaks of some diseases. The low uptake of childhood immunisation has led to more children suffering from vaccine preventable diseases such as measles, mumps, whooping cough and polio.

We promote positive messages about immunisation and encourage parents/carers to fully immunise their children

We confidently approach parents and carers about children's immunisation status.

If a child is not immunised, we encourage parents or carers to go to their GP or talk to their health visitor to find out more about immunisations. There is also information available for parents and carers, including information on what immunisations are given and when, on our parents' notice boards.

We are confident to share key messages to parents and carers about immunisation, such as:

- immunisations save lives
- it is important to make sure babies are protected as early as possible
- it is never too late to have a child immunised even if a child has missed an immunisation and is older than the recommended ages
- vaccines are quick, safe and extremely effective. It is common for children to have some redness, a rash or swelling where the needle goes in, this should only last about a day
- the Measles, Mumps and Rubella (MMR) vaccine does not cause autism
- when a child is immunised it helps to protect the whole community, this is important because some children with medical conditions or allergies cannot have certain vaccines.

We also offer information and advice for parents and carers in preparing children for vaccination injections.

We have a procedure in place for checking and recording children's immunisation status.

We understand that it is very important to maintain and keep an up to date record of children's immunisation status. Details of the children's immunisations are requested when they join the setting and parents asked to inform us if any further immunisations are given after this. Some children under our care may be at a higher risk of exposure to infectious diseases due to contact with more children and adults than children at home. Keeping a current record of all children's immunisation status helps us to quickly identify which parents/carers need to be informed if there is an outbreak of a specific disease.

Physical Activity Policy

Aims

As a Healthy Early Years London setting we want to ensure that we promote the health and well-being of the whole setting community through encouraging physical activity and providing consistent messages to children, parents and staff.

We are aware that children of all ages should be active

Being active is important for children under five because it helps them build and maintain a good level of health; physical activity is critical to optimal growth and development. Children under five need time to play and master their physical environment and fundamental movement skills; the early years are also an important time to establish habits relating to physical activity.

The Chief Medical Office provides guidance on how much physical activity children under five should be doing:

Physical activity guidelines for infants (under 5s) who are not yet walking:

1. Physical activity should be encouraged from birth, particularly through floor-based play and water-based activities in safe environments.
2. All under 5s should minimise the amount of time spent being inactive/sedentary (being restrained for example in walking aids or baby bouncers, or sitting for example in infant carriers or seats) for extended periods (except time spent sleeping).

Physical activity guidelines for infants (under 5s) who are capable of walking:

1. Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day (most UK pre-school children currently spend 120–150 minutes a day being physically active, so achieving this guideline means adding another 30–60 minutes each day).
2. All under 5s should minimise the amount of time spent being sedentary (being inactive, restrained or sitting) for extended periods (except time spent sleeping) by reducing screen time (e.g. watching TV, using a computer, tablet or smart phone) and reducing time spent in a pushchair or car seat.

Physical Activity Programme

Our planning for both indoor and outdoor physical activities is based on the Early Years Foundation Stage.

Each programme of activity supporting physical development is planned, reviewed and evaluated on a regular basis.

The children who attend the nursery are of an age that they are capable of walking. For our children we provide free space to move and play imaginatively either inside or outside.

We provide equipment to facilitate play, e.g. climbing frames, spades, balls, scarves and lead structured activities that encourage movement, e.g. Sports, Yoga, Music and Movement, Drama.

We have a supportive environment

We endeavour to provide an environment, which promotes physical activity throughout each day including travel to and from our setting. We ensure that outdoor activities are planned and children can access these on a daily basis. The children have access to the outdoor leaving environment on a daily basis.. Peripatetic teachers visit the nursery weekly to give sessions on Sports, and Ballet. We take the children on regular community walks.

We are thinking sensibly about health and safety

We are aware that in order for children to learn about managing risks associated with physical activity, we need to offer stimulating and challenging environments; through these environments children are supported to explore and develop their own abilities and understanding. Alongside this we aim to manage the level of risk so that children are not exposed to unacceptable dangers. We conduct risk assessments and establish suitable arrangements for off-site visits to encourage children and their families to take advantage of the range of physical activities available within the local community.

We minimise the amount of time children spend being sedentary for extended periods (except time sleeping)

In the Early Years spending time sedentary (being inactive, restrained or sitting) limits the opportunities that children have to move. Sedentary behaviour is any low-energy activity that takes place while sitting or lying down. We avoid using restraining equipment (buggies/chairs/car seats) for long periods of time, unless for reasons of safety. We don't use sitting devices unless infants can sit up unaided. Children are only required to sit when eating. We interact regularly with every child to encourage movement.

We provide suitable physical activities for all

All of our children, including those with special educational needs and disabilities (SEND) are entitled to a comprehensive programme of physical activity opportunities that allows all children to improve their skills of co-ordination, manipulation, control and movement and to develop positive attitudes towards physical activities including sports. Our/my provision is also fully inclusive of children from different cultures and religions. All staff are/ I am aware of the need to be sensitive to individual beliefs about what is acceptable in relation to physical activity.

Working with families

Staff are confident in giving out advice to parents and carers in relation to families adopting healthy lifestyles and being physically active. We encourage parents to walk, scoot or cycle with their children for part or all the way to the setting. We facilitate this by providing somewhere safe to leave bicycles or scooters. We regularly promote/hold special events for the children, which promote physical activity such as walking to the common for afternoon school science club, walking to a nearby building development to meet the construction team.

We have developed a range of outings that the children can walk to. This supports children's and families' knowledge of places of interest in the local environment that are easy to reach on foot. These include: Pond Dipping at Wandsworth Common, Sports Day on the Common.

We also promote a range of information and parenting programmes that support parents understanding of the importance of being physically active and on children's development. These include activities such as ballet lessons and local sports clubs.

Fine Motor Skills

We support the children's fine motor development in the following ways.

- During free play the children have access to a number of 'Finger Gym' and 'Practical Life' exercises such as threading, pouring, posting etc. as well as Montessori dressing frames and small peg boards. All of which help them to strengthen their hand muscles and develop their fine motor skills.
- Play dough activities including poking and squeezing as well as placing small objects in the dough to decorate it.
- Standard and crocodile scissors are available for the children during free play and cutting is also supported in smaller focus time groups.
- Mark making table where children can have the opportunity to draw with a range of crayons, pens and pencils.
- Fine motor focus time activities are facilitated once a week including scrunching of paper, cutting, practical life activities etc.

Procedure for a Case of COVID-19 in the setting

(produced in line with government Guidance 'Coronavirus (COVID-19): implementing protective measures in education and childcare settings')

This is the procedure the nursery expects you to take when a suspected case of COVID-19 occurs in the nursery. You must not deviate from this procedure and disciplinary action will take place if this happens, as you are not only putting yourself at risk but the entire nursery group.

1. If you feel a child or staff member has symptoms of COVID-19 make sure you identify it to Katka Goodbody and Jill Pearce
2. This person will notify the assistant/s of the bubble to wash all children's hands immediately and move them to the OLE. The assistant will then put full PPE equipment on and start to deep clean the room.
3. The child's teacher must move the child or staff member to the designated area, put full PPE on themselves and ensure Katka or Jill telephone the parent to come and collect immediately. The designated area is the office
4. The designated area should always be well ventilated.
5. If they need to go to the loo while waiting to be collected, they should use the loo nearest the office. The loo should be cleaned and disinfected using standard cleaning products before being used by anyone else.
6. In an emergency call 999 immediately and not a GP.
7. Once the child is collected the parent/carer must go directly home and get a COVID-19 test immediately and let the nursery know the results. They should follow the stay at home guidance set out by the Government.
8. If a member of staff has helped someone who was taken unwell with coronavirus (COVID-19) symptoms, they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. The staff member should also change their staff smock and double bag the smock. This should be washed at 60 degrees. Cleaning the area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people.
9. If the test is negative, then the child or staff member can return to nursery 48 hrs after the symptoms have subsided.
10. If the child or staff member is positive the child or staff member should self-isolate for 10 days along with their family.
11. Jill Pearce will contact the local health protection unit of any outbreaks or serious incidents relating to infection Safety@richmondandwandsworth.gov.uk 0208 871 6220/6221/8501
12. A full write up will take place by Katka and Jill for infection to make sure all policies and procedures are watertight.
13. Where the child, young person or staff member tests positive, the rest of their class or group within their childcare setting should be sent home and should self-isolate for 14 days.
14. All parents need to be informed of a positive outbreak.
15. A deep clean will take place if there is a positive outbreak and the school will be closed for 24hrs for this to take place.

This procedure will be updated regularly as guidance from the Government will change as the situation changes.

Controlling Infection Spread and Personal Protective Equipment (PPE)

(produced in line with government Guidance 'Coronavirus (COVID-19): implementing protective measures in education and childcare settings')

Changing habits, cleaning and hygiene will be used as effective measures in controlling the spread of the virus. Please refer to our Cleaning Policy and Risk Assessment for nursery cleaning methods.

- The Government guidelines do not require the wearing of face masks by staff and children in early years settings.
- However, PPE will be required if a child becomes unwell with symptoms of coronavirus while in the setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask will be worn by the supervising adult if the distance of 2 metres cannot be maintained. If contact with the child is necessary, then disposable gloves, a disposable apron and face mask will be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.
- In a normal course, staff at 345 Nursery School may wear transparent plastic face shields or goggles keeping in mind that 2m social distancing is impossible to maintain with our age group of children. If a child sneezes or coughs onto the shield, the concerned staff member will change the shield. The soiled shield will be left to dry, and then washed with hot soapy water.
- Staff may wear gloves, making sure these are changed regularly through the day as well as wearing the staff aprons which should be put on and off just at nursery and washed each day at 60 degrees. Full PPE is available to all staff if they require it.
- All staff should take precautions to stand sideways when talking to each other (instead of face-to-face).
- **Changing nappies:**
 - Nappies will be changed as usual .

- There will be a dedicated area near the toilet for changing nappies.
 - Nappy mats will be wiped clean with disinfectant after every use.
 - Staff will wear disposable gloves and disposable aprons which will be discarded after every nappy change. Staff may wear a face mask when changing nappies.
 - Soiled nappies will be placed in a nappy sacks before being placed in the nappy changing bin which will be emptied daily.
 - After each nappy change the concerned staff member and child will wash their hands
- **Washing Hands.** Staff and children will wash hands with soap and water and dry thoroughly (following the govt. advised hand wash method):
 - When they arrive at the nursery
 - After using the toilet
 - After coughing, sneezing or blowing nose with tissue
 - After outside breaks
 - Before snack and lunch time
 - Every time a child puts their hand in their mouth
 - At the end of the day before they go home

In addition, staff will wash hands after changing nappies and before/after preparing food (fruit/veg for snack and laying out lunches). Staff will also use antibacterial hand gel after each time they are in physical contact with a child.

- **Respiratory Hygiene.** We promote the 'catch it, bin it, kill it' approach. Cough or sneeze into your elbow, use tissues and discard immediately. Wash your hands thoroughly afterwards following the 20 seconds hand wash method.
- **If PPE is running low at any time, please make sure the manager is notified.**

Policy on controlling the risks of infectious diseases in the workplace

(produced in line with government Guidance 'Coronavirus (COVID-19): implementing protective measures in education and childcare settings Updated 12 May 2020' as well as RIDDOR Working safely during the coronavirus outbreak – a short guide May 2020)

Introduction

All employees may be at risk of infection, or spreading infection, especially if their role brings them into contact with blood or bodily fluids like urine, faeces or vomit. Such substances may contain micro-organisms such as bacteria and viruses which can be spread if staff do not take adequate precautions. Also, at risk of spreading infection are those involved in food preparation and handling. It is therefore important that strict hygiene precautions are observed.

Our rules on controlling the risk of infectious diseases must always be followed. However, there may be times when it is more important than ever that they are strictly followed for example, during the outbreak of a disease such as the Coronavirus.

The company has put the following policies and procedures in place to create a safe environment and each employee understands the risks that are involved coming back to work and to make sure all policies and procedures are followed to minimise the risk.

To restrict and reduce the risk of infection in the workplace, the company will:

- Have systems in place that assess the risk of and prevent, detect and control the risk of infection
- Designate a lead for infection prevention and control
- Ensure sufficient resources are available to secure effective prevention and control of infection
- Ensure employees are provided with suitable information, instructions, training, and supervision in the precautions to follow
- Information is obtained from and shared with other businesses
- Audits are carried out to ensure policies and procedures are being implemented
- A suitable and sufficient risk assessment is carried out with respect to prevention and control of infection
- Ensure an appropriate standard of cleanliness and hygiene is maintained throughout the premises and that the premises are maintained in good physical repair and condition
- Ensure appropriate standards of cleanliness and hygiene is maintained in relation to equipment
- Ensure that a suitable cleaning schedule is in place and followed (each group devise own stratargy approved by JP)
- Ensure there is suitable and sufficient hand washing facilities and antimicrobial hand rubs where appropriate
- Ensure the supply, cleaning and provision of laundry is appropriate .
- Ensure at no time parents or visitors enter the building
- Ensure suitable information regarding infection is passed on to parents and staff, as necessary

- Ensure individuals who develop an infection are identified promptly and that they receive the appropriate treatment and care set out in our policies
- The lead for infection will contact the local health protection unit of any outbreaks or serious incidents relating to infection Safety@richmondandwandsworth.gov.uk 0208 871 6220/6221/8501
- Ensure all staff co-operate with our control of infection procedures
- Provide regular suitable training, including induction training to all staff on the prevention and control of infection
- Keep a record of all training and updates to staff
- Ensure prevention and control of infection responsibilities are outlined
- Train staff in how to keep a distance but start and drop off times cannot be staggered
- Face to face contact with parents, staff may wear masks. Any contact that can be done over phone or email rather than in person should be done
- Tests and vaccines offered to staff where appropriate and keep a record of relevant immunization
- Ensure the following policies and procedures are up to date:
 - Standard infection prevention and control
 - Risk Assessment for COVID-19 in nursery
 - Staff Policy in controlling COVID-19
 - Policy for parents in COVID-19
- All staff should wear a staff smock over their clothes once at work. This needs to be taken off before leaving the setting and washed at home
- Full PPE is available. Staff may wear gloves and masks when in close proximity to parents(optional)
- When changing nappies. Aprons and gloves must be worn.

Procedure

The company will apply the below infection outbreak procedure to control the risk of infectious diseases in the workplace.

- Strongly recommend that employee follow any Government guidance published on self-isolation/quarantine
- Make sure all staff report symptoms of infectious diseases
- Ensure staff follow procedures for catching public transport
- Ensure staff who have infectious diseases symptoms do not come to work and get a test. If the test is negative, they can come back to work once the symptoms have not occurred for 48 hours after symptoms stopped
- Where required, ensure notifiable outbreaks are reported to the relevant authority e.g. HSE
- Co-operate with any investigation by relevant authority and comply with any investigation findings
- Keep the number of employees dealing with affected persons to a minimum and do not allow these employees to be involved with food handling
- Prioritise cleaning, paying particular attention to the cleaning and disinfecting of toilets, handles, support handrails, taps and wash basins
- Ensure staff pay strict attention to infection control procedures, in particular to the washing of hands and the wearing of protective clothing if required
- Provide and use antibacterial hand wash in all hand washing areas and in the rooms of outbreak

I have read, understood and agree to the policy

Full Name (please print)

Date

Covid Operational Procedures 19 and Contingency Framework

Autumn 2021

In order to adhere to Government guidance and for the safety of our staff, children and families, we have devised the following procedures for the forthcoming term. Please note that the procedures are under ongoing review in accordance with Government Guidance. Whilst Covid -19 becomes a virus that we learn to live with we have lifted many restrictions however we have in place a Contingency Framework which we will adhere to should there be a local outbreak of Covid -19

To help ensure that the risk of virus spread is as low as possible:

345 Nursery School will:

- Carry out a risk assessment taking into account Government guidance
- Staff will be advised to have a test immediately should they display symptoms and return to work only after they have received a negative result, or they have a fit to work note from a medic.
- Staff will take a covid lateral flow test twice weekly.
- Equipment will be cleaned between regularly following PHE guidance.
- Surface will be wiped regularly
- Staff travelling by public transport will wear face coverings while travelling
- Ensure children are supervised to wash their hands when they arrive with soap and water for 20 seconds and repeat this frequently throughout the day
- Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach with the children
- The setting will be well ventilated using natural ventilation (opening windows) or ventilation units
- Utilise outdoor spaces as much as possible.
- Maintain the cleaning of learning environment, equipment, toys and resources, e.g. cleaning door handles, taps, toilet flushes, handrails, bins emptied daily, plates and cutlery washed immediately after use
- The Fledglings will have a pencil case containing their stationery. The Chicks resources will be cleaned after use. Not sure about this probs good practice
- Implement our Contingency Framework if necessary
- The Classroom will be divided in half allocating one half to the Fledglings and the other to the Chicks

Children will:

- Be taught about COVID19 and personal hygiene in an age appropriate way
- Be encouraged not to touch their faces
- Be encouraged to use a tissue or elbow to cough or sneeze and use bins for tissue waste

Parents are expected to :

- Keep their child/ren at home if the children are displaying any symptoms of coronavirus (COVID-19), e.g. have lost their taste and smell, high temperature or a cough [COVID-19: guidance for households with possible coronavirus infection](#)
- Keep children at home if they have been given Calpol in the last 12 hours
- Engage in the Government Lateral Flow testing programme.
- Collect their child/ren as soon as possible if they become unwell and we will keep them away from other children while waiting with a member of staff
- Provide the children with a named water bottle daily

Contingency Framework

345 will...

- Take the children's and staff's temperature on arrival, those with a raised temperature (37.5 degrees and above –NHS guidance) will be sent home.
- Staff will be advised to have a test immediately should they display symptoms and return to work only after they have received a negative result, or they have a fit to work note from a medic.
- Staff will take a covid lateral flow test twice weekly
- Organise children in smaller groups and avoiding mixing with other groups of children
- Reorganise learning environments to ensure that children and staff can social distance more safely
- Minimise soft furnishings, soft toys, toys that are hard to clean and dressing up. Dressing up clothes will be washed daily and each outfit will be worn by only one child per day.
- Equipment will be cleaned between groups of children sing it and staff will ensure that multiple Groups are not using equipment simultaneously
- Ensure all staff have effective hand washing routines, fresh clothing/smocks each day
- Avoid using loo facilities with large groups of children at the same time
- Utilise outdoor spaces as much as possible.
- Provide rice cakes, oatcakes and fruit for snack - there will be no sharing plate.

- Stagger times in the garden so groups are not mixing
- Ensure attendance to the setting is restricted to children and staff as far as practically possible and visitors will not be permitted to the setting unless essential (e.g. essential building maintenance)
- Ensure that each teacher takes responsibility for completing the daily signing in and out register

Parents will be expected to :

- Keep their child/ren at home if the children or anyone in the household are displaying any symptoms of coronavirus (COVID-19), e.g. have lost their taste and smell, high temperature or a cough [COVID-19: guidance for households with possible coronavirus infection](#)
- Keep children at home if they have been given Calpol in the last 12 hours
- Adhere to arrival and home time protocols in place that minimise social interaction.
- To arrive promptly for arrival and home time and stick to your given window to maintain social distancing
- Arrive and leave at agreed staggered times to avoid parents gathering together at the door and to collect children as quickly as possible
- Drop off and pick up from allocated entrance/exit for where a member of staff will accompany your child to the classroom or hand them over at end of the session
- Continue to limit social contacts in line with government guidelines
- Ensure children have clean clothes daily.
- Provide extra spare clothes to prevent cross infection and use of nursery spares
- Limit bringing children's personal possessions into the setting to designated show and tell days and those essential for their wellbeing.
- Leave smocks at school during the week and take them home to wash at the weekend.
- Adhere to any one way system adopted in the building.

Please note: This procedure will be kept under constant review and will take into account current government guidance.

For your information <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

[What parents and carers need to know about early years providers, schools and colleges during the coronavirus \(COVID-19\) outbreak](#)

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic>

[What parents and carers need to know about early years providers, schools and colleges during the coronavirus \(COVID-19\) outbreak](#)