**The Chase Nursery**

**Holland-on-Sea**

**Policies and Procedures**

**EY464898**

**[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://www.thechasenursery.co.uk/&ei=XUtvVaHhItKu7AbZ3ILwBA&psig=AFQjCNGS_53OuaM-xEwf3owd_JVGGOT4cQ&ust=1433443530694872)**

**The Chase Nursery Holland**

**15 The Chase**

**Holland-on-Sea**

**Clacton on Sea,**

**Essex CO15 5PU**

**Telephone: 01255 812438**

**Email:** [**thechasenursery@hotmail.co.uk**](mailto:thechasenursery@hotmail.co.uk)

**Nursery Information**

**Owner: Mr Richard Boughey & Mrs Kerry Boughey**

**Manager: Mrs Kerry Boughey**

**Deputy Manager: Mrs Caroline Low**

**Office Manager: Leigh Whyte**

**Safeguarding Officer Mrs Caroline Low**

**Deputy Safeguarding: Kerry Boughey**

**SENCo: Miss Stacey Arnull**

**ENCo: Mrs Elizabeth Pepperrell**

**Designated Mental health Officer : Kerry Boughey**

**General Data Protection Officer: Kerry Boughey**

**All staff are DBS checked and first aid trained whilst working in ratio.**

**Nursery hours: Monday – Friday 8.30am – 5.00pm**

**Nursery Terms: Open 45 weeks per year**

**Care Facilities: Nursery   
After School Club**

**Fees: These are due on the first day of attendance and the 1st of every month thereafter.**

**Illness: Please see our sick child policy for exclusion periods.**

**Naming: All belongings must have your child’s name on.**

**Ofsted Registration Number: EY464898 Ofsted number: 03001231231**

TABLE OF CONTENTS

The Chase admissions Policy 6

Absent child Policy 7

Record of Absences 8

Clothing 9

Sun Cream Policy 10

SAFEGUARDING & CHILD PROTECTION 11

Raising a concern 12

Signs of abuse 13

The Effective Support Windscreen 15

LADO 15

Whistle Blowing Policy 17

Suitable People……………………………………………………………………………………………………………………………18

peer on peer bullying 19

STAR Analysis Form 20

FEMALE GENITAL MUTILATION 22

Breast IRONING 25

CHILD SEXUAL EXPLOITATION/GROOMING 28

Child Trafficking 29

Criminal Exploitation & County Lines 32

Prevent duty & radicalisation & British values 34

Radicalisation & child protection 34

How the setting promotes british values 34

The PREVENT DUTY & Guidance 35

Our Fundamental British Values at The Chase Nursery 37

Witchcraft 39

Online ABUSE……………………………………………………………………………………………………………………………..43

MOBILE PHONE USEGE & E-POLICY 44

SMART WATCHES 45

IPAD, LAPTOPS & COMPUTERS 45

Visitors 46

SUPPORTING CHILDRENS DEVELOPMENT & Wellbeing 47

PARENTAL INVOLVEMENT POLICY 49

SICK CHILD POLICY 51

Common illnesses & Infections 52

Medicine Policy 53

Accident Policy 54

collection policy 55

lost child procedure 56

events, outings & educational trips 57

PERSONAL WELFARE POLICY 59

INTIMATE CARE PROCEDURE 59

HEALTHY EATING 60

Nut Free Procedure 60

Accidents & Incident 60

Equipment & toys policy 61

Fogging system covid-19 61

EQUAL OPPORTUNITIES POLICY 62

PROMOTING ANTI-DISCRIMINATORY PRACTICE 63

SEND & INCLUSION POLICY 64

NURSERY PRACTITIONERS & ROLES 64

ADMISSION 65

Identification of SEND 66

Assessment 66

Early Intervention 66

SEND Procedure & Practice …………………………………………………………………………………..............................67

cross reference disability equality policy 68

The chase nursery holland local offer 69

food POLICY 73

drink policy 74

smoking & vaping policy 75

visitor procedure policy 76

intruder policy 77

Armed Intruder 77

behaviour management policy 78

anti-social behaviour policy 80

Physical intervention policy 81

Complaints regarding Physical Restraints 84

Noise Policy 85

Social media & anti-social behaviour policy 86

Camera & mobile phone policy 87

health & safety polcy 90

SAFETY DRILL & EXITS 94

EMERGENCY PLACE OF SAFETY 94

Emergency & Temporary Closures 95

Emergency Closures once a session has begun 96

Adverse weather policy 97

Allegations Policy 99

MEDICATION, DRUG & ALCOHOL POLICY 100

COMPLAINTS & CONCERN POLICY 101

GRIEVANCE PROCEDURE 102

DISCIPINARY PROCEDURE 102

Special Leave 103

Bereavement Leave 103

Paternity Leave 103

Holiday Leave 103

DISCLOSURE INFORMATION POLICY 105

GDPR 106

FINANCIAL RECORD KEEPING 107

PRIVACY MOTICE DATA PROTECTION ACT 2018 108

Key Holder Procedure 109

LATE FEE POLICY………………………………………………………………………………………………………………………110

**The Chase Nurseries Admission Policy**

The Nursery operates a first come first served policy for admissions.

We are registered with Ofsted. We provide government funding for 3 -4-year-olds (15 and 30 hours - please see funding information). 2-year-old funding is also available for some children. If you are entitled to additional funding, your access codes must be presented before we allocate you the additional sessions.

The nursery is open 45 weeks of the year (closed 2 weeks at Christmas, 4 weeks in Summer and 1 week at Easter) and is closed for Bank Holidays. We will offer parents 45-week contract only.

**If you do wish to change your child’s days in the contract you will need to provide us with a full term written notice for us to accommodate your request. If we can accommodate your request any earlier than the notice period, we will look availability/spaces.**

Initially we offer a minimum of two sessions. However, you may ask for as many as you require, and we will try to accommodate you if possible.

The term prior to your child’s start date we will write to you asking that you come for a ‘Get to know us visit ‘. This will last for around an hour, and we will encourage your child attend the nursery and meet both the staff and children. If we/you feel you would benefit from more visits to the nursery we will review this based on the individual child and parents needs/wishes. You will receive forms to fill out and be sent your child’s first invoice, where you can view your term and increment dates for payments should this apply, your start date for your child can also be found here.

When your child starts in the new term, we find that one of the best ways for helping your child settle is to say goodbye positively to ensure the child feels safe and secure with us. We encourage parents to contact us via the phone allowing us to give you an update of your child’s first session with us. You will also receive a ‘my first week at nursery’ journey via tapestry, which will include observations from your child’s key person.

Your child will have their own tapestry account (accessed by your email/tapestry app) where your child’s first day will be uploaded and other photos/videos that we take whilst your child is with us.

Newsletters will be communicated to you via your Tapestry account each term, to keep you informed of any news, events or amendments that are of importance to you and your child during the term.

You will also receive your invoice via email, which will include term dates and bank details should you require them.

We strive to have strong parent/carers relationships and hope you would feel comfortable in speaking to us regarding your child’s journey here at The Chase Nursery Holland.

**Should you wish to terminate your child’s placement at the nursery we do require half terms notice for this and all outstanding fees must be paid within this time frame.**

**Absent Child Policy**

All absences due to sickness or holiday’s must be paid for.

We would ask that if your child is going to be absent for their session that you contact the nursery by 9.30am that day. If you fail to contact the nursery, we will contact the parent/carer see why the child is off nursery and log the reason. We evaluate the general absences and time keeping within the nursery and will discuss with you to encourage consistency within the smooth running of our nursery day.

We have a duty of care for all registered children. After making 1 week of attempts to contact you by both phone and email (from the manager) we would then await your attendance the following week, if we have still had no contact, we would then endeavour to contact your emergency contact to check on the child/family’s wellbeing and to ask them if they know of any reasons for absence. Dependant on the mangers decision of the reason of absence, this could result in the nursery contacting the children and families hub to share concerns the nursery may have.

Each absence of any child should be recorded on an ‘absence log’ and signed by the manager of the setting each time. This is to ensure all absences are recorded and can be assessed by level of concern for each absence.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

Record of Absences & Lateness

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DATE** | **CHILD’S NAME** | **METHOD OF CONTACT** | **SPOKE TO** | **REASON FOR ABSENCE/LATENESS** | **OFF UNTIL** | **ANYTHING ELSE/CFH CONTACTED** |
|  |  |  |  |  |  |  |
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Week Commencing:

**Signed by Designated Lead for Safeguarding:**

**CFH: Children’s & Families Hub: 0345 603 7627 Consultation line**

**OUT OF HOURS Phone: 0345 606 1212**

**Clothing**

Please dress your child in loose fitting and comfortable clothes with appropriate footwear. We will do our best to protect your child's clothing although occasionally your child may still get messy. We ask that you provide a change of clothes for your child (including spare nappies if necessary) for any toilet/water play etc. or accident they may have. We also request that you provide suitable wet and dry weather clothing i.e. boots, coats, sun hats for outside play as we do not allow the children to go out without the appropriate clothing. Please ensure your child’s name is clearly on their clothing.

Although the purchase of nursery uniform is not compulsory, we encourage you to purchase this uniform which is readily available within the nursery setting, as this will prevent your child’s home clothes from becoming stained/damaged.

We currently offer, polo tops, and Jumpers, these can be purchased at an affordable price.

Please speak with your manager if you would like to purchase them.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Children Sun cream policy**

We advise all parents/carers to supply their child with sun cream before the start of each session.

We also ask parents to supply us with a bottle of sun cream which is clearly labelled with their child’s full name. This can be kept at the nursery and applied by staff during hot weathers or if a child is attending a full day.

A permissions letter must be completed before staff can apply sun cream. This can be found in your child’s registration packs.

If your child needs further application of sun cream and you have not supplied one for the session/ your sun cream has run out we will apply our own cream to your child, which will be a child’s factor 50 sensitive skin cream. If your child has any allergies to certain creams, this is your responsibility to report this, you can do so within your registration pack.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Safeguarding and child protection policy**

**Child Protection**

The safety and protection of the children is the Nursery's first, and most important, priority; all staff have a duty of care to ALL children that attend the setting and follow the guidelines set out in the UN convention on the rights of the child (article 19) all children have the right to be protected from harm and mistreated in body and mind. In line with the early years statuary framework 2021(3.5) the nursery setting has a designated safeguarding lead (Caroline Low) Who has attended safeguarding level 3 training and is responsible for overseeing all safeguarding matters within the setting.

All staff must understand safeguarding policies and procedures (EYFS 3.6). We make sure that all of our staff have had safeguarding training and this is updated annually and allows staff to be current and up to date with all information. This allows staff to know and recognize the signs and symptoms of child abuse. All staff are also required to provide an enhanced DBS check regularly and where required, updated every 3 years unless on the update service which office manager Leigh Whyte will carry out a yearly check, and provide online reference once check is done.

**Child abuse -** This includes:

Physical abuse

Mental abuse

Emotional abuse

Sexual abuse

Deprivation and neglect which includes failure to thrive.

**If we suspect that a child may be suffering from any form of abuse, we have a duty of care to follow the appropriate procedure set out by Ofsted and the local Safeguarding board.**

**The nursery follows the guidelines laid down in the Essex Child Protection Committee (book supplied by social services)**

1. It is the responsibility of the Manager **Kerry Boughey** (as the designated person) to ensure that all staff are aware of any child protection issues.
2. The safeguarding officer will liaise with the appropriate agencies in any child protection situation.
3. The safeguarding officer and member of management will inform a parent / carer in private if a concern has been raised, and of any action that may need to be taken (only if it is the appropriate course of action to take- we will not disclose any information if we feel the child is in immediate harm). Confidentiality will be always maintained by ensuring that the concern is only discussed privately within the nursery in a designated room.

**The Nursery will take the following action when a concern has been raised:**

Reporting concerns according to the guidelines without delay.

Contact the Children’s & Families Hub: **0345 603 7627 (out of hours 0345 606 1212)**

Contacting the local Social Services office**: 01255 253300 Magnet House, Clacton-on- Sea**

Contacting the Police: Essex Police Clacton: **01245 491491**

Contacting the NSPCC. **0808 800 5000**

Contacting the local Initial Response **01206 266 068**

To try to ensure protection of the child from the possibility of further abuse.

**In the event of an allegation being made against a member of staff / volunteer please see the allegations policy.**

**Children in Need**

It is the nursery's policy that in the event of us being contacted by the Social Services or the Police for queries in relation to a child registered with the nursery we would adhere to the following procedure.

**1.** Take the Name, Department and Telephone number of the person calling.

**2.** Inform the Manager.

**3.** The Manager would then return the call.

**4.** The Manager would then take the appropriate action needed.

**Our safeguarding officer is: Caroline Low**

**In the event that the safeguarding officer is not contactable, the deputy safeguarding officer is Kerry Boughey**

The safety and well-being of the child is the Nursery’s priority. All children have the right to be protected from harm in accordance with the ‘UN Convention on the Rights of the Child’. The nursery’s aim is to work in accordance with the ‘Effective Support for children and families in Essex guidance’ which forms the main part of our policy and needs to be read in conjunction with it along with the information collected during Child Protection Workshops.

There are six categories of child abuse, which are defined in the Children’s Act as follows:

* Physical
* Emotional
* Sexual
* Neglect
* Internet
* Organised

**If a child begins to tell us about harm they have suffered, we will follow the following steps:**

1. Listen carefully
2. Believe the child
3. Do not cross question
4. Take careful written notes (date, time and sign them)
5. Do not promise the child that you will not tell anyone
6. Act quickly and inform the safeguarding officer and Manager (Mrs Caroline Low) who will inform other staff.

If any staff suspect a child has been the subject of child abuse, we will follow the following steps:

1. Make a written record of their concern (date, time and sign them)
2. Share their concern with the safeguarding officer and Manager ( **Caroline Low**), **Kerry Boughey** (Manager and Deputy Safeguarding Officer)
3. Talk with the parents voicing your concerns and let them know you will be talking to Social Care. However, there may be certain cases where we may not be able to discuss with parents first.
4. If a parent comes into the setting with noticeable marks or bruising, we can talk to the parent and ask how this has happened. If we are not happy with the explanation, then we can let them know we will be contacting Social Care as we need to protect the child.
5. Ensure their concerns are shared with Social Services, the Police, the NSPCC and Ofsted.
6. Every member of staff has the right to contact the relevant bodies over and above the views of fellow staff members if they have concerns in connection with a child’s welfare.

The nursery follows the guidelines laid down in the Effective Support for Children and Families (‘Working together to Safeguard children 2018). Any reports will be forwarded within 24 hours to the relevant bodies. Confidentiality will be always maintained by ensuring that the concern is only discussed privately within the nursery in a designated room.

***10. This child centred approach is fundamental to safeguarding and promoting the***

***welfare of every child. A child centred approach means keeping the child in focus when***

***making decisions about their lives and working in partnership with them and their families.***

***Working together to safeguard children 2018.***

The manager is responsible to ensure that all staff are aware of child protection issues and polices. Caroline Low (Designated Safeguarding Officer) will be informed and will deal with referrals. If deemed appropriate, the Manager will inform a parent/carer in private if a concern has been raised. Any information regarding outside agencies or a course of action that needs to be taken to ensure that the child is kept safe from significant harm will be shared with the parents/carers (only if it is the appropriate course of action to take and will not cause more harm to the child). The Safeguarding Officer will contact any of the under mentioned bodies according to guidelines to try to ensure protection of the child from the possibility of abuse of any kind. The first people to contact are the Initial Response Team.

**The Essex Effective Support windscreen**

**Multi agency guidance: working in partnership to help children and families improve their lives.**

**All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs.**

|  |  |
| --- | --- |
| **UNIVERSAL – LEVEL 1** | **PERSONALISED UNIVERSAL SERVICES.** |
| **ADDITIONAL – LEVEL 2** | **ADDITIONAL NEEDS MET BY UNIVERSAL AND TARGETED SERVICES WORKING TOGETHER. SHARED FAMILY ASSESSMENT NOT REQUIRED BUT CAN BE USED.** |
| **INTENSIVE – LEVEL 3** | **MULTI-AGENCY APPROACH REQUIRED USING SHARED FAMILY ASSESSMENT AND LEAD PROFESSIONAL OR FAMILY TEAM RESPONSE.** |
| **SPECIALIST – LEVEL 4** | **SPECIALIST AND HIGH LEVEL INTERVENTION OFTEN INVOLVING STATUTORY PROCESSS** |

**LADO**

**When a safeguarding allegation about a member of staff or an adult working in an early years and childcare setting (or yourself if you are a childminder) is reported or known, the correct procedure MUST be followed:-**

1. The Lead person for Safeguarding in the setting **Caroline Low** and must be informed (unless they are the subject of the allegation)

1. The Manager of the setting must be informed (unless they are the subject of the allegation)

1. The setting must contact the Local Authority Designated Officer (**LADO**), without delay but within 24 hours of any situation arising. **Telephone: 03330 139797.**

1. **Ofsted must be contacted as soon as possible** but at least within 14 days on: **0300 1234666 or online at:**

[**https://ofstedonline.ofsted.gov.uk/ofsted/Ofsted\_Early\_Years\_Notification.ofml**](https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fofstedonline.ofsted.gov.uk%2Fofsted%2FOfsted_Early_Years_Notification.ofml&data=04%7C01%7C%7C00d32f72d24d435b658608d9412080ae%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C637612430118317258%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=f8Zx4QDMaYQFEuRR1EX0ckwxEYqSS2GmVfgTQC%2FXb4o%3D&reserved=0)

**The setting should document this.**

**YOU MUST NOT speak to the member of staff or adult concerned OR take any action about the allegation until you have spoken with the LADO, as this could jeopardise**

**any possible subsequent investigation**

**How to Manage Safeguarding Allegations made about a member of staff, yourself or another adult working in an early years and childcare setting**

Essex County Council

Early Years and Childcare (May 2016)

**Safeguarding allegations should:-**

* be dealt with fairly, quickly and consistently

* be dealt with in a way that provides effective protection for the child

support the person who is subject of the allegation.

Signpost to following link: [**Types of Child Abuse & How to Prevent Them | NSPCC**](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/)

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Whistle Blowing Policy**

If anyone has a concern about the behavior of ANY member of staff or management team at any time, they have a duty of care and MUST report these concerns.

You must report any instances that you believe a staff member action may have

* Harmed a child
* the staff member has possibly committed a criminal offence against or related to a child
* behaved towards a child in a way that indicates he/she would pose a risk of harm to children.

At The Chase Nursery, it is our policy that in the event of an allegation being made against a member of staff, student or volunteer the nursery will adhere to the following procedure:

**1.** The allegation should be reported to the nursery Designated Safeguarding Lead where appropriate to do so. Once an allegation has been made this MUST be reported to the **LADO 03330 139797** immediately and **Ofsted 0300 123 466** within 14 days. If the Safeguarding Lead is the subject of the allegation the staff member should contact the LADO directly.

**2**. Once contacted LADO will advise what necessary steps to take.

The staff member that is the subject of the allegation must not be spoken to about the allegation and no action taken until you have spoken with the LADO as this could jeopardize any possible subsequent investigation.

**3.** Any subsequent meetings advised by the LADO will be arranged following professional advice.

The need for privacy and confidentiality will be always maintained.

**A copy of the information on how to make an allegation against a staff member, is given to each individual member of staff and displayed in the staff room areas along with all other safeguarding information.**

(Early years Statuary Framework 2021 (3.4)

(Pg 10 Inspecting safeguarding in the early years)

***Kerry Boughey is the next designated officer for all of The Chase Nurseries. If you would feel more comfortable speaking with her (for any reason) regarding a Safeguarding issue, please call 01255 812438, leave your name and number and just express you are contacting her regarding a Safeguarding issue. She will contact you back within the hour.***

**Suitable people**

The nursery must ensure that people looking after children are suitable to fulfil the requirements of their roles. We, as a provider, have an effective system in place to ensure that all practitioners are a suitable person to be in such contact with children.

All practitioners working with/ on the premises of site is required to have an enhanced criminal record check and barred list check (DBS) if over the age of 16 years of age. An additional criminal record check (or checks, if more than one country) should also be made for anyone who has lived or worked abroad.

Upon joining The Chase nursery, and every term there after (at any supervision or appraisal) are expected to disclose any convictions, cautions, court orders, reprimands and warnings that make affect their suitability to work with children (whether received before or during their employment at the setting). We do not allow any person/s whose suitability has not been checked, including through a criminal records check, to have any unsupervised contact with children being cared for. Within the setting office a suitable person’s list is required to be always on display with a front cover in line with GDPR. This will contain staff DBS details, qualifications and first aid training, and will be under constant review each time a staff member requires any training. This is the managers responsibility to check each term who needs any updated training, or a DBS update and report to Leigh Whyte within a timely manner to complete.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Peer on peer abuse /bullying**

The nursery may be the only stable, secure, and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at nursery, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. The nursery and practitioners recognise that some children could abuse their peers and any incidents of peer-on-peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. This is any behaviour that hurts someone else, it can include but is not limited to; name calling, hitting, pushing, spreading rumours, threatening, or undermining someone. Effects of bullying can range from having fewer friendships to developing mental health problems like depression and anxiety, this can cause issues later in life such as adjusting/transitioning to school, and adult life. Factors to consider in regard to this is; gender, race, disability, sexual orientation.

Peer on peer abuse can manifest itself in many ways and it is the responsibility of our staff to educate each child on how we treat each other, and how it’s important to treat each other how we would like to be treated ourselves. We do not tolerate any harmful behaviour and will take swift action to intervene where this occurs. We use visual cues as well as constant reminders (‘kind hands’ etc) to help children understand, in an age-appropriate way, what abuse is, and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable/sad.

We cannot assume anything by a child’s behaviour. It is however the information we read first in any given situation. When a child’s behaviour gives us cause to be concerned, we usually recognise this by our own feelings and stress levels.

If a child is acting in an inappropriate way whilst at nursery, we will speak to their parent/carer in a private room to explain what has happened and explain how we are managing the situation. We will offer the parent/carer rewards charts or other intervention ideas we are using within the nursery to help at home and help with a continuous plan for the child.

Isolated incidents will require analysis to ensure that they are not repeated. The analysis can be done using a STAR analysis form. We aim to monitor any re-occurring challenging behaviours for the staff and parents to be able to monitor and spot any trends that may occur for the staff to implement strategies to hopefully improve this. After 3 occasions this is something the manager & SENCO to look to hold a meeting with the parent/carer.

**The** [**Code of Practice**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) **(2015) advises that:**

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

Logo

Description automatically generated

**Specialist Teaching and Preschool Service**

**STAR Analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day: | Date: | | Time: | Location: |
| Pupil(s) Involved: |  | | Completed by: |  |
| What happened at the time? | | What we could do differently to promote positive behaviour in the future? | | |
| **Setting:** | |  | | |
| **Trigger:** | |  | | |
| **Action:** | |  | | |
| **Result:** | |  | | |

*Specialist Teaching & Preschool Service SEMH June 2016*

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Female Genital Mutilation**

FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting’ but has many other names.

• female circumcision

• cutting

• sunna

• gudniin

• halalays

• tahur

• megrez

• khitan

FGM is a form of child abuse. It’s dangerous and a criminal offense in the UK. We know:

* there are no medical reasons to carry out FGM
* it’s often performed by someone with no medical training, using instruments such as knives, scalpels, scissors, glass, or razor blades.
* Children are rarely given anesthetic or antiseptic treatment and are often forcibly restrained.
* It’s used to control female sexuality and can cause long lasting damage to physical and emotional health.

FGM can happen at different times in a girl or woman’s life, including:

* When a baby is new-born
* During childhood or as a new teenager
* Just before marriage
* During pregnancy.

Signs FGM might happen:

* A relative or someone known as a ‘cutter’ visiting from abroad.
* A special occasion or ceremony takes place where a girl ‘becomes a woman or is ‘prepared for marriage ‘.
* A female relative, like a mother, sister or aunt has undergone GFM.
* A family arranges a long holiday overseas or visits a family abroad during the summer holidays.
* A girl has unexpected or long absences from school.
* A girl struggles to keep up in school
* A girl runs away- or plans to run away – from home.

• 'Cutter'

A 'cutter' is somebody who carries out FGM. They might use things like knives, scalpels, scissors, glass or razor blades to carry out the procedure.

• 'Cutting season'

This refers to the summer months – often July, August, and September – when many girls are on break from school. This is often the period when girls have time to undergo FGM. Girls might be flown abroad during this time, so it's important to be aware of this risk.

Signs FGM might have taken place:

* Having difficulty walking, standing, or sitting
* Spending longer in the bathroom/toilet
* Appearing quiet, anxious, or depressed
* Acting differently after an absence form school or college
* Reluctance to go to the doctors or have routine medical examinations
* Asking for help – though they may not be explicit about the problem, because they are scared or embarrassed.

Effects of FGM:

There are no benefits to FGM. It can cause serious harm, including:

* Sever and/or constant pain
* Infections, such as tetanus, HIV and hepatitis B and C
* Pain or difficulty having sexual intercourse
* Infertility
* Bleeding, cysts, and abscesses
* Difficulties urinating or incontinence
* Organ damage
* Problems during pregnancy and childbirth, which can be life threatening to the mother and baby
* Mental health problems such as depression, flashbacks, and self-harm.

**Who is at risk?**

Girls living in communities that practise FGM are most at risk. It can happen in the UK or abroad.  
In the UK, the Home Office has identified girls and women from certain communities as being more at risk:

* + Somali
  + Kenyan
  + Ethiopian
  + Sierra Leonean
  + Sudanese
  + Egyptian
  + Nigerian
  + Eritrean
  + Yemeni
  + Kurdish
  + Indonesian.

Children are also at a higher risk of FGM if it's already happened to their mother, sister, or another member of their family.

**If you suspect at any time any concerns around FGM speak with the DSL immediately.**

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Breast ironing**

**What is Breast Flattening and Breast Ironing?**

Breast flattening (often called breast ironing) is the pounding and massaging of a young girl’s breasts, to prevent and stunt breast growth. It is usually carried out by pressing, massaging, or pounding the breasts using hard or heated objects.

**Why does it happen?**

Breast flattening is traditional practice in parts of West Africa. It is typically arranged or performed by the girl’s mother, to make the girl less attractive to males by delaying the signs that the girl is maturing into a young woman. Reasons for this include, protecting the girl from sexual harassment and rape. It also carried out to discourage pre-marital sex, unwanted pregnancy and prevent early marriage. Often one of the drivers is that the mother will want her daughter to avoid pregnancy so that they receive an education.

**Where does it occur?**

Breast flattening is widespread in Cameroon and takes place throughout other parts of Africa. Countries include: Benin, Chad, Côte d’Ivoire, Guinea-Bissau, Guinea, Kenya, Nigeria, Togo. There have also been reports that the practice can be found further south – Zimbabwe and South Africa.

**How prevalent is it?**

Because breast flattening is a hidden practice, it is difficult to establish how prevalent it really is. The UN estimate that nearly 4 million girls are affected, whilst other research identifies that in Cameroon alone, 1 in 4 girls has undergone the process. This would significantly increase the UN estimate.

**Who’s at risk?**

The practice usually starts when a girl begins to develop breasts, generally affecting pubescent girls aged between 8 and 12 years of age.

**How is it carried out?**

There are several methods to iron or flatten the breast, often determined by the area or region where it takes place. A pestle or grinding stone are the most used tools. Typically, the preferred tool will be heated in a fire or boiling water until very hot, then applied to the breast. The object will then be pressed, pounded, and massaged into the breast for several minutes. Once the object cools, it is placed back into the fire and reapplied when hot enough. Once the massaging has finished, the breasts are often tightly bandaged or bound by a belt (or other restrictive material). The pounding or pressing can continue daily, sometimes twice a day for several months until the breasts have dropped or not developed.

Other tools include:

* bananas
* towels or cloth
* leaves thought to have medicinal and healing qualities
* coconut shell
* spatulas, spoons, or other similar wooded objects
* foodstuff – fufu, seeds, fruits, nuts

Whilst normally performed by the child’s mother, other female family members can perform or assist in the practice. In some cases, male members of the family, healers, elders, and other members of the community may become involved. Given that the act is excruciatingly painful, it is likely that the child will need to be restrained

**What are the health implications?**

Apart from the severe pain, the practice causes:

* burning and scarring
* long term malformation or disappearance of the breasts
* abscesses
* life threatening infections
* tissue damage
* interference with breastfeeding
* mastitis
* psychological problems – anxiety, fear, depression, PTSD

Whilst there is limited information available about the long-term effects of breast ironing, experts warn that it could lead to the development of cysts, skin, and breast cancer.

**Does it happen in the UK?**

Despite occasional stories in the British press with headlines like “hundreds of UK girls subject to breast ironing”, no one knows how widespread it is in the UK. It is a hidden crime, taking place in private and where the victim is unlikely to report their mother or family member. Whilst there are no official police or government figures, it is widely accepted that it has been brought to the UK and is practiced amongst those communities that have now settled here.

There has been concern from the Home Office that safeguarding professionals might be reluctant to engage and challenge families and communities, because of cultural sensitivities. This may have happened in some cases, but rather than throw around unhelpful comments, it would be more beneficial for the government to launch an awareness campaign aimed at safeguarding professionals. They could also look at whether specific legislation is required, for whilst there is no specific law on breast ironing, it is child abuse. If practiced in the UK, the perpetrators are subject to other UK laws – assault (likely to be grievous bodily harm) assault and child cruelty. A campaign and some investment by the government, would go a long way to empowering professionals to be confident around identification, the law, and the safeguarding measures they need to take.

**Dated: 26/08/2021 Signed: Print Name:**

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**Child Sexual exploitation (CSE) / Grooming**

CSE us a type of sexual abuse. When a child or young person is exploited, they’re given things like gifts, drugs, money, status, and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they’re in a loving and consensual relationship. This is called grooming. They may trust their abuser and not understand that they’re being abused.

Children and young people can be trafficked into or within the UK to be sexually exploited. They’re moved around the country and abused by being forced to take part in sexual activities, often with more than one person. Young people in gangs can also be sexually exploited.

Sometimes abusers use violence and intimidation to frighten or force a child or young person, making them feel as they’ve no choice. They may lend them large sums of money; they know can’t be repaid or use financial abuse to control them.

Anybody can be a perpetrator of CSE, no matter their age, gender, or race. The relationship could be framed as friendship, someone to look up to or romantic. Children and young people who are exploited may also be used to ‘find’ or coerce others to join groups.

**Types of child sexual exploitation**

CSE can happen in a person or online. An abuser will gain a child’s trust or control them through violence or blackmail before moving on sexually abusing them. This can happen in a short period of time.

When a child is sexually exploited online, they might be persuaded or forced into:

* Send or post sexually explicit images of themselves.
* Film of stream sexual activities.
* Have sexual conversations.

Once an abuser has images, videos, or copies of conversations, they might us threats and blackmail to force a young person to take part in other sexual activity. They may also share images and videos with others or circulate them online.

Gangs use sexual exploitation:

* To exert power and control
* For initiation
* To use sexual violence as a weapon.

Children or young people might be invited to parties or gatherings with others their own age or adults and given drugs and alcohol. They may be assaulted and sexually abused by one person or multiple perpetrators. The sexual assaults and abuse can be violent, humiliating and degrading.

Signs of sexual abuse and grooming

* **Unhealthy or inappropriate sexual behaviour**
* **Being frightened of some people, places or situations**
* **Being secretive**
* **Sharp changes in mood or character**
* **Having money or things they can’t or won’t explain**
* **Physical signs of abuse, like bruises or bleeding in their genital or anal area**
* **Alcohol or drug misuse**
* **Sexually transmitted infections**
* **Pregnancy.**

If you suspect at any time any concerns around CSE/ grooming speak with the DSL immediately.

**Child Trafficking**

Trafficking is where children and young people are tricked, forced, or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Children are trafficked for:

* Sexual exploitation
* Benefit fraud
* Forced marriage
* Domestic slavery like cleaning, cooking, and childcare
* Forced labour in factories or agriculture
* Committing crimes, like begging theft, working on cannabis farms or moving drugs.

Trafficked children experience many types of abuse and neglect. Traffickers use physical, sexual and emotional abuse as a form of control. Children and young people are also likely to be physically and emotionally neglected and may be sexually exploited.

Types of child trafficking

Traffickers often groom children, families, and communities to gain their trust. They may also threaten families with violence or threats. Traffickers often promise children and families that they’ll have better future elsewhere.

Trafficking is also an economic crime. Traffickers may ask families for money for providing documents or transport and they’ll make a profit from money a child ‘earns’ through exploitation, forced labour or crime. They’ll often be told this money is to pay off a debt they or their family ‘ow’ to the traffickers.

Traffickers may:

* Work alone or in small groups, recruiting a small number of children, often from areas they know and live in.
* Be medium-sized groups who recruit, move and exploit children and young people on a small scale.
* Be large criminal networks that operate internationally with high-level corruption, money laundering and many victims.

Signs of child trafficking:

Knowing the signs of trafficking can help give a voice to children. Sometimes children won’t understand what’s happening to the is wrong. Or they may be scared to speak out. It may not be obvious that a child has been trafficked, but you might notice unusual or unexpected things. They might:

* Spend a lot of time doing household chores
* Rarely leave the house or have no time for playing
* Be orphaned or living apart from their family
* Live in low-standard accommodation
* Be unsure which country, city, or town they’re in
* Can’t or are reluctant to share personal information or where they live
* Not be registered with a school or a GP practice
* Have no access to their parents or guardians
* Be seen in inappropriate places like brothels or factories
* Have money or things you wouldn’t expect them to
* Have injuries from workplace accidents.

Effects of child trafficking

Trafficking can have both short- and long-term effects and the impact can last a lifetime.

Children and young people who’ve been trafficked might:

* Not understand what’s happened to them is abuse – especially if they have been groomed
* Believe they’re in a relationship with their abuser and unaware they’re being exploited
* Think they played a part in their abuse or have broken the law
* Feel very guilt or ashamed about the abuse they’ve suffered

Being kept captive or living or working in poor conditions can have a serious impact on a child’s mental and physical health. They might also be suffering from the effects of abuse and neglect.

If you suspect at any time any concerns around CSE/ grooming speak with the DSL immediately.

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**Criminal Exploitation & County lines**

Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.

A ‘Gang’ means different things in different contexts, the government in their paper ‘safeguarding children and young people who may be affected by gang activity’ distinguishes between peer groups, street gangs and organized criminal gangs.

* Peer group – a relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.
* Street gang – groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group’s identity.
* Organised criminal gangs – a group of individuals for whom involvement in crime is personal

It’s not illegal for a young person to be in a gang – there are different types of ‘gangs’ and not every ‘gang’ is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violet crime.

Signs of criminal exploitation

There are some signs to look out for it if you’re worried a child or young person has joined a gang or is being criminally exploited. It might be hard to spot at first, but the sooner you’re able to talk to the young person, the more you’ll be able to help them.

Signs you may notice:

* Frequently absent from and doing badly in school.
* Going missing from home, staying out late and travelling for unexplained reasons.
* In a relationship or hanging out with someone older than them.
* Being angry, aggressive, or violent.
* Being isolated or withdrawn.
* Having unexplained money and buying new things.
* Wearing clothes or accessories in gang colours or getting tattoos.
* Using new slang words.
* Spending more time on social media and being secretive about time online.
* Making more calls or sending more texts, possibly on a new phone or phones.
* Self-harming and feeling emotionally unwell.
* Taking drugs and abusing alcohol.
* Committing petty crimes like shop lifting or vandalism.
* Unexplained injuries an refusing to seek medical help.
* Carrying weapons or having a dangerous breed of dog.

**County lines**

Is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets – suburban areas and market and coastal towns – using dedicated mobile phone lines or ‘deal lines. Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation, and selling and manufacturing drugs. This can include:

* Airbnb and short term private rental properties
* Budget hotels
* The home of a drug user, or other vulnerable person, that is taken over by a criminal gang – this may be referred to as cuckooing.

Signs that Cuckooing has taken place include:

* Signs of drug use
* More people coming and going from the property
* More cars or bikes outside
* Litter outside
* You haven’t seen the person who lives there recently or when you have, they’ve seemed anxious, distracted or not themselves.

Children living in these properties are at risk of neglect and other types of abuse. If you have any concerns about a child relating to this, please let your DSL know immediately or contact the British Transport Police by texting 61016 via mobile.  [Crimestoppers](https://crimestoppers-uk.org/) on 0800 555 111

**Dated: 26/08/2021 Signed: Print Name:**

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**Prevent duty & Radicalisation and Promoting British Values**

[Radicalisation and child protection | NSPCC Learning](https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation#article-top)

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme.

Safeguarding is at the heart of everything we do, therefore, to ensure that we adhere to and achieve the requirements of Prevent Duty, we will;

* Build children’s resilience by promoting fundamental British values, enabling them to develop the courage and confidence to challenge extremist views. The EYFS sets standards for learning, development and care, which are embedded within children’s PSED, Communication development and Understanding the World.
* Provide appropriate training for staff as soon as possible and ensure that they fully understand their duties. Part of this training will enable staff to identify children who may be at risk of radicalisation.
* We will ensure staff understand the possible risks so they can respond in an appropriate and proportionate way.
* We will be aware of the online risk of radicalisation through the use of social media and the internet.
* As with managing our safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly.
* We will not carry out unnecessary intrusion into family life, but we will take action when we observe behaviour of concern. The key person approach means we already have a rapport with our families, so we are well-placed to notice any changes in behaviour, demeanour or personality quickly.
* We will work in partnership with our local LSCB for guidance and support.
* We will assist and advise families who raise concerns with us, in order to be able to signpost appropriate support mechanisms.
* We will ensure that our Designated Lead in Safeguarding Caroline Low and Kerry Boughey will undertake Prevent Duty awareness training (as a minimum) so that they can offer advice and support to other members of staff.
* Staff will have an on-going and open discussion about their own beliefs around British values, and what they mean to staff, children and families using the setting, ensuring that there is a balance created between celebrating and respecting difference, whilst being aware of the dangers of radicalisation.

Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm.

Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It includes calls for the death of members of the British armed forces (HM government, 2011)

Challenging and tackling extremism needs to be a shared effort (HM, government, 2013) for this reason, the government has given some types of organisations in England, Scotland and Wales a duty to identify vulnerable children and young people and prevent them from being drawn into terrorism.

The prevent duty

Some organisations in England, Scotland and Wales have a duty, as a specified authority under section 26 of the counter- terrorism and security act 2015, to identify vulnerable children and young people and prevent them from being drawn into terrorism. This is known as prevent duty.

These organisations include:

* Schools,
* Registered childcare providers
* Local authorities
* The police
* Prisons and probation services
* NHS trusts and foundations

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators. We are working to build capacity within the system to deliver training. Individual schools and childcare providers are best placed to assess their training needs in the light of their assessment of the risk. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

The statutory guidance makes clear the need for schools/ childcare providers to ensure that children are safe from terrorist and extremist material when accessing the internet in the settings. Providers should ensure that suitable filtering is in place and that all usage is monitored accordingly.

### **How does radicalisation happen?**

The process of radicalisation may involve:

* being [groomed](https://learning.nspcc.org.uk/research-resources/briefings/grooming/) online or in person
* exploitation, including [sexual exploitation](https://learning.nspcc.org.uk/child-abuse-and-neglect/child-sexual-exploitation/)
* psychological manipulation
* exposure to violent material and other inappropriate information
* the risk of physical harm or death through extremist acts.

It happens gradually so children and young people who are affected may not realise what it is that they are being drawn into.

[> Find out more about grooming](https://learning.nspcc.org.uk/research-resources/briefings/grooming/)

### **Vulnerability factors**

Anyone can be radicalised but there are some factors which may make a young person more vulnerable. These include:

* being easily influenced or impressionable
* having low self-esteem or being isolated
* feeling that rejection, discrimination or injustice is taking place in society
* experiencing community tension amongst different groups
* being disrespectful or angry towards family and peers
* having a strong need for acceptance or belonging
* experiencing grief such as loss of a loved one.

These factors will not always lead to radicalisation.

### **Indicators of radicalisation**

If a child or young person is being radicalised their day-to-day behaviour may become increasingly centred around an extremist ideology, group or cause. For example, they may

* spend increasing amounts of time talking to people with extreme views (this includes online and offline communication)
* change their style of dress or personal appearance
* lose interest in friends and activities that are not associated with the extremist ideology, group or cause
* have material or symbols associated with an extreme cause
* try to recruit others to join the cause

(Home Office, 2015).

### **What to do if you think a child is being radicalised**

If you think a child or the people around them are involved in radicalisation and there is an immediate risk of harm, call 999 straight away.

If it isn’t an emergency, follow your organisation’s procedures. This might include:

* contacting your nominated child protection lead
* calling the police anti-terrorism hotline on [0800 789 321](tel:0800789321)
* calling our [radicalisation helpline](https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/protecting-children-from-radicalisation/)
* [reporting suspicious activity online](https://act.campaign.gov.uk/).

Fundamental British Values at The Chase Nursery Holland

**“Fundamental British Values”**

To help understand how this is put into practice on a daily basis at The Chase Nursery Holland, Here are a few examples are listed below:

**Democracy:** Making decisions together: PSED

Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and opinions, and talk about their feelings. For example, saying when they do or do not need help.

When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Staff can support the decisions that children make, and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are listened to and valued.

**Rule of Law:** Understanding rules matter: PSED

* Staff can ensure that children understand their own and other’s behaviours and its consequences, and to distinguish right from wrong.
* Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone.

**Individual Liberty:** Freedom for all: PSED & UTW

* Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. For example, allowing children to take risks on an obstacle course, mixing colours, or talking about their experiences and learning.
* Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example, in a small group discuss how they feel about the transition from nursery to school.

**Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW**

* Managers and leaders create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
* Children should acquire a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and other among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.
* Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people’s opinions.
* Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

**What is not acceptable:**

* Actively promoting intolerance of other faiths, cultures and races.
* Failure to challenge gender stereotypes and routinely segregating boys and girls.
* Isolating children from the wider community.
* Failure to challenge behaviours (whether this is staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
* That any child should be treated less favourably than another child, for any reason. All children and families will be treated with unconditional positive regard.

**Dated: 26/08/2021 Signed: Print Name:**

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**Witchcraft**

Witchcraft means different things to different people one being ‘the invocation of alleged supernatural powers to control people or events, using sorcery or magic’. In many African traditional beliefs, such powers are said to be given by ‘spiritual’ entities. The agent or medium of the powers is called a witch. The powers are usually malevolent, associated with an intention to do evil to others. However, in other cases, these powers are said to be benevolent, bestowing health and material benefits.

Witchcraft is described by some as the belief in the existence of a dark world on habited by bad beings who are in a constant interaction with the living in the physical world where humans live. It is said that these beings have the powers to override humans wills and wishes and can manifest their powers through human agents. In many parts of Africa and indeed other parts of the world, people believe that these beings roam around seeking someone to possess for evil deeds. They entice their victims in different ways, for example through giving them edible substances like food where the evil spirit can be passed on to the victims. In other instances, certain individuals are said to seek out suck powers in order to perpetrate evil. In these cases, those possessed of these evil powers are called witches. Those who are victims enticed in different ways to take on these powers are believed to act unconsciously, unaware of the evil they cause. Many children branded as witches are seen to fall under this category.

Historical evidence shows that mankind, from prehistoric times, has had belief in super-natural entities and powers. The underlying motive has been the quest for man to find answers to unexplained phenomenon and problems including evil in the world, the meaning of human existence and what happens when one dies. Many new communities in the UK today face so many social and economic problems that create a fertile ground for the belief in the influence of evil spirits to flourish. These include poverty and deprivation, unemployment, lack of success, immigration problems, housing problems, family breakdown, ill health, and many others. These “triggers” lead to children being scapegoated as the sources of these problems leading to them being labelled as witches. The labelling of children as witches is a huge form of emotional abuse and cannot be ignored. Subsequent to that, such children are subjected to many other forms of abuses and harm to punish them for their evil deeds, but also in efforts to exorcise them from the evil spirits ‘possessing’ them. Due to the seriousness of the abuse and harm children branded as witches experience and the long-term damage this causes to their overall well-being, we have termed this phenomenon: “Witchcraft Abuse”

Text

Description automatically generated with medium confidence

In the past, in many African and other communities, witchcraft was always associated with old men and women. Thus, branding children as witches is a recent development among African communities. It seems to be quite contrary to the values that Africans attach to children. Many attribute this new phenomenon to poverty, a breakdown of family and extended family structures – for example because of conflict and war, a dereliction of responsibility to protect the vulnerable by communities and institutions. Now, where ritual killings take place, children are selected on the assumption that they are innocent and therefore represent a perfect sacrifice.

There is no apparent way of determining what kind of children would be at risk of Witchcraft Abuse. However, in the past, the following groups of children are known to have been accused of being witches and have experienced untold abuse and harm as a result:

* Children with disability including autism, epilepsy, downs syndrome and dyslexia.
* Children living away from home in private fostering situations as well as in domestic servitude situations.
* Children living with a relative or a stepparent, with one of the natural parents absent or dead.
* Children whose parents have been branded as witches
* Children who are ‘naughty’, rude or have challenging behaviour or involved in delinquent activity.
* Children struggling with their sexual identity
* Children with learning disabilities or mental health problems
* Left-handed children
* Children who are geniuses or exceptionally bright
* Children living in broken families.

In addition to the forms of abuse identified above, child witchcraft branding can have a number of very terrible consequences for the children involved.

• Child Abandonment and Neglect Many children who are branded as witches are ejected from the family home. With no one to look after them, they end up living on the streets where they are vulnerable to all forms of harm, crime and criminality. According to a report by Save the Children on Child Witches in the Congo, about 80% of the children living rough on the streets of Kinshasa are said to be child witches thrown out by their families.

• Witchcraft Abuse and Child Trafficking Children who are banished from the family home in the false belief that they are witches are very vulnerable to all forms of harm and exploitation while on the streets. At an international conference on witchcraft branding held by AFRUCA in 2011, the link between child trafficking and witchcraft was clearly established. Many children in Malawi who have been disowned because they are seen to be witches are easily preyed upon by child traffickers who exploit their vulnerability for material gain. Such children are trafficked for a variety of purposes including sexual exploitation, forced labour, domestic servitude and so on.

• Missed Education In many African countries children thrown out of the home with no access to support and assistance also miss out on education. As child witches they are not able to attend school because of their status. Lack of education reduces their life chances which lead to a life of poverty and deprivation as adults.

• Sexual Abuse and Exploitation Children abandoned and ostracised by family and friends, especially girls, are very prone to being sexually abused and exploited. As homeless children, they have little or no protection against sexual assault and rape neither do they have any recourse to justice if abuse does occur. Homeless children in many African countries are seen as pests, they have little or no status in society and are considered a liability. Child victims of witchcraft abuse therefore suffer in many ways as victims of abuse.

• Long Term Mental Health and Trauma Many victims suffer untold mental health problems because of their experiences of abuse. The rejection by friends and family can lead to serious emotional problems including depression, self-hatred, lack of self-confidence and low self-esteem.

There is limited knowledge about the scale and prevalence of witchcraft abuse in the UK. A research project commissioned by the Department for Children, Education and Schools, carried out by Eleanor Stobart published in 2006 reviewed 74 cases of child abuse which could be related to accusation of spirit possession and witchcraft, between 2000 and 2005. There were 38 cases with clear-cut evidence of witchcraft abuse. How-ever, based on our experiences of working with different agencies on cases of children branded as witches, we are of the opinion that the numbers identified in the research are underestimated. This underestimate could be due to the poor recording of cases and most especially because social workers and the Police are not properly trained and are not aware of the indicators of witch-craft abuse and hence might not handle or record cases as such. The London Metropolitan Police figures for 2003-2015 showed 189 cases of faith-based abuse. For the period 1st April 2014 to 31 March 2015, it recorded 60 allegations of faith-based abuse. AFRUCA believes that if the other 42 Police Constabularies in England and Wales apart from London properly record cases of witchcraft abuse within their regions, and the cases that have been reported directly to charities like AFRUCA, the NSPCC are collated we would have in excess of over 300 or 400 cases. (http://www.mirror.co.uk/news/uk-news/hundredschildren-abused-being-possessed-9260792) There have been many well publicised cases of witchcraft abuse in the UK. The case of Victoria Climbie, the Ivorien girl tortured to death for being a witch was a case in point. In addition, we have had the case of “Child B” in Hackney who was tortured by her Angolan relatives because they believed she was a witch. In Bradford, a Nigerian pastor was jailed for inflicting physical harm on his children because he believed they were possessed. A Congolese pastor was jailed in Bedfordshire for abusing his two children because he believed they were witches. In 2010, a young Congolese French boy Kristy Bamu was tortured to death in Newham in the belief that he was a witch. As a result of the highly negative media interest, it is possible that exorcist rites have been pushed underground. There are anecdotal reports that exorcism ceremonies over children are carried out in some private rooms in some churches and in homes away from the public eye.

**Online abuse**

Online abuse Is any type of abuse that happens on the internet. It can happen across any device that’s connected to the web, like computers, tablets, and mobile phones. It can happen anywhere online, including:

* Social media,
* Text messages and messaging apps
* Emails
* Online chats
* Online gaming
* Live-streaming sites

Children can be at risk of online abuse form people they know or from strangers. It might be part of other abuse, which is taking place online, like bullying or grooming. Or the abuse might only happen online.

Children and young people might experience different types of online abuse such as:

* Cyberbullying
* Emotional abuse
* Grooming
* Sexting
* Sexual abuse
* Sexual exploitation

Signs of online abuse

a child or young person experiencing online abuse online might:

* Spend a lot more or a lot less time than usual online, texting, gaming or using social media.
* Seem distant, upset, or angry after using the internet or texting
* Be secretive about who they’re talking to and what they’re doing online or on their mobile phone
* Have lots of new phone numbers, texts or email addresses on their mobile phone, laptop, or tablet.

**Support for parents/carers**

* [**Net Aware**](http://www.net-aware.org.uk/)**In partnership with O2. Your guide to the latest apps, games and social media sites kids are using.**
* [**Online safety advice**](https://www.nspcc.org.uk/keeping-children-safe/online-safety/) **Whether you're an online expert or you're not sure where to start, our tools and advice will help you keep your child safe.**
* [**Parent Info**](https://parentinfo.org/) **A website for parents about life online.**
* [**ThinkUKnow**](https://www.thinkuknow.co.uk/parents/) **A website from National Crime Agency's CEOP Command about keeping children and young people safe on the internet.**
* [**UK Safer Internet Centre**](https://www.saferinternet.org.uk/) **Promoting the safe and responsible use of technology for young people.**
* [**Internet Matters**](https://www.internetmatters.org/) **A site to help empower parents and carers to keep children safe in a digital world.**

**Support for children and young people**

* [**ThinkUKnow**](https://www.thinkuknow.co.uk/)**has age specific advice for children aged 4 through to teenagers.**
* [**Own It**](https://www.bbc.com/ownit)**is the BBC's dedicated site for helping young people with life online.**

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Mobile Phone Usage & E-policy**

At The Chase Nursery Holland, we operate a strict no mobile phone policy in the presence of children whilst they are being looked after on the nursery premises.

or students are allocated a personal locker with a key and All staff, volunteer must ensure their mobile telephones are locked away and may not be used in the rooms that children

are being cared in. This includes the nappy changing areas and toilets.

In the case of personal emergencies, with management consent, mobile phones may be

within the confines of the kitchen area with the door shut.

Staff, volunteers, and students have emergency use of the landline telephones in their room, and can give out the following details to receive important

messages:

**01255 812438 (Main Nursery Number)**

If the nursery is unavailable, please phone one of our other nursery sites; Holland Park 01255 425899, Clacton-on-Sea 01255 483141 or Kirby 01255 674050.

The landline phone must not be used to make or receive non-emergency personal calls.

The landlines are used in the event of an emergency within the nursery. Alternatively, calls of a sensitive nature may be made or received from the nursery office if appropriate.

At no point during the working day may any mobile phone be present or on anyone’s person at all. ***Failure to adhere to this policy will result in disciplinary action.***

Staff are aware to be vigilant of others and are expected to report any personal mobile phone use by staff or parents in areas where there are children being cared for.

Whilst on day trips and outings away from the nursery, a letter including the mobile numbers of all senior staff and group leaders will be given out beforehand.

Parents and carers or other people collecting the children should keep mobile phones out of sight, and they should not be used during pick up or collection times. We reserve the right to ask any parent or carer who is on their mobile phone to leave the premises until they have finished their call and put their phone away

This is due to safeguarding the children against unauthorised photos and videos, but also to aid effective communication between the member of staff and the parent or carer, regarding feedback of the day, important reminders etc.

Staff mobiles may be used within the confines of the kitchen when taking their allocated lunch breaks if applicable and never in the rooms in which children are being cared

for or in the presence of children.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Smart watches**

Smart watches may only be worn into the room in the presence of children if the Bluetooth and internet connectivity is restricted, via airplane mode or turning the functions off manually. Staff understand they may not use their watch to receive calls or check messages as this creates a distraction with the potential to be dangerous. Staff are also vigilant of others checking their watches and are expected to report any personal use of smart watches during the day to management. Staff must not use their watch to access photographs or content as children may be exposed to inappropriate images. Staff are also aware that they must not use their smart watches to take photos or voice recordings on their phone using the watch to operate this and are aware that the rules of GDPR prevent voice recording or photographs being taken without the person’s express consent.

Where the ongoing technological advances with smart watches occur, the Nursery reserves the right to request the member of staff to remove their smart watch completely, for instance if it were to become capable of taking photographs.

Wherever possible the Nursery advises staff to avoid wearing a smart watch at work as there is a chance of it being lost or damaged and the Nursery takes no responsibility for this occurrence.

**iPads, Laptops and Computers**

The Nursery uses iPads within the rooms where the children are cared for to observe, photograph and record observations. Staff are aware of the importance to limit this time to allow for the safe supervision of the children and to be positive role models in limiting screen time, and to allow meaningful conversation. iPads are limited to restrict websites that do not need to be accessed during the working day, for example online shopping websites, and the iPads are password protected to restrict the children opening one up and accessing the internet.

The Nursery management regularly monitor the online activity and the quality of observations via the Tapestry website and can remotely restrict access if necessary.

The Nursery management also monitor the photos and videos taken via the

iCloud application. The iCloud password is confidential, and the staff are vigilant in reporting any inappropriate use of the iPads to management.

The Staff also understand that there must not be use of iPads within the area of the children using the toilet or changing.

iPads are not used as a screen for children to watch, for example a film or TV

show, but may be used in small clips to show children for example types of minibeasts. Wherever possible the Nursery also incorporate this information in books and real opportunities to explore, e.g. bug hunts, but the Nursery understands the benefits of such technology to enhancing the learning of the children.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Visitors**

When we have visitors to the Nursery, for example OFSTED they may bring an iPad or Laptop to take notes. The Nursery agrees to this and staff will not leave the visitor alone or unsupervised with the children. Staff understand the risk in the devices being able to photograph or access internet content and if the Nursery deems suitable, we reserve the right to ask the visitor to cover their camera(s) with tape and possibly set the device

to airplane mode. Staff remind parents and visitors to always keep mobile phones out of sight and there are posters around the nursery to reinforce this.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Supporting children’s development / Planning**

To support your child’s development here at The Chase nursery, staff will regularly communicate with parents/carers throughout your child’s time with us here at the setting. We will endeavor to verbally communicate with you where we can, but we also understand we have many busy, working families with us who simply do not have the time at drop off/pick up times for lengthy conversations, therefore we also use our tapestry app to constantly communicate with all of our families. Tapestry can be an amazing tool when used to its ability and offers the opportunity of a wonderful parent partnership. You can upload and send us photos/videos of what your child has been up to at home, any new milestones they have met or simply sharing holiday photos with us that we can use at nursery to incorporate into your child’s session as an ‘in the moment learning experience’.

All staff encourage the children to be confident, independent and develop their self-esteem, and support the children to learn right from wrong by learning our nursery rules, such as ‘kind hands, listening ears, walking feet’ etc.

Children are encouraged through planned and spontaneous ‘in the moment’ activities by their key worker to support each child’s development and help give them the best start in life. All children are treated as an individual and each child is given a key worker based upon the person, they bond best with on their settling in sessions.

We use the EYFS framework 2021 and birth to 5 matters guidance to track each child’s progress and set next steps each term for that child to work towards achieving.

When your child first starts at The Chase, the parent/carer will complete an initial baseline assessment on the child which gives us a starting point for when they join the setting. Within the first 2 weeks of the child settling in, we get to know your child’s strengths, interests and and if any cause for concern. After the initial next step of ‘settling in and building a relationship with the key worker’ we set another next step for them to work towards achieving by the end of that term.

We gather evidence of a child’s progress through using paper-based Learning Journals ***(implemented Sept 2021 along with using the new non-statutory guidance)*** Each key person completes one purposeful observation per week on each key child. This, alongside strong key worker knowledge of the child is our evidence of how each child is progressing throughout each term. We look at any ‘causes for concern’ and work with parents/carers to support the child. Our children’s scrapbooks are to show case an individuals work and any ‘wow moments’ in their learning & development.

We use our Tapestry as a communication tool for our parents to gain an insight into what news we need to share, newsletters, dates for your diary and important updates. We will share ‘childs first day’, concerts, music & rhyme time and a snapshot of the fun & pride gained from a child’s perspective.

All children have a 2 year check completed (when appropriate) upon entry of the setting, (usually completed within the first month attending the setting). This is based on the prime areas of learning and is usually held with the nursery, parent/carer. The health & family support worker will do an integrated review (feee2 children) and this can be done at the setting working in partnership with Parents, health visitor and keyperson.

Each child also has an end of term summative assessment completed, using the areas of learning from the birth to 5 matters to record where the child’s development is at, and look at what stages their individual development falls into. We hold parent meetings to discuss these when completed which gives both parent/carer /keyworkers the opportunity to meet and discuss the reports. A copy of this report is kept in the learning Journal of the child and to use to refer to and track progress or where interventions may need to be implemented.

The Chase nursey have all round yearly topics that all 4 settings follow for keyworkers to weekly plan for the needs of all children that are age appropriate for each room. This will be put onto tapestry for all parents to see what the topic of the week is and engage accordingly. Any theme days/ dress up/ events will be communicated via tapestry to all.

**Early Years Statutory Framework 2021**

**Birth to 5 Matters** 2021

**Dated: 01/09/2021 Signed: Print Name:**

**Review date: 01/09/2022**

**Parental involvement policy**

We believe that by involving parents and carers this creates a mutual respect and trust. Parental involvement is not only beneficial to the child and parent as well as the nursery, it also eases the child's transition from home to nursery. We see parent’s roles as a valuable resource and asset and seek to involve them as much as we can e.g.: nursery outings, Open days, Christmas party, helpers or volunteers.

We encourage parents/carers to add pictures with written descriptions of their own, on Tapestry which we then share at nursery.

Parents are also asked to complete their child’s ‘All About Me’ with information regarding their child’s likes/dislikes prior to their child starting nursery.

**The nursery will:**

* Regularly exchange daily information between parent / carer, staff/key worker at the start or end of their child’s session. If necessary, an appointment can be made for a more in-depth conversation.
* Take appropriate and prompt action and record and maintain any concerns that are raised. Please see the complaints and concerns policy.
* Ensure that all staff will respect privacy and confidentiality of each child, parent /carer. Private discussions with parents can be arranged and take place privately at the nursery setting or over the telephone.
* Provide regular information to parents/carers through Facebook, nursery website or tapestry. Parents are sent termly Newsletters through tapestry that have details of upcoming events, celebrations and other information. Parents/Carers also have access to Tapestry which has up to date information with our daily planned activities.
* Only release children from the care of the nursery to persons named by the parent/ career. If the person collecting does not know the child’s password, we will contact the parent/carer before allowing the child to leave. Please see our policy on collection.
* If a child is identified as requiring additional support the SENCO (Stacey Arnull) with the parent/carers permission will give appropriate information to referring agencies and our Inclusion Partners.
* If we suspect a child has an illness, we will observe the child and call parents/carer if we feel the child needs to be collected.
* We give out end of term questionnaires and encourage parents/Carers to fill these out for us to obtain feedback on their child’s learning and aid our future practice.

**We hope that parent / carer will:**

* Feel able to attend the Nursery at any time, to discuss their child (e.g. on arrival / departure or a designated appointment time).
* Keep children who are unwell at home and ensure that they are fully well and healthy before returning.
* Report their child’s absence to the nursery by 9.30am which is in line with our safeguarding policies.
* Hand all prescribed medicines/medicines /creams to a Qualified member of staff along with the dosage, times & storage instructions which will be recorded on a medication form along with the parent /carers signature. For all daily prescribed medicines/medication E.g asthma pumps, milk etc please speak with the manager who will complete a separate medical condition/allergy form which is kept at nursery.
* Inform us of any changes at home within the family unit, which may affect their child's behaviour.
* Keep us regularly updated with any changes such as address, contact numbers, etc, please ask for an updated contact sheet from your manager.
* Accept and adhere to the policies in the Nursery.
* Discuss any concerns or comments on the working attitudes of the Nursery. This can be done in either in person or via telephone.
* Use Tapestry as method of sharing news, wow moments with the nursery.
* Encourage your child to complete any extended learning with you at home.
* Ensure all payments are kept up to date, discussing any financial problems with your nursery manager as soon as possible.

**Your child’s Birthday**

If you wish to bring in treats for your child’s birthday, then you can, and your child can hand these out at the end of the day. We ask for you to check with your nursery manager to check what is allowed within the nursery. We are a NUT FREE NURSERY and have children who may allergies to consider.

We will willingly take photos of your child which we will share with you on tapestry.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Sick Child Policy**

The sick child policy for this nursery is that all children who unwell / not fit for nursery are to be kept at home until they are fit and healthy to attend.

If a nursery practitioner believes a child has become unwell whilst at nursery, they will inform a member of management, if the member of management feels we cannot offer the appropriate care or feels the child may be infectious they will contact the child’s parent/carer to collect them. If a child is off sick or will not be attending their session, we ask parents/carers to contact us on that morning or in advance of their child’s absence of any illness or conditions so we can inform other parents/carers of any possible outbreak.

In the event of a child being taken ill whilst at nursery the following procedure is adhered to:

1. Reassure and offer comfort to the child (isolate from other children if necessary).
2. Temperatures of an unwell child are to be taken and recorded using a digital forehead thermometer. These temperatures are recorded and rechecked if a child should continue to display, they are unwell.
3. Contact parent / carer first - unless emergency where 999 will be contacted initially.
4. Contact emergency contact number if unable to contact parent (from register).
5. A member of staff to fill out the appropriate forms child sent home form/ raised temperature form
6. Stay with child until parent / carer or emergency services arrive.
7. If unable to contact parent / carer a member of staff will stay with the child until parent / carer can be contacted.
8. Notify Ofsted of any infectious disease that a qualified person considers to be notifiable. If deemed an outbreak and meeting a certain threshold by contacting Public Health England (PHE) 0300 303 8537 and the local authority (LA) Essex County Council on 0345 743 0430.
9. A record will be filed and held at nursery.

**COVID-19 (Please see our Covid-19 Policy)**

The Covid-19 outbreak is an ever-evolving situation and it is imperative that we all try to stop the spread by installing good cleaning regimes, implementing protective measures and effective infection protection and control. Our Policy and procedures set out clear preventative measures that all staff and our families of all Chase nurseries understand and follow.

Children can get coronavirus (COVID-19), but they seem to get it less often than adults and it's usually less serious.

The main symptoms of COVID-19 are:

* a high temperature
* a new, continuous cough – this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours
* a loss or change to sense of smell or taste – this means they cannot smell or taste anything, or things smell or taste different to normal.

If your child seems very unwell, please contact NHS on 111 or 999 if an emergency.

**Below are some of the common illnesses and infections along with the time allocation for absence which is the policy this nursery adheres to.**

**COVID-19** positive test result from a PCR test – isolate for 10 days

**Conjunctivitis** 24 - 72 hours

**Head Lice** Until fully treated (lice have completely gone)

**Influenza** Until clinically well

**Parvovirus** Until clinically well

**Slap cheek**  disappearance of rash

**Chicken Pox** 10 - 14 days (when all spots are scabbed over)

**Whooping cough** 21 days from onset of cough

**Measles** 5 days from onset

**Hand Foot and Mouth** 7 day of rash

**Mumps** Until swelling

**German Measles** 4 days from onset has subsided of rash

**Worms**  Until fully treated

**Impetigo**  Until rash has cleared up 5 days

**Gastro enteritis**  24 hours clear from vomiting and normal stools.

**Medicine Policy**

The medicine policy for this nursery is that we are prepared to administer medicines/ creams under the conditions that follows:

* We are only allowed to administer prescribed medicine or cream.
* Medicine must be in original containers and clearly labelled with the child’s full name.
* All instructions for storage, dosage and administration are clearly labelled.
* Staff must only follow the labelled instructions.

**All medicines / creams**

No medicines are to be left in a child’s bag/ or at children’s level/unsupervised.

They should be stored in the medicine cabinets/ fridge (medication box)

Medication must be handed over to the staff, where the staff/parent will complete a medication form. All parents/carers must give prior written permission to administer the medication/cream.

All medicine records are filed termly.

If the administration of prescribed medicine requires technical/medical knowledge, individual training may be required, or the parent/carer may have to come into the nursery to administer/instruct at the necessary times. Training would be specific to the individual child.

**Calpol/Nurofen and Piriton**

We have ‘nursery’ Calpol/Nurofen and Piriton at the setting which is administered in an emergency. Consent is held within the child’s registration details giving staff permission to administer Calpol/Nurofen or Piriton, however, we will attempt to contact the parent/carer before administering the medicine. If we cannot contact the parent/carer the manager will assess the situation and administer the medicine if they feel necessary.

Please note, if you feel necessary to administer Calpol/Nurofen to your child before their day at nursery, please assess if you think they are well enough to be in nursery for the full day and let the staff know on arrival.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Accident Policy**

The accident policy for this nursery is that all accidents are recorded on an accident form and to be placed in the accident folder by the member of staff dealing with it and the appropriate action is taken. Only staff that are first aid qualified will deal with any accidents/injuries within the setting.

**Examples:**

**Grazes:** Cleaned, cuddle & reassurance given.

**Trapped fingers:** Run under cold water, cuddle & reassurance given.

**Tripped over:** Check for marks, cuddle & reassurance given.

**Bumps to head:** Cold compress, cuddle & reassurance given.

**Severe bumps to head:** Cold compress, contact parent / carer, contact GP / hospital if necessary. Cuddle & reassurance given whilst waiting.

On entering the nursery, if a child has a mark or parent/carer notifies us of a previous accident (at home or on the way to nursery), they will complete an ‘EXTERNAL INJURIES’ form to provide us with details on the accident and any medication/first aid they may have received. This is then filed and evaluated at the end of term.

When the parent / carer arrives to collect the child, they are informed of the accident and are asked to sign our accident/incident form. All head injuries have a separate form to go home and the parent is notified via telephone straight away.

In the event of a child requiring further medical treatment and if no parent / carer can be contacted a member of staff will accompany and stay with the child until the parent / carer arrives.

All accident/incident forms are evaluated at the end of the month by the room manager, then discussed with staff at the end of term outlining any concerns, which will be communicated to parent/carers if/when necessary.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Collection Policy**

It is the nursery's policy that all children should be collected at the end of their session on time by a parent/carer. If there are any changes to this which will result in the late collection of your child, due to unforeseen circumstances, the parent/carer is to notify the nursery verbally using a password or in writing.

If somebody other than the regular person is to collect your child at the end of their session the parent/carer is again to notify the nursery verbally. The person collecting the child will be asked for their unique password, without this we will be unable to allow the child to leave with them. The person collecting your child must be over the age of 18.

Please ensure that all your child's belongings are collected as you leave i.e. coats, work and lunchboxes if applicable.

**IMPORTANT NOTICE RE DIVORCE / SEPARATION**

Only proof of a court order can determine who is allowed or not allowed to collect the child(ren) from nursery as stated in our registration forms.

**There is a fee of £5.00 for every 10 minutes, for any unauthorised late collection to cover the cost of extra staff. Parents/carers must sign the ‘late form’ on collection with the time they collected the child, this is to then be handed to the manager who will raise an invoice for this.**

**Parent / Carer failing to collect**

In the event of a parent / carer failing to collect their child it is the nursery's policy to adhere to the following procedure:

**1.** Two members of staff to remain with the child, one to reassure the child whilst the other staff member follows point 2 - 5.

**2.** Try to contact the parent / carer on numbers given for work and home and emergency numbers if parent / carer has failed to collect their child after 10 minutes of the agreed session time.

**3.** Wait for the parent / carer to arrive if contact has been made.

**4.** If unable to contact any parent/carer or emergency number via phone, text and email (all contacts listed) after an hour we will contact the owner of the nursery (Kerry/Richard) to inform of the situation and that we will be contacting the Childrens & families hub.

**5.** If unable to contact Social Service we will contact the local police on

01245 491491

**6.** A late report will be filed and held at the nursery.

7. In the event of a parent /carer contacting us to inform us of a delay we will care for the child with a minimum of two staff members on the premises.

**Lost Child Procedure**

In the event of a child going missing, the nursery will adhere to the following procedure.

1. Inform the Manager / Deputy of the child who is missing at once.
2. The daily register will be checked to ensure the child has not left the nursery for any reason, eg. medical appointment/illness
3. A thorough search will be carried out in the nursery building and the outside areas, ensure all boundaries are locked and secure.
4. Member of staff to check CCTV to spot the last sighting of the child.
5. Manager/Deputy will then alert an appropriate member of the school for them to implement their lost child procedure.
6. A 2nd thorough search of the premises both inside and outside will be carried out along with constant liaison with the school. And owners will be contacted to inform them.
7. Inform the parent / carer and police of the current situation once the above points 1- 6 have been carried out.
8. A written incident report will be filed and held at the nursery.

A full investigation will be carried out following the submission of the incident report by the office manager.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Nursery events, Outings & Educational visits Policy**

All nursery functions and outings follow these procedures to always ensure the safety and well-being of the children.

When these are held at a venue outside of the nursery it is the policy of the nursery to carry out the following procedure.

**Nursery events:**

**1.** Inform all parent / carers of the proposed activity via tapestry.

**2.** All necessary staff, volunteers and students attend.

**3.** Staff, parents, students and volunteers are deployed around the venue to ensure that all exits are covered at all times.

**4.** Children are marked on the register at the time of arrival and are accompanied by a qualified member of staff when leaving the venue to use the toilet.

**5.** Equipment and resources taken are as follows:

**Register, Address Book and mobile phones.**

**(Parental consent forms in the register).**

**First Aid box, Change of clothes and nappies.**

**Refreshments and food.**

**Outings/ our nursery beach hut**

The nursery will on occasion take children out on outings for educational and learning purposes. This gives children the opportunity to explore their local town and learn within their natural environment.

Parents will be informed before any child is taken out of the setting for any outings via telephone/face to face contact prior to the outing. Parents/carers would have signed a permissions form before either in their registration packs (new children) or from a letter (existing children).

Staff ratio will be kept during the outings, sometimes having more staff when necessary.

Equipment and resources taken during the outing are as follows:

**Register, Address Book and mobile phones.**

**First Aid box, Change of clothes and nappies.**

**Refreshments and food.**

Risk assessments will be completed before any outing takes place and updated throughout the visit.

**Educational visits**

These may be to the Post Office, Library, Beach School, or any other educational sites, and parents / carers are requested to sign the consent form in their child's registration form and will be verbally made aware in advance either via telephone or face-to-face.

Risk assessments will be completed before any visits take place.

Staff ratio will be kept at all times, sometimes having more staff when necessary.

During any visit outside of the nursery/school boundaries we will always follow the ratio of one adult to two children, ensuring there are plenty of First Aiders and all of the appropriate equipment we need to keep all of the children safe and protected.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Personal Welfare Policy**

The child’s welfare is paramount. This being the case we will at times have to assist the children in certain areas of their own personal hygiene some of which are listed below.

**Washing hands**

We will help the children wash their hands by applying them with soap, turning on the tap for water and drying their hands at any required time, however, we encourage the children to complete this task independently, particularly when approaching school age.

**Toilet**

We will support your child in the process of toilet training. This may include the use of the child’s own potty, with a member of staff in attendance.

Also, when the child has progressed to the use of the toilet we will often have to help with the removal of the clothes if required and sitting the child on the toilet. This involves both the member of staff remaining to encourage the child and helping to clean the child in the appropriate manner when required.

**Intimate Care Procedures**

Our changing stations are at an appropriate height to ensure staff are not bending over to change nappies. Children are encouraged/helped to mount the steps and lay safely on the top of the changing station on the changing mat provided.

When changing a child’s nappy, the practitioner will ALWAYS wear a fresh pair of gloves and apron, changing them when changing a new child’s nappy. We will always clean the changing facilities with an anti-bacterial wipe/Spray ensuring the surface is fresh and clean for the next child being changed. All nappies, wet or soiled, are put into a nappy bag and then into the sanitary waste bin which gets emptied daily. Practitioners will help and encourage children to wash their hands after having their nappy changed washing their own hands with the children, promoting healthy routines and showing good role model behaviours. If practitioners notice any unusual or concerning marks on a child’s body whilst changing them, it is their responsibility to notify the Safeguarding Officer (Caroline Low or Kerry Boughey) at the most convenient time.

**Change of clothes**

There will be times when we will have to change your child for their own comfort i.e. spilt drink or paint etc, meaning a complete removal of their own clothes to enable a member of staff to replace them with clean clothes from their bag. Although assisted, all hygiene routines are encouraged to be completed independently as this helps the child’s confidence in their abilities, and ensures children understand the importance of privacy.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Healthy Eating**

All parents/carers must sign our registration pack prior to their child starting nursery informing us of any allergies or intolerances that the child may have with any foods or drinks. All information on allergies is displayed by the kitchen/snack area. A wide variety of fruit and vegetables are available daily and children are encouraged to try new foods on offer during snack times during morning/afternoon sessions. The children bring In a named water bottle, and all children have constant access to water throughout their day and milk at snack times. We encourage all children to eat a healthy, balanced lunch and staff monitor this on an individual basis. If a staff member has any concerns over the variety of lunch that has been packed, they will speak with the parent/carer on pick up.

**Nut Free Procedure**

The safety and the protection of children at this nursery is our priority.

This being the case we have are a **nut free nursery**.

To help us to achieve this we ask that parents / carers do not allow any nut products in their child’s lunch box for snack or lunch.

This includes nuts, walnuts or any spreads containing them along with cakes and biscuits.

**Duty of Care**

For any child that becomes unwell please refer to our Sick Child Policy.

**Accidents and Incidents**

If your child needs assistance with an accident or incident i.e., nosebleed etc, the staff may have to use appropriate resources in dealing with the situation. We put all our staff on the next available Paediatric First Aid course once employment has started.

At all times the children’s individual needs are respected.

All parents/carers are informed by written and verbal communication as in our Parent in Partnership Policy.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Equipment and Toys Policy**

All equipment and toys that are used both inside and outside areas of the nursery are checked regularly by carrying out daily risk assessments. The purchasing of new equipment both inside and out is ongoing. We make sure all new purchases are age appropriate.

**Indoors**

All toys are cleaned/sterilized and checked regularly and if necessary mended or disposed of as with the larger equipment, child sized tables, chairs, and benches. Toilets and all relevant equipment are child friendly.

All plugs have safety caps fitted and all electrical equipment has an up-to-date PAT test carried out by a qualified electrician annually. All doors to the outside are bolted at adult height or locked when appropriate.

**Outdoor**

Outdoor boundaries are checked to ensure they are locked and secure, prior to children arriving, and at regular intervals throughout the day. All toys are cleaned and checked regularly and if necessary mended or disposed of, as with the bigger equipment table’s chairs and benches, slide, climbing frame, large sandpit.

Play equipment is kept dry and clean to enable children’s safe play.

Sand is covered and changed regularly. The garden plants are kept trimmed and neat and tidy. Fences and gates around the garden are kept in good condition and secure.

**Fogging system for safe Covid 19 cleaning**

The nursery equipment is cleaned as required throughout the week and fogging takes place at the setting every fortnight. This is highly effective, fast, and entirely safe using a disinfection of high touch areas and surfaces. All toys are cleaned and sanitised using Milton and cleaned throughout the day using antibacterial sprays/wipes.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Equal Opportunities Policy**

We believe that early learning experiences can significantly affect a child's subsequent achievement in school and their later life. By encouraging a positive world view of people by promoting positive images of all children, regardless of their colour, disability, gender, cultures, religions, languages, and dietary needs, we value each child equal to the next. All children are unique, and it is our policy to support and treat all children in all stages of their development as equals. All practitioners teach children on an individual basis dependant on each child’s learning style for example “COEL, is this child an active learner?” practitioners also support work towards offering all children experiences that wouldn’t normally be offered at home, for example if garden activities for a child who wouldn’t have garden access at home.

When we receive their registration form it is the dated and filed and the children placed on our waiting list in date order.

The nursery promotes equal opportunities with regard to employment. Staff are required to sign the equal opportunities declaration form if in agreement with the nurseries policies. All staff are given the opportunities to update their knowledge on training courses as and when they become available.

**The nursery will:**

Advise new staff, visitors and parents / carers on the promotion of equality by showing them our policy and discussing the way we promote equal opportunities within our setting if requested.

For those children for whom English is their second language, we are able to provide leaflets, information from other sources i.e. Early Years advisors and area SENCo’s, TLC website, ENCO, Essex local offer and our designated inclusion partners to help with the understanding of our policies.

Liaise with parents/carers to ensure that all children’s records contain information which enables the appropriate care to be given, whilst they are at nursery. We will remind parents to update any details should they need to via our tapestry app, through the termly newsletter.

Challenge racism and all other forms of discrimination that disadvantages children by looking at role playing, talking and discussing people’s beliefs, cultures, colour and gender through the use of toys i.e., dolls, books and posters, festivals and multi-cultural foods.

Ensure children encounter different cultures, music, and images by enabling them to dress up and act out role play situations using a range of resources and props including multi-cultural props and a variety of musical instruments.

Provide a variety of equipment which relates to different cultures and religions by using resources such as multi-cultural toys, books, food and festivals and celebrations.

Offer and provide equal chances and opportunities for all the children to participate in all aspects of nursery life ranging from exploration, experimentation, creative to physical activities.

Work together towards removing prejudice, harassment and discrimination through stories, group discussion using a range of topics depicting different ways of life, our emotions, life experiences and issues.

Build the children’s self-esteem through praise, by encouraging their independence and setting tasks that are achievable according to the stages of a child’s development.

Start to prepare all children for the shared responsibilities of citizenship in the modern world through their first-hand experiences at nursery, along with the inclusions of the children’s recollection of first hand experiences from home.

**Anti-discriminatory practice is promoted throughout the nursery by:**

Giving all the children the opportunities to participate in all the different aspects of nursery life.

Treating all children as equals and making them feel valued and confident in their abilities and to help them appreciate and value others.

Displaying a variety of posters, wall displays and language which promote equal opportunities throughout the nursery by a positive approach to race, cultural, religious diversity, and stereotypical roles.

Ensuring that all children can share their experiences both inside and outside the nursery with others in large or small groups.

Looking at various topics throughout the year which include religious festivals and celebrations around the world as well as cultures using role play, dolls, books and other resources.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**SEND and Inclusion Policy**

**Aims and Objectives**

At The Chase Nursery Holland-on-Sea, our aims with respect to children with special educational needs are as followed:

* To create and provide an ethos in which all children are valued and diversity of experience, interests and achievements are celebrated.
* To provide a safe and secure, friendly environment which caters for the needs of all children.
* To ensure that the special educational needs/disabilities of each child are identified, assessed, provided for, and rewarded regularly.
* To identify the roles and responsibilities of staff in providing for children’s special educational needs.
* To ensure that parents are informed, involved and supported as early as possible about their child’s special educational needs.
* To meet all legal requirements and to follow the SEND Code of Practice 2015.

**Personnel and Roles**

At The Chase Nursery our Special Educational Needs Co-ordinator (SENCo) is Miss Stacey Arnull . She is responsible for the day-to-day provision for children with special educational needs and or disabilities. Together with the Key persons in our early years setting, our SENCo maintains and oversees all records for children with SEND. The SENCo will liaise with parents/carers and our other staff regularly regarding the children’s needs. They will also liaise with outside agencies such as health and family support services, community paediatrics, education, and social services where necessary. The parents/carers will be continually involved throughout and can see the child’s key worker or SENCo whenever needed via booked appointments.

**Nursery Practitioners**

At The Chase Nursery Holland, we aim to offer excellence and choice to all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel they are a valued part of our nursery community.

We respect the children that:

* Have different educational and behavioural needs and aspirations
* Require different strategies for learning
* Acquire, assimilate, and communicate at different rates
* Need a range of different teaching approaches and experiences

Staff respond to children’s needs by:

* Planning for children’s full participation in learning, including physical and practical activities
* Helping children to manage their behaviour to take part in learning effectively and safely
* Helping children to manage their emotions. trauma or stress
* Managing practitioners by directing them in supporting individuals or groups of children
* All practitioners are teachers of SEND and are responsible for putting into practice the nursery’s SEND philosophy and policy

**Staff SEND training and specialism**

The Chase Nursery Holland encourages all staff that are recruited to further their continuous personal development by offering courses which not only support them individually but assist our children that may need it and their families. All staff have the opportunities and are encouraged to undergo further training throughout the year. Specific SEND needs that require additional specific training, are looked at on an individual training. We also have an ENCo (Elizabeth Pepperrell) who oversees any ENCo related audits and ensures we are provided with the relevant information and resources we need..

**Admission**

SEND Code of Practice 0-25 years (COP) 1.4

*1.4 Early years providers, schools and colleges should also take steps to ensure that young people and parents are actively supported in contributing to needs assessments, developing and reviewing Education, Health and Care (EHC) plans.*

*Specifically, local authorities* ***must***

*• ensure the child’s parents or the young person are fully included in the EHC needs assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan (Chapter 9)*

*• consult children with SEN or disabilities, and their parents and young people with SEN or disabilities when reviewing local SEN and social care provision (Chapter 4)*

*• consult them in developing and reviewing their Local Offer (Chapter 4)*

*• make arrangements for providing children with SEN or disabilities, and their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability (Chapter 2)*

The Chase Nursery Holland welcomes children with Special Educational Needs to the setting in line with the admissions policy for early years, which are determined in partnership with the owner and are in line with the above statement from the SEND Code of Practice 0-25 years 2015(COD).

**Identification of SEND**

The Nursery practitioners are the significant persons in the identification of a child’s Special Educational Needs and uses the following:

1. Records and reports
2. Nursery records
3. Portage records
4. Speech Therapy and health reports
5. Annual reports
6. Ongoing assessments

The SENCo investigates any practitioner concerns or expressions, or concerns by parents carers or any other adult involved with the child, and may use additional assessments as necessary e.g. baseline assessment, language observation etc.

The nursery keeps a register of those pupils identified as having Special Educational Needs.

The Nursery works with parents/carers and a variety of outside support agencies including:

* Speech and Language
* Educational Psychologist
* Behaviour support services
* Paediatricians or other medical services
* Occupational Therapist
* Physiotherapist
* Educational welfare officer
* Children’s services
* Child and Family Support Services
* Inclusion Partners

**Assessment**

After a concern has arisen, the most appropriate course of action is then decided upon and “*Outcomes”* are drawn up if necessary. To help the child who has Special Educational Needs and or disabilities, this nursery has adopted a graduated response as set out in the SEND Code of Practice 2015. This approach recognises that there is a continuum of Special Educational Needs and/or disability and where necessary, brings specialist expertise to bear on the difficulties that a child may be experiencing.

**Early Intervention (EI)**

Once a concern has been expressed about the child’s progress the nursery practitioner will share their concerns with the SENCo. The child may receive extra support within the setting to help and complete their *“Outcomes”.* The SENCo will discuss all information with the parent/carer and ensure they have regular discussion to ensure the continuation of care for their individual needs.

**Early Years Action (EYA) and Early Years Action Plus (EYA+)**

Once all relevant information is gathered, the SENCo and child’s key worker will decide on the action needed to help the child progress. Outcomes are set up with targets and shared with parents. These will generally be reviewed every 6-8weeks or at least termly and the child’s progress discussed. The child may be entered onto the Early Years Action Scheme, but if the Nursery feels the child needs extra support from outside agencies this will extend to Early Years Action Plus. At this stage the child may receive a higher level of support. Therapy may have been referred to outside agencies e.g. Speech and Language Therapy may have programmes to follow, set up by these agencies. Targets from these may be included on the child’s Outcomes.

Outcomes will be set to be SMART (Specific, Measurable, Attainable, Realistic and Timed) and targets will be clear for the children and will detail:

* The short-term targets set for the child
* The strategies to be used
* When the plan is to be reviewed
* Success and/or exit criteria

**SEND Procedure and Practice**

We ensure that children with Special Educational Needs have access to all areas of the Nursery and will integrate them fully into the environment and within the daily activities. Through weekly planning, tasks are differentiated, when necessary, to meet their needs.

**Parent Partnership**

The child’s Key Worker is available to discuss any progress with the child at any time. If a parent would like to make a meeting so they have longer to thoroughly discuss their child, this is fine through a mutually agreed time and day. If the parent/carer would like a SENCo present to discuss any Outcomes etc, this is also possible through a meeting time.

**Monitoring and Evaluation**

The SENCo works alongside the staff and management to ensure the child is receiving the best possible care, and all relevant procedures are in place to help the child thrive and be happy with their progress being monitored, evaluated and assessed on a regular basis.

**Complaints Procedure with regards to SEND**

The nursery’s complaints procedure is set within out in our policies. A copy of this is available on request.

**The Disability Rights Code of Practice for Schools**

Part 2 of the Special Educational Needs and Disability Act 2001 amends the Disability Act 1995 to prohibit all schools/nurseries from discriminating against disabled children in their admissions arrangements. The reasonable adjustments duty on school does not require the provision of auxiliary aids and services or the removal or alteration of physical features. Decisions about the provision of educational aids and services for children with SEN will continue to be taken within the SEN framework.

The Chase Nursery Holland is fully committed to the above statement and will make all reasonable arrangements to provide inclusive education and services for all those involved with the nursery.

**Cross reference Disability Equality Policy**

At The Chase Nurseries, we are committed to ensuring equality of each child and opportunity for disabled children, staff and all those receiving services from the nursery. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully within the nursery setting. The achievement of disabled children will be monitored, and we will use this data to raise standards and ensure inclusive behaviour. We will make reasonable adjustments to make sure that the environment is all accessible as possible. We believe that all children should be respected and celebrated by all those who learn, teach and visit here, regardless of their race, religion or ability.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**The Chase Nursery Holland Local Offer**

The Chase Nursery Holland welcomes all children with Special Educational Needs and Disabilities to the setting. We aim to be always inclusive and respectful of each individual child’s needs. As an inclusive setting we ensure all children are provided with a safe, secure, and friendly environment.

Our trained SENCO is Miss Stacey Arnull, she has been working with SEN children and young people with additional needs and/or disabilities for over 4 years also helping others with their SENCo training.

All children are allocated a Key person who will be responsible for completing observations on your child, however if you have a child that requires additional support during their time at The Chase Holland, our SENCo will be on hand to offer all the support and advice needed.

**Our Building**

The Chase Nursery is situated within Holland on Sea and is a house provision building. Parents can park alongside nearby roads, taking care not to block resident’s driveway entrances and to adhere to residential speed limits. The nursery has 2 entrances to accommodate our children in the 2-3 and 3-4 rooms. We also have an after school club that is facilitated upstairs and is well equipped for children ages up to 11 years old.

Our outdoor back garden is a large space and has the areas of learning as a focus throughout the garden which is ready for all of our children to explore and create their own adventures.

**Our staff & their responsibilities**

Our SENCO Stacey Arnull assists and supports the staff on how to monitor our children’s care and development. She will make sure that the staff are working on the child’s outcomes, whilst making sure that both the child and their parents are at the center of all decision-making processes and to implement ‘The graduated Approach of ‘assess, plan, do & review. Through this cycle, actions are reviewed and refined as understanding of a child’s needs and the support required to help them secure good outcomes.

All staff are aware and use Makaton during the day-to-day routine of the nursery with all children. All staff are pediatric first aid trained when used in ratios. Some staff have Autism awareness training and participate in additional in-house training.

Our Safeguarding Officers are Caroline Low and Kerry Boughey. They are responsible for any safeguarding issues. Please refer to our Safeguarding Children Policy for more information.

**How can we identify that a child needs extra help and support?**

We complete ongoing observational assessments of all children in our care. These are linked to the Birth to 5 matters which shows the Stages of Development set by the non-statutory guidance and we also follow the send code of practice 0-25 years. This can help us identify children who are not meeting their developmental goals. These observations are discussed with other staff, the SENCo and Manager. It is then decided which the most effective plan of action will be to support their needs.

If you have any concerns about your child’s development, you can ask for time to discuss this in private with us. If your child’s key person has identified a possible individual need, they will discuss the matter with you in private and together plan to support your child’s learning and development.

Reports from health care professionals, such as Health Visitors and Speech and Language Therapists can identify children’s individual needs. The setting welcomes parents and professionals to share these reports with us to plan appropriately to meet individual needs.

**How we will support children who may Special Educational Needs/disabilities?**

Our SENCo will explain how children’s individual needs can be met by planning support using Outcomes and/or a One Page Profile or in some cases, a One Plan. We will also gather further guidance and advice from our designated inclusion partner. The SENCo will also explain who can become involved in your child’s development and their role. The Key Person will work with the SENCo to oversee the individual targets for your child. The Key person will be in most sessions with the child, with the SENCo at hand for support. They will identify individual needs and plan next steps, accessing additional support from others where necessary.

The Chase Nursery works with the parents/carers alongside a range of support agencies including; (this is not an exhaustive list)

* Speech and language therapists
* Educational Psychologists
* Behaviour support services
* Paediatricians and/or other medical services
* Occupational Therapists
* Physiotherapists
* Educational welfare officers
* Children’s services
* Child and family support services
* Inclusion Partners

**How do you know your child is developing?**

Children at The Chase Nursery Holland have a Learning Journal profile which contains children’s work and observations completed by the Key Person and summative assessments are undertaken at the end of each term to highlight progress or any concerns. Parents are encouraged to share their child’s learning at home through Tapestry or parent meetings. We also encourage parents to share their child’s progress at home using our ‘Wow’ moment slips. In addition to this we also hold coffee mornings and meetings regularly.

**How will you be involved in the planning for your child’s education**

Parents are involved from the initial visits at nursery to register their child at the setting. The child’s strengths, needs, likes and dislikes are discussed at this point. Parents are encouraged to share information with members of staff from the on-set and on an on-going basis about individual needs of their child via questionnaires sent home, suggestion box and Wow moment slips and using Tapestry to upload pictures of their learning at home. We also welcome parents to inform us of any agencies involved with the child/ family. Planning is visibly displayed in each of the rooms and for parents to view if they wish.

All Outcomes and One-page & One Plan profiles will be discussed and shared with Parents/Carers and any supporting agencies that may be involved.

**How is a decision made with regards to additional help offered?**

Decisions are made about how much support a child can receive by monitoring and observing the child which is completed by the key person in the setting. This is then discussed with parents, SENCo and the Manager. Observational assessments linked to the EYFS development matters and knowledge of the child’s development will be used to identify the type of support required. Extra support will be put in place, when necessary, with the aim of enabling the child to become independent within the environment. On-going partnerships working with parents, by the setting and other professionals involved with the child/family will support the decision-making process. The SENCo will advise on the process of applying for extra support.

**What support will be there for my child’s well-being?**

Each child that attends our nursery we want them to feel safe and secure and happy. Children need a range of opportunities to be active. Our staff are good role models to help all children that attend try new experiences by offering a broad and fun curriculum. We actively promote how we are feeling and teach children that it is okay and normal to go through a range of feelings and emotions.

We will help any child that may be struggling or who may need some ‘quiet time’ by giving that child what they may need.

We make sure that all children will be encouraged to take part in all trips and reasonable adjustments will be made to ensure that this can happen. If your child has special educational needs and an upcoming trip may require further planning, the key person or SENCo will liaise with you before the trip to ensure that your child has every opportunity to take part.

**How will the setting prepare and support my child to join the nursery setting, transfer to a new setting and or the next education stage and life?**

We offer settle sessions as part of our registration process, but we can extend these sessions if your child should need it.

We will complete an initial parent meeting appointment that gives the parents/carers to go through their concerns, insight to home life and difficulties (if any). If we need to adapt our environment to meet the needs of the child, then we will fully support this.

If there are any health professionals already involved in the child’s life, then a follow up appointment is needed to make sure that we have all the necessary information to support a smooth transition into our Chase family.

To support the next stage of transition to another educational setting, our SENCO is responsible for making sure that all paperwork is fully completed and information has been consented by the parents/carers to share this with the forwarding establishment.

**Will we be informed if any additional funding has been secured and what will this be spent on?**

We look at individual needs and liaise with the parents/carers on what additional funding is needed to support the child. Once consented, our SENCO will look at what interventions and strategies are needed to fully support the child.

This may be an additional staff member on a one-to-one basis, staff training or in-house training that may be needed.

We may need additional resources for a child’s emotional wellbeing as well as sensory aids.

**Legislation & Guidance:**

**Early Years Foundation Stage Statutory Framework September 2021**

**Birth to 5 Matters 2021**

Special Educational needs and disabilities SEND Code of practice 0-25 years 2015

Children and Families Act 2014

The Early Years Foundation Stage Framework

The Principals of Early Support Guidance

The United Nations Convention on the rights of the child 1989

Children's Act 1989

The Equality Act 2010

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Food Policy**

**Lunchtime**

We encourage all parents to provide a healthy lunch for their child while at nursery. It is the policy of this nursery that all parents / carers supply clearly named lunchboxes packed according to their child's dietary needs. Please **NO** nuts or foods with any nut products should be included as we do have children with severe nut allergies. Also, we ask parents not to provide sweets.

The parent/carer may wish to put an ice pack in their child’s lunchbox to keep their child‘s food fresh.

All children are encouraged be able to open their own lunchbox and the contents inside. In the event of a parent forgetting to supply their child with lunch the nursery will follow this procedure:

**1.** Contact the parent / carer.

**2.** If unable to contact the above try the other emergency numbers supplied by the parents / carers.

**3.** If unable to contact any of the above the nursery will check the child's registration health forms for the diet.

**4.** The nursery will then make a lunch for the child.

***Here at The Chase Nursery Holland, it is our policy to sit with the children during lunch time as we feel strongly that this helps to promote healthy eating, good table manners and mealtime practices through role modelling appropriate behaviours.***

**Lunch / Snack times are ongoing during the day with own drinking bottle.**

The nursery supplies water, along with fruit/vegetables and a selection of dry snack which contain healthy foods at snack time. Fresh drinking water is available throughout the session should the children require a drink with cups at our water station along with a drinks dispenser.

Children are given the opportunity to cook and taste a variety of foods and drinks during topic weeks according to their dietary needs.

**Drink Policy**

Our covid-19 risk assessment has brought in the use of individual drinking bottles that should be named with the child’s full name to stop the risk of children sharing bottles or staff getting them mixed up.

We supply the children with only water and milk throughout the day when asked. This is in line with our healthy eating Food Policy. We have jugs that we try to promote independence but jugs needs to be anti-bac between each use. During snack time milk is offered to the children. Exceptions will be made to those children with a medical condition. Please speak to any of our staff who will happily discuss any options to you.

For younger children we ask that you provide a Tommy Tippee lidded cups until the children are confident to use a cup without a lid.

**Nut Free Procedure**

The safety and the protection of children at this nursery is our priority.

This being the case we have at The Chase Nurseries a **nut free zone** procedure.

To help us to achieve this we ask that parents / carers do not allow any nut products in their child’s lunch box for snack or lunch.

This includes nuts, walnuts or any spreads containing them along with cakes and biscuits.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Smoking & Vaping Policy**

This policy has been written to protect all employees, children and their parents/ carers to ensure that all will work in a smoke free environment.

Smoking is prohibited in all enclosed and substantially enclosed premises in the nursery. This policy applies to all employees, contractors, customers and visitors.

Overall responsibility for policy implementation rest with all staff members.

Appropriate no-smoking/vaping signs have been clearly displayed at entrances to and within the nursery.

All members of staff will comply with this policy. Failure to do so will result in the nurseries disciplinary employment procedure and /or fine or possible criminal prosecution.

***3.57. Providers must not allow smoking in or on the premises when children are present***

***or about to be present. Staff should not vape or use e-cigarettes when children***

***are present and providers should consider Public Health England advice on their***

***use in public places and workplaces (Statutory Framework for the Early Years Foundation stage 2021).***

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Visitor Procedure Policy**

The safety and the protection of the children is the nursery’s priority. This being the case the nursery will make every effort to make our setting secure from unwanted visitors and intruders by all doors being locked from the inside and only being opened by a member of staff.

The nursery will take the following action when admitting a visitor into the nursery:

1. A visitor would arrive at the nursery and be asked to show some form of I.D unless they are a parent who has already booked to come into the setting; the staff member will ask their name and purpose of visit.
2. The receiving staff member will check with senior member of staff who the visitor is; and if satisfactory, then will be asked to enter the nursery unless needing access but wait in the entrance hall.
3. The staff member will explain our mobile phone policy, explain fire procedure.
4. Upon entry of the nursery building, we will ensure the door has been locked securely behind us.
5. Inform the other staff members that there is a visitor in the nursery.
6. The visitor will then be asked to sign the visitor’s book with their name, time and reason for the visit. Upon departure a staff member would ask the visitor to sign the book again.
7. We will ask visitor to place their personal belongings in the visitors’ locker. This locker will remain locked throughout the duration of the visit.
8. The visitor will be accompanied at all times whilst inside the nursery.

If, however a visitor gave any staff member cause for concern (i.e. behaviour) please see our Intruder Policy.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Intruder Policy**

If we experience an intruder, the following procedure steps would be:

1. Two members of staff would ask (if safe to do so) for their name and purpose in the setting.
2. A deputy or principle member of staff would arrive to offer assistance.
3. Other staff members will escort all the children to an area deemed safe.
4. If a visitor or intruder has no legitimate business or purpose to be in the nursery, staff will ask them to leave.
5. If however the visitor does not respond, a member of staff would alert all other staff members by sounding the intruder alarm ‘Safe Place’ (sleeping bunnies) whilst remaining calm and speaking in a calm and reassuring voice to the children.
6. Staff will ensure their interior doors are locked and secure.
7. A member of staff will then contact the Police, school and Richard Boughey.
8. If the Police are called and the individual leaves or attempts to leave prior to the Police arriving, do not attempt to detain them. Contact the Police and school to inform the responding officers that the individual has left the building and give details.
9. If the individual stays when the Police arrive, inform them what has happened so they can establish the probable cause for arrest for trespassing.
10. Verbally ask the subject not to return to the nursery in the presence of the Police.
11. Review the nursery’s security immediately.
12. Log incident and actions as soon as possible.

**Armed Intruder Policy**

If we experience an armed intruder, the following procedure steps would be:

1. Alert all staff members by sounding alarm ‘Safe Place’ (sleeping bunnies).
2. Contact the Police! Give all the information regarding location, physical appearance and clothing, description and the weapon(s) involved. Tell the operator what you are doing to ensure the safety of the children and staff members. Remain on line until advised to hang up. Until Police arrive monitor location of intruder.
3. All other staff members should remain in their designated area with the children unless otherwise directed by the Police and engaging the children as appropriate.
4. Be prepared to keep media and parents out of the setting. Police will secure the building.

Inform Ofsted and the settings parents/carers of the incident and the subsequent investigations with due regard to both Data Protection and Confidentiality.

**Behaviour Management Policy**

Positive behaviour is encouraged throughout the Nursery by staff, helpers and children. Adult handling of behaviour is consistent and developmentally appropriate, respecting individual children’s levels of understanding and maturity.

**Creating a positive environment**

The nursery encourages children to take responsibility for their own behaviour to aid their development in self-control and to react with the appropriate response. By offering a good routine in a warm, friendly, interesting and stimulating environment, we all help each other create positive expectations from certain behaviour. We show respect to the children, staff and parent/carer at all times.

At no time is physical punishment or threats used against any child.

At no time will any member of staff/volunteer use physical intervention or restrain a child (holding on to them) unless it is necessary to prevent injury to the child, another child, an adult or cause serious damage to property.

**Positive Behaviour is dealt with as follows:**

(Examples of positive behaviour are sharing, being kind and helpful; this is not an exhaustive list).

By general praise, non-verbal signs i.e. happy face, thumbs up, picture cues, verbal reminders and directions, reassuring them that their behaviour is appropriate.

**Inappropriate Behaviour is dealt with as follows:**

(Examples of inappropriate behaviour are shouting, biting, bullying, this is not an exhaustive list)

Non verbal signs i.e. sad face, thumbs down, picture cues, verbal reminders and tactical pausing, allowing the child time to notice that we are praising the other children’s behaviour.

Talking to the child one to one at their level in language which is appropriate to age and maturity.

Time out with an adult to look at logical consequence of their actions and what may happen if they continue.

If the same child seems to feel unable to act positively at certain times of the nursery day, to look at a different routine to find a better situation for that child.

Inform parents should an incident occur and this has to be recorded on that day.

There is a named member of staff within the Nursery who has the responsibility for behaviour management issues and has the skills to support staff and be able to access expert advice if ordinary methods are not effective with a particular child.

If behaviour continues it is at the managers discretion to phone the parent/carer to ask them to collect their child to ensure the safety and wellbeing of themselves, and the children around them.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Anti-social behaviour policy**

Antisocial behaviour is acting in a way that causes or is likely to cause alarm or distress to one or more people. This includes:

Noise

Shouting, swearing and fighting

Intimidation of staff and children/other parent/carers

Harassment, racist or sectarian

Verbal abuse

Bullying of staff and children

Abusive behaviour

Driving/parking inconsiderately

Animal nuisance

Vandalism, damage or graffiti

This list is not exhaustive. Please see our Physical Intervention Policy

If any of the above should take place on the nursery premises, then this procedure would follow.

1. Person or people acting antisocially would be taken aside and spoken to by the owner/manager of the nursery accompanied by the nursery manager or deputy on duty.

2. A report would be written up and signed by all parties involved.

3. A verbal warning would be given or exclusion if severe.

4. The nursery/parent/carer contract may be suspended and Ofsted/Essex County Council informed.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Physical Intervention Policy**

What is Physical Intervention?

When a child’s movements are restricted against his or her will.

Difference between positive handling and Physical Intervention

The positive use of touch is a normal part of interaction and is appropriate in a range of different situations. For young children, examples of these could include

* Providing the child with emotional support
* Helping the child with personal care needs
* To give guidance in tasks

Physical intervention is not the same as positive handling. Physical intervention occurs when a practitioner uses physical force to restrict a child’s movements against their will.

Any physical intervention used should be a supportive act of care and control not a punitive action by the adult.

**When would we need to restrict a child’s movements?**

Part of our roles as nursery practitioners is to keep children in our care safe. If a child is behaving in a way that could cause them to hurt themselves, or someone else, we have to try and prevent this from happening.

The statutory Framework for the Early Years Foundation Stage (EYFS) 2021 3.54 sets out the specific legal requirements in relation to EYFS and provides the following guidance:

***3.54 Providers must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being.***

***Providers must take all reasonable steps to ensure that corporal punishment is***

***not given by any person who cares for or is in regular contact with a child, or by***

***any person living or working in the premises where care is provided. Any early***

***years provider who fails to meet these requirements commits an offence. A***

***person will not be taken to have used corporal punishment (and therefore will not***

***have committed an offence), where physical intervention was taken for the***

***purposes of averting immediate danger of personal injury to any person (including***

***the child) or to manage a child’s behaviour if absolutely necessary. Providers,***

***including childminders, must keep a record of any occasion where physical***

***intervention is used, and parents and/or carers must be informed on the same***

***day, or as soon as reasonably practicable. (Statutory Framework for the Early Years Foundation stage 2021.***

Physical intervention is where practitioners use reasonable force to prevent children from injury.

Examples of what this behaviour might look like.

* A child attacks a member of staff or another child.
* Children are fighting, causing risk or injury to themselves or others.
* A child is committing, or on the verge of committing, deliberate damage to property.
* A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
* A child absconds from or tries to leave the setting, other than at an authorised time, and you believe that this may result in injury, damage, or disorder.
* A child is behaving in a way that seriously disrupts a session.

Physical intervention is always used as a last resort and reduced at the earliest possible time. If appropriate other strategies must be used first. When all other strategies have been exhausted, it may become necessary to physically intervene for several reasons. These include the child placing themselves in danger, hurting themselves or someone else, causing serious damage to property, or trying to run away.

Positive strategies to prevent unwanted behaviour that may require physical interventions.

The most effective way to prevent the need for physical interventions is to create a supportive environment, where relationships are positive, and expectations of behaviour are clear. Examples are below.

* Creating a calm and supportive environment that minimises the risk of incidents arising that might require using force.
* Developing positive relationships between children, staff, and parents.
* Ensuring that staff have appropriate expectations of behaviour, and that these are conveyed to children and parents
* Taking a structured approach to professional development that helps staff to acquire the skills of positive behaviour management.
* De-escalating incidents as they arise.
* Recognising that situations which trigger challenging behaviours are often foreseeable
* Completing risk assessments and positive handling plan for individual children, where appropriate.

Physical intervention should be used when there is no other way to keep children safe. It should be a supportive act of care.

Where possible staff will receive training to support them with making good judgements for physical interventions. There is a statutory power that applies to all members of staff, or to any other person whom the manager has authorised to have control or charge of children. It does not matter if staff have not received any formal training in physical intervention. If necessary, they are permitted to use reasonable force to manage a difficult situation.

**When using physical intervention practitioners should:**

* Aim for side-by-side contact between themselves and the child.
* Leave no gap between the adult and the child’s body
* Keep their backs as straight as possible
* Avoid holding the child at joints to avoid pain and damage
* Avoid lifting the child
* Not restrict the child’s ability to breathe

**What is reasonable force?**

When physically intervening, the amount of force used should be appropriate to the situation. For example, if a child is about to run in front of a car, and the only thing you can do is pull their arm to prevent them from being knocked over, this force is reasonable. However, the same amount of force would not be reasonable if a member of staff was trying to persuade a child to pick up a pen/toy.

**Recording of Physical Intervention and informing Parents**

A written record of any incident involving the use of physical restraint should be made as soon as possible after the incident, and parents will be informed of the incident on the same day.

Witnesses or any staff involved in providing additional support should also add signed and dated notes giving details of the incident. These records will be kept in a confidential incidents file in the office.

Parents and carers must always be informed of incidents involving physical restraints.

**Individual Behavioural Plan**

It may become necessary to write a behaviour plan for a child whom you find you are having to physically restrain a child on a regular basis. The plan will include details on:

1. What the behaviour looks like

2. When and why it occurs

3. What can be done to prevent it

4. What physical interventions may be used when it occurs (Parents should always be involved with the writing of a behavioural programme)

Parents and carers play a vital role in promoting positive behaviour of their child. When planning behavioural strategies and interventions, parent’s opinions will always be sought.

In addition, parents will be fully informed of any incidents that have resulted in the use of force to their child. Parents will be directed to the settings policies during the registration/settling in phase.

**Complaints regarding Physical Restraints**

Parents and children have a right to complain about actions taken by the staff when physical interventions have been used, including any use of force. If an allegation is made against an adult, staff will follow the appropriate procedures to ensure the incident is investigated and dealt with swiftly and in a fair manner. All complaints will be recorded and stored in a confidential incident file in the office.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Noise Policy**

It is the policy of this nursery to keep the noise within at an acceptable level. In order to maintain this we adhere to the following practices.

**1.** Use floor coverings to absorb some of the sound.

**2.** Having a quiet corner for children to sit in or play at.

**3.** Staff setting good voice level examples.

**4.** Encourage children to recognise when the noise level rises, and how to reduce it.

**5.** Requiring the use of the DVD player / television & computers will be maintained at a suitable noise level throughout duration.

Should the level of environmental noise exceed the Health and Safety guidelines, it is the nurseries policy to close.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Social Media and Anti-Social Behaviour**

This policy relates to all social media and networking sites including Facebook, Twitter, Instagram, Snapchat, Whatsapp etc.

As a member of staff it is not appropriate to be linked with any parents/carers on your personal sites. In addition to this, please be aware of your professional status whilst posting any comments either publicly or in private chats as these can be misinterpreted or exposed in a negative context. The nursery must never be commented on in general or in relation to any children attending or previously attended.

This includes all individuals at all levels and all grades, part time, fixed term employees, temporary staff and volunteers.

Responsibility for implementation is Kerry Boughey (Owner & Manager) and Caroline Low (Nursery deputy and Safeguarding Officer). To monitor, review and make changes and minimise risks to usage of the sites.

All staff need to be aware of their professionalism in and outside of the nursery setting. These may include, driving irresponsibility, explicit language, excessive alcohol use and general unacceptable behaviour and conduct.

All staff are responsible for their own compliance with this policy and for ensuring that it is consistently applied. Any breach of this policy should be reported to the Manager and Safeguarding Officer of the setting.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Camera/Mobile Phone Policy**

**Statement of intent**

**It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used, in turn eliminating the following concerns:**

1] Staff being distracted from their work with children.

2] The inappropriate use of mobile phone, cameras around children.

**Aim**

Our aim is to:

Have a clear policy on the acceptable use of mobile phones and cameras that is understood and adhered to by all parties concerned without exception.

To achieve this aim, we operate the following Acceptable Use Policy:

**Mobile Phones**

1. If staff bring in mobiles they must ensure that it is left inside their bag throughout contact time with children. Staff bags should be placed in their lockers provided in the Kitchen area unless requested by the Manager.

2. Users bringing personal devices into nursery must ensure there is no inappropriate or illegal content on the device.

3. Under no circumstances does the nursery allow a member of staff to contact a current pupil or parent/carer using their personal device.

4. If staff have a personal emergency they are free to use the settings phone or make a personal call from their mobile in the designated staff area (kitchen upstairs) when no children are present.

5. If any staff member has a family emergency or similar and required to keep their mobile phone to hand, prior permission must be sought from the Manager and the mobile phone should be placed in the office area.

6. Staff need to ensure that the Manager has up to date contact information and that they make their families, children’s schools etc. aware of emergency work telephone numbers. This is the responsibility of the individual staff member.

7. All parent helpers/students will be requested to place their bag containing their phone in the visitors’ locker.

8. During group outings, nominated staff will have access to the setting’s nominated mobile phone, which is to be used for emergency purposes only.

9. It is the responsibility of all members of staff to be vigilant and report any concerns to the Nursery Manager.

10. Concerns will be taken seriously, logged and investigated appropriately.

11.The manager reserves the right to check the image contents of a member of staffs mobile phone should there be any cause for concern over the appropriate use of it.

12. Should inappropriate material be found then our Local Authority Designated Officer will be contacted immediately. We will follow their guidance as to the appropriate measures for the staff member’s dismissal.

**Cameras**

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. It is however, essential that photographs are taken and stored appropriately to safeguard the children in our care.

1. Only the designated nursery camera is to be used to take any photo within the setting or on outings.

2. Images taken on this camera must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.

3. All staff are responsible for the location of the camera; this should be placed in the office area when not in use.

4. Images taken and stored on the camera must be downloaded as soon as possible, ideally once a week and then removed from the camera.

5. Photographs should then be distributed to members of staff / key person, to record in children’s learning journeys.

6. Under no circumstances must cameras of any kind be taken into the toilets without prior consultation with the Manager.

7. If photographs need to be taken in a toilet, e.g. photographs of the children washing their hands, then the Manager must be asked first and staff supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.

8. Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Health and Safety Policy**

**Statement of General Policy**

***We recognise our legal obligation, and our nursery is committed to, and accept, our responsibilities for ensuring, so far as reasonably practicable, the health, safety, welfare and wellbeing at work of all employees and to ensuring that the Health and Safety of visitors, contractors and the general public are not affected as a result of the activities of our nursery. This is fully in keeping with the requirements of the Health and Safety Work Act 1974 (HASWA) and other relevant legislation.***

* Preventing accidents and cases of work-related ill health by managing the health and safety risks in the workplace.
* Carrying out regular risk assessments, undertaking corrective or remedial action where necessary, and monitoring agreed actions.
* Reviewing all health and safety policies annually, or sooner where new equipment or practices are introduced.
* Providing clear instructions and information, adequate training, and where necessary, PPE, to ensure employees are competent and able to carry out their work in a safe manner.
* Engaging and consulting with employees on day-to-day health and safety conditions.
* Implementing emergency procedures – such as evacuation in case of fire or any other significant incident.

1. **Responsibilities for Health & Safety Matters**

**Caroline Low** is the nominated employee responsible for co-ordinating day to day effective health and safety policies within the setting and **Kerry Boughey** is responsible for making sure that all controls are implemented across the organisation.

**Kerry Boughey** will ensure that this policy is reviewed annually. Recommendations for any amendments are reported.

**Kerry Boughey** is responsible for:

* The production and maintenance of **The Chase Nurseries’** policy and ensuring that Guidelines are consistent with the policy.
* Its application.
* Monitoring and reporting on the effectiveness of the policy.
* The identification of health and safety training needs.

1. **Your Responsibilities**

All staff share responsibility for achieving safe working conditions. You must take care of your own health and safety and that of others, observe applicable safety rules and follow instructions for the safe use of equipment.

You should report any health and safety concerns immediately to your line manager.

You must co-operate with **Kerry Boughey** and **Caroline Low** on health and safety matters, including the investigation of any incident.

It shall be the responsibility of **Kerry Boughey** to bring to the attention of all members of staff at **The Chase Nursery Holland setting**; the provisions of the guidelines, and to consult with appropriate Health and Safety Representatives about the updating of these guidelines.

1. **Accidents**

* The health & safety law poster can be found **displayed on Kitchen wall by door entrance.**
* All accidents are documented and signed by staff/parent.
* The first aid box can be found: **3-4 room & clearly visible & accessible. All contents are regularly checked and replenished.**
* First Aid grab bags are located in both 2-3 & 3-4 Rooms and in After school club room.
* The accident book can be found **on display in Office.**
* All accidents and injuries at work, however minor, should be reported to **Kerry Boughey & Caroline Low** and recorded in the Accident Book.

For further guidance on management, training, accidents and first aid, fire, DSE and smoking, please see the individual policies.

**Doctors Surgery**

Frinton Road Medical Centre

68 Frinton Road

Holland on Sea

Essex

CO15 5UW

01255 814936

**Escape routes:**

Nursery front or side door

**Fire equipment: Extinguishers and Fire Blankets**

**Visitors:**

Visitors may only be shown round by the Manager, Deputy Manager, Office Manager or room leaders.

**Hazards:**

Cleaning fluid i.e. Household bleach, kept locked away in the staff toilet/COSHH cupboard. (COSHH)

Cleaning fluid only to be used with rubber gloves and apron

**Most of our staff hold First Aid Certificates.**

Written parental / carer consent is requested at the time of admission on the registration form to the seeking of necessary emergency medical advice or treatment.

**Medicine:**

All medicine to be stored in the original containers, clearly labelled with storage and dosage instructions, and placed in the kitchen where it is inaccessible to children. Parent / carer gives prior written permission in our medicine folder for a staff member to administer any medication.

If the administration of prescription medicines requires technical / medical knowledge a parent / carer will be ask to come in to do this.

**Sun creams**

Due to allergies all parents / carers are requested to apply sun cream to their child(ren) prior to the start of each session.

Children who attend nursery on full time sessions will have their sun cream reapplied after their lunch time (12.30).

**Outings and Transport**

Written parental / carer consent must given prior to any outings. Transport is arranged through commercial companies with parental involvement (when necessary).

(Please see full policy)

**Photographs / video**

Written parental / carer consent must be given prior to photographs / video being taken.

Photos may be placed on our website once parental consent is given.

**Equipment**

All tables, chairs, toys and equipment conform to the safety standards and are checked regularly.

**Insurance**

All nursery insurance is up to date. (Certificate is displayed on the board located in the entrance)

**Hygiene**

The premises and equipment is cleaned regularly.

Gloves and aprons are worn when dealing with soiled nappies, injuries and spillages.

Children are encouraged to learn about personal hygiene through daily routines, we take into account cultural influences.

**Heating**

The temperature is adapted using a controller. Each room also has a heater which warms the rooms

**Sand Pits**

It is the nursery's policy to use only silver sand pit. The sand pit is covered when it is not in use.

**Laundry**

It is the nurseries policies that any dirty laundries (i.e. pillow cases) are all placed in a carrier back out of children’s reach, then taken away to be cleaned and dried at the end of each day after the children have gone home.

Wet / Soiled laundry is placed into a carrier bag and given to parents / carers upon collection of their child.

**Cooking**

Cooking activities will be prepared in nursery’s kitchen area. **Any dietary needs are checked before the start** taking into account the parent/ carers religious and cultural preferences. The children and staff **wash hands** prior to handling any ingredients and **again** when they have finished cooking.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Safety Drill and Exits**

**Safety Drill Procedure**

Safety drills are practised for one week twice a term so as to make sure all of the children both full time and part time are included. We practise our safety drills for the whole week to ensure all children have taken part. A practitioner will talk to the children after story time explaining the importance of doing the register and what noises to expect to hear during a drill. The fire whistle is blown, and the smoke alarm set off so the children can experience the noises they may hear.

If a child is absent for the week and can’t attend our safety drill, we will take a small group of children out to complete the safety drill on their return to nursery.

1. Children leave toys and will be directed to walk quietly to the most convenient fire exit. One member of staff standing at the front of the line ready to take them out, another standing close to the front ready to count them as they leave, a member of staff with any young children or children with SEN who may find it difficult to carry out instructions, and a member of staff at the end of the line following the last child out.
2. The staff member at the front of the line opens the door, holding it open and stands to count the children out reassuring them as they go. Another staff member to be at the front of the line leading the children to the designated safety point within the outside area of the nursery.
3. The manager or deputy follows the last child having checked the toilets and cloakroom, collects the register, grab bag (children and staff’s emergency contact details) and telephone.

The main grab bag is kept in a central location of the 3-4 room. Exit signs are on the walls above all fire exits.

In the event of a fire/emergency please follow the above instructions, stay calm and dial 999 giving the name, address and telephone number of the nursery.

The Chase Nursery  
15 The Chase

Holland on Sea  
Essex

CO15 5PU

Telephone: 01255 812438

The above to be carried out by the Principle, Manager or Deputy.

**Emergency Place of Safety**

In an emergency, our place of safety is in the field of Holland Haven Primary School .

**Holland Haven School, Primrose Road, Clacton-On-Sea, Essex, CO15 5PD (01255 813704**

**Emergency/ Temporary Closure Policy**

The Chase Nurseries will endeavour to be open for its usual session times without disruption. Where disruption is unavoidable, all involved in the nursery will be kept informed and the nursery will reopen at the earliest possible opportunity.

**Aim** In the event that the nursery must close at times other than scheduled in the normal opening hours and dates, the policy will be applied to ensure that all involved in the nursery have a clear understanding of the procedures which will take place.

**Method**   
  
An emergency/temporary closure will be implemented in the following circumstances:

• When the building is unusable through accidental or malicious damage.   
• When the building is unusable due to required maintenance work.   
• When an outbreak of illness within the nursery community requires closure in line with Ofsted guidelines.   
• When an emergency occurs during the nursery session which requires the nursery to close early.   
• The nursery will be closed for 1 day each term for termly staff training (notices will be displayed with confirmed dates at the beginning of each term).   
• When adverse weather conditions make attendance impossible or dangerous (please see our ‘Adverse Weather Policy’).   
• When illness levels within the staff body mean it is impossible to maintain the correct ratios of suitable adults to children.   
• When a closure results in insufficient staff being able to work and make it impossible to maintain the correct ratios of suitable adults to children. Where possible the staff will endeavour to arrange for alternative or temporary staff to attend to avoid the closure.

In the event of any of the above incidents occurring which requires the nursery to not open on a given day, the manager/deputy manager will make contact with the families of the nursery affected for that session in advance of the day where practical and also inform other staff due to work that day. The manager will be responsible for informing the relevant authorities of the unexpected closure (if needed).

• Ofsted, LADO (Local Area Designated Officer) 01872 326532, RIDDOR (Reporting of Injury, Disease and Dangerous Occurrence report) on-line hse.gov.uk depending on the circumstances of the closure.

Parents will be informed when the nursery will reopen according to the circumstances of the closure. This may include asking them to nominate a preferred contact number/email address. **No refunds will be made for these closures.**

**Emergency Temporary Closure**

**Dated: 26/08/2021**

**Signed: Print Name:**

**Review: 26/08/2022**

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**The Chase Nurseries Emergency Closure Once a Session has Begun**

• In the event of an emergency closure after the session has started, parents and carers will be informed by telephone that they are required to collect their child as soon as possible.

• If the closure is due to sickness, the children and all staff who are unaffected will remain on the premises until all children can be collected.

• If the closure is due to an emergency which requires the building to be evacuated, the children will be safely evacuated according to the current Fire Drill procedures. Contact information for all the children will be taken out of the building alongside the daily register. Once the building is evacuated, the manager/assistant manager will ensure the relevant authorities/emergency services are called. The children will then be taken to a place of safety until such time as they can all be collected by parents and carers. The manager/assistant manager will contact the parents and carers of the children present. All staff will remain with the children during this time. Parents will not be refunded for any loss of sessions in these unfortunate events.

In the event the nursery must be closed due to adverse weather conditions please see our ‘Adverse Weather Policy’.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Adverse Weather Policy**

The safety of our children, staff and the families who use our nursery is of the utmost importance to us. We will therefore endeavour to remain open where possible during bad weather conditions, but this will heavily depend upon a number of circumstances.

At The Chase Nursery we have an adverse weather policy in place to ensure our nursery is prepared for all adverse weather such as floods, snow, and heat waves. If any of these incident’s impact on the ability for the nursery to operate, we will contact parents via our Website ([www.thechasenursery.co.uk](http://www.thechasenursery.co.uk)), the Chase Facebook page, or email/phone if necessary.

**Flood**

There is always a danger of flooding from adverse weather conditions or through the water systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water systems through regular maintenance and checks to reduce the option of flooding in this way.

If flooding occurs during the nursery day, the nursery Manager/proprietor will decide based on the severity and location of this flooding, and it may be deemed necessary to follow the fire evacuation procedure. In this instance children will be kept safe, and parents will be notified in the same way as the fire procedure.

Should the nursery be assessed as unsafe through flooding, fire, or any other incident we will follow our operational plan.

**Snow**

If high snow fall is threatened during a nursery day, then the nursery Manager/proprietor will take the decision as to whether to close the nursery. This decision will consider the safety of the children, their parents, and the staff team. No refunds will be issued for closure days due to snow.

In the event of a planned closure during the nursery day we will contact all parents to arrange for collection of their child. We will aim to give 2 hours notification, where possible, that children need to be collected.

Children cannot be accommodated overnight at the nursery, so parents ***must*** make every effort to collect their child, despite any challenging conditions.

In the event of staff shortages due to snow we will contact all available off duty staff and/or staff from other ‘Chase’ nurseries and group the children differently until they are able to arrive. We will only operate meeting the statutory guidelines for staff ratios.

If staff members are unable to come into nursery, children will be accepted on a first come first served basis.

**Sun Care**

We are committed to ensuring that all children are fully protected from the dangers of too much sun. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life. We use the following procedures to keep children safe and healthy in the sun.

Children must have a clearly named sun hat which will be always worn whilst outside in sunny weather. This hat will preferably be of legionaries design (i.e. with an extended back and side to shield children’s neck and ears from sun) to provide additional protection.

Children must have their own high factor sun cream named and dated with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs.

Children need light-weight cotton clothing suitable for the sun, with long sleeves and long legs if prone to sunburn.

Children’s safety outside in the sun is the nursery’s prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided.

Children will always have sun cream applied before going outside in the sun and at frequent intervals during the day.

Children are offered cooled water more frequently throughout sunny or warm days. Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun.

During extended periods outside, our water dispenser will be taken outside and refilled regularly to encourage children to drink more.

Staff will make day-to-day decisions about the length of time spent outside dependant on the strength of the sun.

Shade will be provided to ensure children are able to cool down or escape the sun should they wish or need to.

Children will be encouraged to use the shadiest parts of the nursery’s outside areas.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Allegations Policy**

It is the nursery’s policy that in the event of an allegation being made against a member of staff, student or volunteer the nursery will to adhere to the following procedure:

**1**. A private meeting with the parent / carer who is making the allegations will be arranged. This will take place in the presence of the manager and a deputy and a report will be written up.

**2.** A private meeting with the person to whom the allegations has been made against will be arranged. This will take place in the presence of the manager and a deputy and a report will be written up.

**3**. The allegation will be reported to the appropriate bodies, Essex Child Protection Committee and Ofsted along with a copy of the written reports.

**4.** Act on the advice given by the appropriate bodies.

**5**. At all stages of this procedure the parent / carer and the person to whom the allegation has been made against, shall be kept informed along with copies of written records.

**6.** The need for privacy and confidentiality will be maintained at all times.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Medication, Drug & Alcohol Policy**

The safety of all Children and Staff at The Chase Nursery is of extreme importance.

In line with The Early Years Statutory Framework 3.19 and the UN convention on the rights of the child (article 33) any use of non-prescribed substances is prohibited on the nursery grounds.

***EYSF 3.19. Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member’s ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times*.**

***UN convention on the rights of the child Article 33 ‘children have the right to the protection from harmful drugs and from the drug trade’***

Any practitioner that needs to take medication that is prescribed by a GP must inform their manager.

If it is suspected/reported that you may be under the influence of any substance, whilst on the nursery premises the manager will contact the LADO and our HR support company and seek professional advice, so that a full investigation can be carried out.

This investigation may result in you being asked to leave the premises and possible disciplinary action.

Please note staff are not permitted to give another member of the team any medication.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Complaints and Concern Policy**

Any complaints received by the Nursery will be addressed immediately. The Nursery will maintain a written record of all correspondences along with the outcome. A copy of the complaint and the outcome shall be given to the complainant and a copy is held at the nursery on file.

All complaints should be made in writing and a subsequent appointment will be made to address and discuss the compliant, so that it may be given due care, attention and consideration.

**The nursery procedure is as follows:**

1. Complaint or concern received.
2. Appointment made to discuss the complaint / concern.
3. Report written up and held on file. **Please use Provider complaints record form.**

However, should the outcome of the meeting be unsatisfactory the complainant shall be given the appropriate details on where to forward their complaint / concern to for further consideration.

**Ofsted**

Regional Centre

Midlands Region

Building C

Cumberland Place

Park Row

Nottingham

NG1 6HJ

**Telephone: 0300 123 1231**

Complaints: 08456 404040

Help line: As above

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Grievance Procedure**

This nursery is committed to settling individual grievances fairly, as near as possible to the point of origin and promptly having due regard to the need for a thorough investigation. All staff have the right of access to the highest level of management from the first stage of the grievance.

For the purpose of this procedure a grievance at this nursery is defined as an issue relating to the conditions of service and / or work of an employee(s) which is, or can be determined by management. The remedy sought must lie within the power of the principal of this nursery.

Any employee wishing to raise an issue should discuss the particulars of the grievance in private with the person to whom he / she is immediately accountable to the principal. Every effort shall be made to resolve the issue at this level by seeking a calm and full discussion on the matter. After which a decision will be given within five working days.

Where a collective dispute exists or where an individual grievance has collective implications any decision on the matter will be decided within five working days after full discussions with the principal and deputies.

A report is written up and given to all parties concerned.

**Disciplinary Procedure**

In the event of disciplinary action being taken it is the policy of this nursery that Kerry Boughey will carry out the following procedure.

**1. Verbal warning.**

A record will be written and held on file at the nursery.

**2. Two written warnings.**

A record will be written up and given to all parties concerned a copy will be held at the nursery.

**3. Dismissal.**

A record will be written up and held on file at the nursery.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

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**Special Leave Policy**

It is the policy of the nursery to try to help all staff balance the demands of the nursery and urgent or unforeseen circumstances through the provision of flexible working days or unpaid leave.

**Career / Bereavement leave**

The aim of such leave is to provide a compassionate response to immediate demands placed upon the staff member who may be experiencing domestic difficulties such as illness of a child or close relative or bereavement in the family. To ensure that the staff ratio of the children as laid down by The Children’s Act 1998 is covered at all times during the daily running of the nursery as authorized by the Essex County Council.

The Parental Bereavement (Pay and Leave Act) 2020

**Paternity leave**

Time off for the attendance at the birth- A copy of the Certificate of Confinement should be copied and given to the principal as a guide to allow cover arrangements to be made.

**Holiday leave**

All holiday leave is to be taken outside the nursery terms as stated in the staff contracts.

Set holiday dates are as follows:

Two weeks at Easter

Four weeks during the summer

Two weeks at Christmas

**Any requests for leave outside the above must be discussed with Leigh Whyte & Kerry Boughey who will take advice and guidance from there insurance company ‘Avensure’ and the final decision rests with the Owner of the nurseries.**

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Disclosure Information Policy**

**DBS Check:**

The Chase Nurseriescomplies fully with the DBS, Code of Practice and the Data Protection Act 2018 regarding the storage, retention and disposal of Disclosures and their information. In accordance with Section 124 of the Police Act 1997.

Disclosure information is only passed on to those who are authorised to receive it in the course of their duties, as it is a criminal offence to do otherwise. The nursery maintains a record of any disclosure with access strictly controlled and limited to those who are entitled to see it as part of their duties and with the applicant’s full consent.

**Retention**

The Chase Nurseries will keep a record of the unique reference number, type of disclosure, date of issue and name of employee in a secure folder located in the office.

The Chase Nurserieswill keep the information for no longer than necessary. This is generally for a period of up to six months to allow for the consideration and resolution of any disputes or complaints.

If, in very exceptional circumstances it is considered necessary to keep Disclosure information for longer than six months we will consult the CRB about this and will give full consideration to the Data Protection and Human Rights of the individual before doing so.

**Disposal**

Once the retention period has elapsed The Chase Nurseries will ensure that all Disclosure Information is destroyed by a secure means e.g. shedding, pulping or burning. The Chase Nurseries may decide to keep the above information of the Disclosure for future reference.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**GDPR – Retention Policy**

The General Data Protection Regulation is an EU law from May 2018. It requires the nursery to share information with you about data retention after your child has left the setting.

Data we retain about you and your child falls into 3 main categories –

* Safeguarding and welfare data linked to Ofsted and the Early Years Foundation Stage requirements and the Limitation Act.
* Financial data retained for HMRC purposes.
* Funding data retained for Local Authority purposes.

We store data about you and your child in paper format, and also online.

**Data relating to the Safeguarding and Welfare requirements of the EYFS**

To comply with the Limitation Act 1980, we keep Accident, Injury and First Aid Records and Medication Administration Records using the legal basis of ‘legal obligation’ until your child is 21 years and 3 months old and insurance requirements.

Attached to Accident, Injury and First Aid Records and Medication Administration Records, we also retain Parent – Provider Contracts and Attendance Registers using the legal basis of ‘vital interests’ to provide additional evidence of compliance with the Early Years Foundation Stage.

We keep further data related to Safeguarding and Welfare requirements of the Early Years Foundation Stage and Childcare Register for a ‘reasonable period of time’ (see EYFS requirement 3.71). ICO advice is that this should be retained between Ofsted inspections or within the Ofsted inspection cycle which might be between 3 and 8 years.

Information is kept in paper format and after the required retention period, the documents will be shredded.

**Data relating to the Learning and Development requirements of the EYFS**

To comply with the EYFS, we keep documents relating to your child’s learning and development including photos of your child’s progress, activities and experiences.

We use the legal basis of ‘legal obligation’ when recording your child’s learning, development and progress and ‘legitimate interest’ when taking photos of your child, because we believe it is reasonable for us to process this data to provide you with a good quality service.

We keep the information, including photos online and in paper format, and will pass it onto you when your child leaves the setting or starts school, whichever comes first.

**Financial record keeping**

We keep documentation including your name and payment record for HMRC using the legal basis of ‘legal obligation’. We keep this information both online and in paper format and are required to retain this information by HMRC for 6 years, after which time they are deleted.

**Data relating to Local Authority funding forms**

We keep documentation including your name, address, national insurance number and tracking data for Local Authority Funding forms using the legal basis of ‘contractual necessity’. This data is held in paper format and we are required to retain these forms by the Local Authority, after which time they are shredded.

**Personal data**

If we close the setting, we will keep documentation for as long as legally required by the purpose for which it was collected. There is no absolute duty to encrypt data stored online, but we will keep it as secure as possible during the retention period.

You have the right to ask for information held about you and your child to be withdrawn. This is called the ‘right to erasure’ in GDPR. However, if we need to keep information because it is legally required then exceptions to the ‘right to erasure’ apply. We will make a decision about each erasure request individually – please discuss this with me for more information.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Privacy Notice Data Protection Act 2018**

**Early years setting The Chase Nursery Holland**

We are the data controller for the purpose of the date protection act. We collect information about your child and use this personal data to:

-Support your child's development.

-Monitor and report on your child's progress.

-Ensure that this setting receives the statutory funding which it is eligible for.

We are required by Law to pass some information to Essex county council as the local authority (LA) and the department of education (DFE) through the free early education entitlement headcount and annual early year’s census. This information includes your child's name, date of birth, home address, the number of free entitlement hours you are accessing for your child and personal characteristics such as ethnic group and whether your child has special educational needs.

If you want a copy of the information we hold and share about your child, then please contact Miss Daisy Hampshire, Nursery manager.

If you require more information about how the Local Authority and Department of Education store and use this data, please go to the following website:

[Www.essex.gov.uk/FEEE](http://www.essex.gov.uk/FEEE)

See paragraph headed 'Early Years Census and personal data'

If you are unable to access this website, paper copies of this information can be obtained from the early years setting The Chase Holland Nursery.

**Dated: 26/08/2021 Signed: Print Name:**

**Review date: 26/08/2022**

**Staff Keyholder Policy**

I (insert name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as the keyholder agree to and will abide by the following terms and conditions

1. The issued key(s) will remain the property of The Chase Nursery Holland.
2. If lost the cost of replacement keys/lock barrel will be deducted from your salary.
3. The key is issued only for a Member’s sole use and it must not be loaned or otherwise provided for the use of anyone else under any circumstances.
4. The Key Holder is responsible to report the loss of your key immediately to a line manager to minimise any damage which could be caused by the loss of the key.
5. The site is to be always left secure by the Key Holder who leaves the site last.
6. Noise must always be kept to a minimum.
7. The key(s) must be returned when they are no longer required or if the Key Holder ceases to be entitled to hold them. On termination of your employment your key must be returned on your last working day, failure to do so may result in a deduction from your final salary.
8. No copies of the key(s) are to be made under any circumstances.
9. Keys cannot be transferred to a third party under any circumstances.
10. Use of the site is only for business hours unless agreed by the nursery proprietors.
11. Behaviour that could potentially cause damage or injury to others is strictly prohibited.
12. The Chase Nursery reserve the right to withdraw the key(s) without reason at any time .

Keys issued:

Key Fob Identification Number:

Key holder Sign: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approved on behalf of The Chase Nursery: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Manager Sign: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Late Policy Fee**

Fee are due on the 1st of every month and your invoice will be created and sent to you with clear details of your child’s set sessions/days etc. It will also show a due date and increment payments (if necessary).

Bank detail payments are listed on the bottom of your invoice with your child’s reference so that payment can be matched to the correct child at the right branch.

You can pay via bank transfer or set up a standing order to pay. We no longer accept cash payments.

Fees are paid regardless of sickness or taking your child on holiday or to an appointment.

LATE - You will be sent a reminder from our Xero accounts flat form that your payment is late. This is usually 7 days past your increment payment date, and you will be requested to pay the amount that you owe.

After 14 days and no payment received that is cleared funds from you, then a £25 late payment fee will automatically be added to your account/invoice. Each week thereafter an additional £25 will be added until full increment payment and late charges are paid.

After 28 days have lapsed and still no payment from you, we will have no alternative but to pass your account over to our HR department and your child’s session hours could be reduced or removed.

***Please speak to the nursery manager if you are facing financial difficulties. We will never discuss your private matters/finances at the gate or in front of other families.***

**Dated: 03/09/2021 Sign: Print Name:**

**Review: 03/09/2022**