



# **Policies & Procedures**

**January 2024**

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# INTRODUCTION



## Equality & Diversity Statement

We will not discriminate, nor shall we allow others to discriminate against children, members of staff, visitors, students, or parents. Should such behaviour transpire from a member of staff or a student, Pokes will treat such incident as gross misconduct, which would be subject to the company's disciplinary procedure. Should a parent/carer instigate such an incident, they will be refused access to the premises and thus it will be their responsibility to arrange drop off and collection for their child.

Learning and experiencing exposure to different cultures, languages, and customs provides a great benefit for both children and adults and such exposure will assist society to be more tolerant and accepting.

Being a multi-lingual nursery, we pay specific attention to the children's understanding of their surroundings. Many of our children have a multitude of different nationalities and for that reason, we use props and language repetition and develop such activities that will integrate them and assist them to develop the English and Spanish languages whilst respecting their own nationality.

In all our settings, we take responsibility for the following:

- Check that all planning, activities, display, toys, books, and resources meet adequate requirements to ensure a diverse infusion and cultural friendliness.
- Check that there is a welcome poster at the setting written in all different languages.
- Ensure that labels are in the two languages: English and Spanish.
- Ensure that different cultural festivities are celebrated throughout the year.
- To always act cooperatively and lead on nursery's initiatives as directed.
- To ensure that the events calendar is in place and reflects awareness days as well as cultural days.
- To attend necessary training related to Equality and Diversity and sharing new updates with the management and staff.
- To observe working practices / regulations and to comply with the nursery's Equality and Diversity Policy.
- To inform the manager should any staff member, parent or visitor require guidance for not complying with the equality & diversity policy.
- To initiate a disciplinary meeting with the support of the Nursery Manager should it be necessary.
- To ensure continuous development of Equality and Diversity at the nursery.

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### About Pekes

Pekes Bilingual Nursery is full day care facility with our setting being multi-lingual delivering the Early Years Foundation Stage in English and Spanish, whilst practicing the same ethos and philosophy.

**Pekes Bilingual Nursery** operates at:

Scouts Hut

Osidge Lane

London

N14 5AE

Opening Hours: 8:45 am – 3:45 pm

Languages: English & Spanish

Nursery Director: David Henao

Nursery Manager: Luisa Martinez

Deputy Manager: Betsy Bastidas

Anniversary date: 8th January 2024



## Pekes Statement

### Pekes Nursery Vision:

At Pekes, we take pride in providing a bilingual and Christian nursery that reflects God's love for us all, we strive to shine like a light in the world; empowering each and every child to dream, believe, achieve and flourish.

*"Then Jesus called for the children and said to the disciples, 'Let the children come to me. Don't stop them! For the Kingdom of God belongs to those who are like these children.'" **Lucas 18:16***

Through our curriculum we aim to immerse children in a second language to stimulate and promote dual language communication, and in doing so enrich and expand their academic, cultural and social understanding. All our staff are native Spanish speakers and are fluent in English.

### Pekes Nursery Mission:

We acknowledge that parents are the children's primary educators, and we work in partnership with them in every aspect of their early years' education. We encourage them to share feedback with us whether positive or otherwise to continuously improve our service and strive to be the best that we can be.

We consider that a child's education is not exclusive to the child's home or school environment and therefore take a holistic approach to include all aspects of their learning experiences.

We value and respect each of the children individually, as well as within their family environment, and acknowledge the importance of knowing our place and role as educators. We educate children to enjoy life to the fullest and to make the best of what they have. Every child brings with them their family values, beliefs, and culture, which is crucial to build on this with each child, enabling them to feel totally accepted and valued as an individual.

We fully acknowledge our own origins and respect the dignity of our children and their diverse customs and cultures. Only by looking at our own roots with love, can we teach our children to create their own path and look towards the future with pride and confidence.

**"The joy of life comes with the acceptance and pride of our roots."**



## Pekes Philosophy

**Pekes has based its philosophy on absolute respect for children and others. This respect is paramount and forms the foundation of our philosophy.**

The main points of our philosophy are:

### 1. Respect

We always demonstrate full respect for the children, their parents, our fellow colleagues, and ourselves. We are role models to the children and by showing them that we respect ourselves, each other, and especially their parents they will feel confident, comfortable, and safe.

### 2. Teamwork

We work collaboratively with our fellow colleagues throughout the Pekes Nursery in order to achieve our goals and work towards the same vision. Teamwork is a crucial part of who we are and how we can bring together all our best attributes and skills combining them in a big melting pot and creating a powerful cauldron of talent.

### 3. Professionalism

As Pekes ambassadors, we will maintain composure and always stay professional even in the face of adversity, despite what may be happening in our personal lives or any personal conflict that we may have with individuals. We acknowledge that our fears, frustrations, anger, guilt, etc. will transmit to the children and colleagues around us. This is why when we come to work in the morning we clear our minds, leave all negativity at the front door, and fuel ourselves with positive vibrations.

### 4. Labelling

The labelling of children or adults is not acceptable practice. Children are praised and disciplined for their actions and not for who they are. Therefore, when praising a child, we will tell them what a great thing they have done and not what a great child they have been. For the same reason, we will not use the word "poor" to describe them as this would be pitying them which is disrespectful. Children can be neither good, bad nor poor as they are merely children, protagonists of their own path in life with their parents and educators as guides.

### 5. Communication

When communicating with children, we always lower ourselves to their level and maintain eye contact to engage with them, it can be quite intimidating for the child when talking to them from high up.

Staff always demonstrate a positive attitude when communicating with each other and with the children. The word "no" is avoided and instead, children are offered a reason why certain behaviours are not acceptable in daily life. This way we stand a far better chance of understanding and dealing with challenging behaviors.

When communicating with children we ensure that they talk, think, and feel simultaneously, otherwise, we risk sending out mixed messages. This is to say that when praising or disciplining a child, our actions and emotions emulate the words that we use.





## Moral Values

The DfE has reinforced the need “to create and enforce a clear and rigorous expectation on all nurseries to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. At Pekes, we acknowledge and practice these fundamental moral values, which are already implicitly embedded in the Early Years Foundation Stage. This is a jewel that we have been promoting since the birth of Pekes and forms an integral part of our Philosophy.

**At Pekes, this is the way we demonstrate the following fundamental “British Values”:**

### Democracy

- We encourage children to understand their self-worth and demonstrate full respect for their parents, friends, and teachers to act as role models for them to do the same.
- The children are encouraged to share resources with each other during free and guided play as well as sharing ideas leading to child-initiated activities.
- We encourage our children to be inquisitive and ask questions, as children are naturally curious and need answers to fulfill their absorbent little minds, we always communicate with them using open-ended questions to challenge their imagination and creativity to the fullest.

### Rule of Law

- Everyone needs boundaries even adults; we ensure that boundaries are set in a way that the children can clearly understand them and enjoy and feel proud to stay within them.
- We teach children that certain behaviour is not accepted and that there are consequences for such behaviour, although we never punish or chastise children nor use the words “punish” or “chastise” in either English and Spanish.
- We work with the children to enforce boundaries by using tools and strategies, for example, creating charts of Golden Rules with them so that they feel involved and proud to abide by them.
- Tidy-up time is done by singing in a fun and playful way and forms part of their daily routine.

### Individual Liberty

- We provide opportunities for children to develop their self-esteem and increase their self-confidence in their appearance as well as their abilities.
- We plan activities around emotions and feelings and explain to the children that we are all special and unique in our own way, in our appearance, and in our abilities.
- We encourage children to take supervised risks, for example experimenting on obstacle courses that are set up in the garden and in the nursery.

### Mutual Respect and Tolerance

- As with democracy, we promote full respect for each other despite race, religion, culture, gender, or disability by celebrating diversity every day as part of everyday life. At Pekes, we have so many families and staff from such a wide range of different cultured backgrounds that this is who we are and is a fundamental contributing factor to the Pekes Culture.
- We teach children through everyday practice and role-play the importance of acceptance and tolerance and to accept each other for who we are.



## Company Code of Conduct

### Confidentiality

We are committed to maintaining the highest degree of professionalism in all our dealings with potential, current, and past clients, with special regard to confidentiality and data protection while providing our nursery services.

### Ethics

We always conduct our own services honestly, professionally, and with integrity, and expect the same from our clients. We believe it is important to foster an understanding of social responsibility and care for the world within the Early Years Community.

### Behaviour

As with all the aspects of nursery life, we aim to work in partnership with parents communicating regularly and working with them in resolving any issue that may arise. We promote positive behaviour and expect the same in return from all clients and visitors. Negative behaviour from adults will not be permitted toward the children, other adults, or members of staff. This includes verbally or physically aggressive or threatening behaviour or challenging staff inappropriately at the beginning or end of a session. Parents are expected to follow the policy guidelines laid out in the complaints policy when they have issues, they wish to raise with the setting. Bullying of staff might result in a client being banned from the nursery premises with the subsequent expulsion of the child if there is no other authorised adult to drop off or collect the child.

### Duty of Care

Our duty of care begins with the children, and it is our fundamental obligation to keep the children safe (Please refer to our Safeguarding Policy in Chapter 7 of this manual) and enrich them with the knowledge, skills, and tools to aid their development and assist them in their precious lifelong journey. We are seen as experts in the field and children and parents rely on us to ensure that the children are cared for appropriately, which we endeavour to do beyond the realms of expectation.

### Quality Assurance

We maintain the quality of what we do through constant ongoing review, of all aims, activities, and outcomes through Quality Improvement Plans. We have parent and staff surveys, which we analyze, review, and use to improve the services that we offer. We offer parent workshops on a range of child development topics and offer extensive training to staff at their request as well as to what we feel is necessary in this ever-changing and evolving sector. We are also a participant in many sector incentives and quality assurance awards that are on offer.

### Conflict of Interest

A conflict of interest is a situation in which an individual has competing interests or loyalties. Whilst conflicts of interest are not ideal in the workplace, they do happen, and it is how they are managed that makes the difference. The following points must be observed when considering a conflict-of-interest situation:

- A conflict of interest should be declared by management.
- Decide if the person(s) with a conflict of interest should be involved in any discussions or decisions about the situation – if it is decided they should be involved be prepared to justify that decision.
- Where there is a conflict, make sure that decisions are taken in the nursery's interests.
- Ensure that the nursery can continue its services effectively despite the conflict.

Examples of Conflicts of interest in the nursery could be Manageable conflicts.

- The owner or manager of the provision has a close friendship with one of the families.
- A staff member has a close relationship with the owner or manager.
- A staff member is related to a child within the provision.
- A staff member holds second employment in a similar sector.

Unacceptable conflicts warranting disciplinary action.

- A staff member has connections with families through social networking or otherwise.
- A staff member provides babysitting or other services for a family of the provision.

# Safeguarding



## Safeguarding Children Policy & Procedure

It is the company's ethos to ensure that all the children who come to the nursery receive the highest level of care, provision, and education. This is only achievable if children are kept safe; therefore, safeguarding the welfare of children is paramount to the service that we provide.

Due to the many hours of care provided to the children in our settings, it is possible that staff may be the first people to become aware that there may be a safeguarding issue, sometimes even before the parents.

At Pokes, we observe the statutory documents "Working Together to Safeguard Children" (July 2018) and "Keeping Children Safe in Education" (September 2021).

### Staff Suspecting & Reporting Child Abuse Protocol:

1. They must make an accurate written record of all that was seen or heard, it is important that they do not investigate the situation or gather evidence on their own.
2. Immediately take it up with their Designated Safeguarding Lead (DSL) on duty, who will in turn take the issue to the Nursery Manager.
3. Should there be no apparent action taken, then the staff member must escalate the matter to the "Multi-Agency Safeguarding Hub (MASH) themselves, this must not be ignored and must be followed up. The timeframe for when a situation should be escalated will depend on the individual case and risk to the child/children in hand.

### DSL Reporting Child Abuse Protocol:

1. Should a staff member report a suspected case of child abuse to the Designated Safeguarding Lead on duty, or should the DSL suspect it themselves and it is apparent that the matter deserves further investigation, they will contact the "Multi-Agency Safeguarding Hub (MASH) or equivalent team from the borough where the child resides for advice and next steps. This information can be found by calling the number: +44 (0) 208 359 2000.
2. Once the DSL contacts MASH they will also contact Ofsted using the online form and liaise with them simultaneously.
3. The MASH or relevant local authority team will investigate if the child could be at risk of significant harm, and if significant concerns are raised, they will in turn forward their findings to undertake an assessment of the concerns. It may be that the concerns are unfounded and that no further action is necessary, although if intervention or further support is needed, then an action plan will be put in place to make sure that the child is protected moving forward.

### Multi-Agency Safeguarding Hub (MASH)

The MASH is made up of expert professionals that may have had contact with children and their families such as Children's Social Care, Police, and Health from across the borough. When the MASH team receives a referral, the officers first check if the child already has a social worker. If there is an allocated social worker, they are considered the best person to support the child, so the case is referred directly to them. If not, then they will assess the level of risk using a BRAG (Blue-Red-Amber-Green) rating and the MASH manager uses the collected information to decide the best response to meet the child's needs.

### BRAG Ratings:

- Blue: There is no safeguarding concern, and the issue can be dealt with by a Universal service. No MASH response.
- Red: There is a potential child protection issue (e.g., serious injury to the child). Requires immediate action, and information must be provided to MASH navigators within 2 hours. (MASH themselves have 4 hours to complete the whole process.)
- Amber: There are significant concerns, but immediate action is not required (e.g., ongoing domestic violence issues in the household) and requires information to be provided to MASH navigators within 6 hours. (MASH themselves have 1 day to complete the whole process.)
- Green: There are concerns regarding a child's wellbeing, but these do not meet statutory requirements (e.g., poor school attendance) and require information to be provided to MASH navigators within 24 hours. (MASH themselves have 3 days to complete the whole process.)



### **Allegations Made Against a Member of Staff Protocol:**

1. Should a staff member suspect child abuse at the hands of a colleague, they must take notes of their suspicions and inform the DSL on duty immediately. Should the allegation made involve the DSL on duty then they must report it to an alternative DSL or the Managing Director directly if no other DSL is available on site. It is important that they do not investigate the situation or gather evidence on their own.
2. Should there be no apparent action taken, then they must escalate the matter directly themselves to the Local Authority Designated Officer (LADO).
3. The nursery reserves the right to suspend any member of staff during an investigation, legal advice will be sought to ensure compliance with the law, however the risk to the children will be thoroughly assessed and if it is established that actions can be put in place that would not compromise the children's safety then the staff member may be permitted to remain at the setting, however, throughout the investigation, the DSL will follow the instructions and advice given to them by both the LADO team and Ofsted.
4. All telephone referrals are followed up with a written referral using a LADO referral form which must be completed in full without leaving any blanks. This form is available from the Barnet Safeguarding Children Partnership (BSCP) website or on request from the duty LADO.
5. The staff member in question will have a course of interviews, which will be carefully recorded and stored in a specially created file regarding the allegation and the advice of the LADO will be followed. Then if there is no further action needed and the case is closed, the paperwork will then be filed.

The LADO works with Children Services and should be alerted to all cases in which it is alleged that a person who works/volunteers with children has behaved in a way that has harmed or may have harmed a child.

### **The Disclosure and Barring Service (DBS).**

Adults that work with or around children need an enhanced DBS certificate, and this is the only police code of conduct record accepted in the UK. (Please see Recruitment Policy in Chapter 8 of this manual.)

### **Child abuse can take different forms: Physical, Emotional, Sexual, and Neglect.**

#### **Physical Abuse**

This may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Cuts and bruises can appear in many places on a child's body. Common areas include the knees, elbows, shins, and forehead. These locations tend to break a child's fall when they are involved in a collision or trip, indicating that the trauma was unintentional. However, these marks can also appear in other locations. Softer regions such as the abdomen, injuries to these parts can occur naturally however, they are far more likely to be caused by intentional brute force.

It is vital that practitioners can identify places where non-accidental bruising may occur. These can be areas such as the ears, from pulling, behind the knees, armpits, and other hidden areas that are not commonly checked or noticeable., thighs, buttocks, and neck can all experience bruising and lacerations.

Babies who are just starting to walk unsupported may bump and bruise their heads – usually the forehead, nose, centre of their chin, or back of the head. It is important to take this into consideration when trying to identify if a bruise has been caused by an accident or whether the child could have been physically abused, as with a baby you would not expect to see the same bruises as you would an older child.

#### **Emotional Abuse**

Emotional abuse can arise in all types of maltreatment of a child although can also occur alone, examples of such abuse may involve:

- Conveying to children that they are worthless or unloved, inadequate, or not valued.
- Imposing age or development-inappropriate expectations on children.
- Seeing or hearing the ill-treatment of another
- Serious bullying, causing children frequently to feel frightened or in danger.
- Exploiting and corrupting children

## **Sexual Abuse**

This involves forcing or enticing a child or young person to take part in sexual activities, whether the child is aware of what is happening or not. Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

## **Neglect**

This is the persistent failure to meet a child's basic physical and/or physiological needs, likely to result in the serious impairment of the child's health or development. Examples of neglect may involve a parent failing to:

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate carers)
- Ensure access to appropriate medical care or treatment.
- Abstain from maternal substance misuse in pregnancy.

Signs of Neglect in the early years may be:

- Appearing hungry
- Repeated injuries from lack of supervision
- Skin sores, rashes, flea bites, scabies, or ringworm
- Thin or a swollen belly
- Having poor hygiene, being visibly dirty or smelling
- Being without inadequate clothing or unwashed clothes
- Not meeting developmental milestones
- Having frequent and untreated nappy rash in infants

## **Monitoring attendance of children**

As part of our requirements under the Statutory Framework, we are required to monitor children's attendance patterns to ensure they are consistent with no cause for concern. Parents should inform the nursery prior to their children taking holidays or days off, and all sicknesses should be called into the nursery on the day. The managers will call the parents of children that have not attended their booked session and record the reason in the absence log which is monitored carefully to identify any patterns of unexplained absences. This should not stop parents from taking precious time with their children, it is merely a tool to log absences, so we know that the children are safe.

## **Other Forms of Abuse that fall into the categories above:**

### **Toxic Trio**

The 'toxic trio' is made up of three issues: domestic abuse, mental ill-health, and substance misuse. These issues often co-exist, particularly in families where significant harm to children has occurred.

One reason why these issues often co-exist is that a parent misusing drugs, or alcohol is more likely to be in a relationship where domestic abuse occurs – those who misuse drugs or alcohol have a greater chance of experiencing mental ill-health. Conversely, adults with mental health problems are more likely to abuse drugs or alcohol; there are many different situations that could lead to all three of the toxic trio arising.

Each member of the toxic trio is prevalent alone, however, the combination of all three issues is what increases the risk of harm to children most significantly. It is important to be aware of the toxic trio because it is viewed as a key indicator of increased risk of harm to children and young people. The trio also increases the risk of damaging children's well-being and outcomes.

While living with mental health problems, using alcohol or drugs, or experiencing domestic abuse does not necessarily mean that a parent or carer will be unable to safeguard their child from significant harm, each issue has a range of other potentially negative consequences for children.

## **VAWG (Violence against Women & Girls)**

The term “Violence against Women and Girls (VAWG)” defines the range of serious violent crime types, which are experienced by women and girls and include:

### 1. Domestic Violence

Anyone can be a victim of domestic abuse/violence, regardless of gender, age, ethnicity, socio-economic status, sexuality, or background. There are different kinds of abuse although the most prevalent type of domestic abuse occurs in relationships. It is extremely distressing for children to see or hear their parents being physically and verbally abusive to each other. It threatens their sense of security and the stability that is usually found within the family. Children may react in different ways to living with domestic violence, please see below a few indicators.

- Children may find it difficult to make friends easily due to confusion over what is acceptable and unacceptable behaviour.
- They may become quiet and withdrawn or become loud and fidgety with poor concentration.
- They may feel angry, confused, anxious, insecure, and frightened.
- They may re-enact aggressive behaviour through role play, playing with dolls, or language that they might use.
- They may have nightmares or bed wetting.
- They may need lots of comfort and reassurance.
- They may have more tantrums or regress to an earlier stage of development, such as thumb sucking or soiling.
- They may also become aggressive to other adults and children.
- They may not want to go home.

Children who are exposed to violence in the home experience so much added emotional stress and if not provided with help from an adult to work through feelings of rage and distress and offered soothing and comfort, they can develop poor stress systems themselves. This can result in them finding it difficult to manage their own feelings as they get older and find them overwhelming and unmanageable.

### 2. Sexual Violence

Sexual violence is any sexual contact that is unwanted or against someone's will. It includes all forms of sexual acts including rape, sexual assault, sexual touching, sexual harassment, sexting, or threats of sexual violence.

### 3. Female Genital Mutilation (FGM)

FGM is the partial or total removal of external female genitalia for non-medical reasons also known as female circumcision. Religious, social, or cultural reasons are sometimes given for FGM; however, in the UK, FGM is child abuse, dangerous, and a criminal offense.

Some common indicators of a girl at immediate risk of FGM are:

- They talk about a special occasion to become a woman, being taken home to visit family or an older female relative visiting the UK.
- They have difficulty walking or spend longer than normal in the toilet and have difficulty urinating.
- They display unusual behaviour after an absence from the nursery.
- They may be particularly reluctant to undergo normal medical examinations.

Most girls at risk are aged between 5 and 8 years old although FGM can happen at any age before getting married including when they are babies. Girls living in communities that practice FGM are most at risk. In the UK, the Home Office identified girls from Somalia, Kenya, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea, Yemen, Kurdistan, and Indonesia as most at risk of FGM.

### 4. Breast Ironing

Breast flattening (often called breast ironing) is the pounding and massaging of a young girl's breasts using hard or heated objects, to prevent and stunt breast growth. It is widespread in Cameroon and takes place throughout other parts of Africa. The health implications apart from the severe pain, are 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, and PTSD. It is a hidden practice as the girl generally believes that the practice is being carried out for her own good and she will often remain silent.

### 5. Forced Marriage

In many different cultures, women and young girls are subjected by their parents to a marriage conducted without the valid consent of one or both parties, and where duress is a factor. This may be apparent in staff or young parents although it has been known to occur in children as young as 2 years old where the child has been promised to another family.

### 6. Honour-Based Violence

Murder in the name of so-called 'honour' murders in which, predominantly women, are killed for actual or perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. They are sometimes called 'honour killings'; however, there is no honour in murder.

### 7. Child Sexual Exploitation (CSE) & Trafficking

Child sexual exploitation of children involves exploitative situations, contexts, and relationships where children receive 'something' (e.g., food, accommodation, sweets, affection, gifts, money) because of them performing, and/or another or others performing sexual activities on them. Both girls and boys are at risk of sexual exploitation, which is seriously harmful to children both emotionally and physically.

A trafficked child is coerced or deceived by the adult who brings them into the country or is moved within the UK. When the child arrives in the UK or is moved within the country, they are denied their human rights and are forced into exploitation by the trafficker or the adult/s into whose control the child is delivered. The UK is a transit and a destination country for trafficked children.

### 8. Prostitution

Prostitution, sometimes called sex work, is the exchange of sex for money or goods when the person selling is aged 18 and over. If they are under 18, then it should always be considered child sexual exploitation (CSE).

**For free guidance and support, women and girls can seek support through ANGELOU which is a partnership of 10 specialist organisations that have come together to support women and girls experiencing domestic or sexual violence.**

### **Radicalisation**

This is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups".

Prevent - Prevent is one of the four elements of CONTEST that works at the pre-criminal stage by using early intervention to encourage people to challenge extremist and terrorist ideology and behaviour. The Home Office works with local authorities and government departments, to deliver the Prevent Strategy. At Pokes, we observe the Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

Counter Terrorism Strategy (CONTEST) has four areas of work:

1. Pursue: to stop terrorist attacks
2. Prevent: to stop people from becoming terrorists or supporting terrorism
3. Protect: to strengthen our protection against a terrorist attack
4. Prepare: to mitigate the impact of a terrorist attack

Early Indicators & Behaviours of Concern:

1. Isolating themselves from family and friends
2. Talking as if from a scripted speech
3. Unwillingness or inability to discuss their views.
4. A sudden disrespectful attitude towards others
5. Increased levels of anger
6. Increased secretiveness, especially around the internet

Workshop to Raise Awareness of Prevent (WRAP) - These are workshops delivered to settings by the government to raise awareness about Prevent. At Pokes, we hold these workshops every year and new staff will complete an on-line course.



**Channel** - Channel is an early intervention multi-agency panel designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour. It is a voluntary and confidential process allowing the individual to withdraw from the programme at any time. The Channel Panel is chaired by the local authority and includes police, statutory partners, and non-statutory partners, where appropriate. Lead safeguarding professionals will be invited on a case-by-case basis.

**Referral Process** – The referral process is the same as any other Safeguarding issue. If you believe that someone is vulnerable to being exploited or radicalised, you must inform your Safeguarding Lead, which is your manager, who will, in turn, contact the Prevent Team. The Prevent Team will then escalate any relevant concerns to Channel if appropriate.

### **FII (Fabricated or Induced Illness)**

This is a rare form of child abuse and occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

### **Faith & Spirit Possession**

Child abuse linked to faith or belief can be open to several different interpretations, this focuses on children believed to be "possessed" by evil spirits (spirit possession).

### **Private Fostering**

A private fostering arrangement is one that a family makes privately, (without the involvement of a local authority) for a child under the age of 16 years and with someone other than a parent, grandparent, stepparent, auntie, uncle, or older sibling with the intention that it should last for 28 days or more. If any such arrangement should come to your attention, then this must be reported to the MASH at LBB.

### **Gang Activity**

Gang membership for some children, represents a loose social connection - a hashtag for Instagram, although for others can be considerably more dangerous. The criminal gangs operating in England are ruthless organisations, which use sophisticated techniques to groom children and chilling levels of violence to keep them compliant. They prey upon children who have often been let down by multiple agencies. Many of these children don't feel that they have any choice about their situation.

### **County Lines**

This is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs. The 'County Line' is the mobile phone line used to take orders of drugs.

## **Designated Safeguarding Leads**

At Pokes we have 2 qualified Designated Safeguarding Leads, the Manager is the 1<sup>st</sup> for each setting.

1<sup>st</sup> Designated Safeguarding Lead = Luisa Martinez

2<sup>nd</sup> Designated Safeguarding Lead = David Henao

In any case of child abuse when a child could be at immediate risk of significant harm, then the police must be called immediately in addition to following safeguarding protocol.

In the case of allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere) the DSL, Manager, or company representative have a duty to inform OFSTED within 14 days of the allegation being made however will endeavour to make contact with them concurrently with the LADO team.

## **Important Contacts**

### **Ofsted Enquiry Lines:**

- General Enquiries: 0300 123 1231 / email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)
- Whistle Blowing: 0300 123 3155 / email: [whistle.blowing@ofsted.gov.uk](mailto:whistle.blowing@ofsted.gov.uk)
- Complaint, Investigation, and enforcement: 0300 1234666
- Postal Address: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD.

### **Allegations Against Staff Referral Contacts**

- Barnet LADO
- Rob Wratten is the LBB LADO
- Phone: +44 (0) 208 359 4066
- Email - [LADO@barnet.gov.uk](mailto:LADO@barnet.gov.uk)

### **Safeguarding Referral Contacts**

- Multi Agency Safeguarding Hub (MASH Team)
- Office hours: +44 (0) 208 359 4066
- Outside office hours: +44 (0) 20 359 2000
- Email: [mash@barnet.gov.uk](mailto:mash@barnet.gov.uk)

### **Angelou (Women and Girls victim support group)**

- Phone: +44 (0) 808 801 0660 / +44 (0) 208 741 7008
- Email: [angelou@advancecharity.org.uk](mailto:angelou@advancecharity.org.uk)
- Website: [www.angelou.org](http://www.angelou.org)

### **Emergency Police Contact**

- Police Telephone Contact:
- Emergencies: 999 & 112
- Non-emergencies: 101

### **Department for Education Coronavirus (COVID-19) Helpline Opening Hours**

The Department for Education coronavirus (COVID-19) helpline remains available to answer questions about coronavirus (COVID-19) relating to education and children's social care. Please listen carefully to the available options and select the most appropriate to your nursery, school, or college's current situation.

Staff, parents, and young people can contact this helpline by calling: Phone: 0800 046 8687.  
Opening hours: Monday to Friday from 8 am to 6 pm  
Saturday and Sunday from 10 am to 6 pm

## Recruitment & Selection Procedure

### Advertising

The advert will include clear job roles and personal specifications setting down the boundaries to attract suitable candidates and deter unsuitable candidates.

### Application Packs

**These packs are given to applicants that have been short-listed and consist of the following:**

- Information sheet about the organisation
- An outline of the selection process to include:
  1. The process of applying for the post from the beginning to the end
  2. An explanation of what pre-employment checks we do.
  3. Inform them that any discrepancies identified on the application form or otherwise will be addressed at the interview.
  4. Inform them that if an offer of employment is made, then we will carry out a DBS check.
- The company's Safeguarding Policy
- Job Description & Personal Specification
- A Self-Disclosure form with a sealed envelope  
(Under the Exceptions Order to the Rehabilitation of Offenders Act 1974, employers are entitled to request all applicants to disclose any criminal record they may have. This form asks applicants to provide accurate details of any previous convictions, cautions, or bind-overs that they have that could be relevant. This will be placed in a sealed envelope and only opened by the employer should the applicant be successful.)
- 2 x References, this can vary as for a student that may not have entered the workforce, we might ask for one from their education institution, whereas for other candidates we may ask for more than 2 references, should we feel that the two do not suffice.

### Application Forms

Application forms should include the following:

- Personal details
- Personal statement
- Education and training
- Work experience
- Employment history (explaining any gaps)
- Reference details
- Signed declaration.

### References

Friends and family cannot be referees and should be past or current employers from the 2 most recent and relevant employers. If only one recent employment is relevant, then a third may be sought for a previous period if it is relevant to the post. Once received, if the completed form does not come from a company email, then a phone call will be made to verify the contents of the reference.

### Documents

Once a candidate accepts a position, they will be asked to produce their original qualification certificate, and the manager will take a copy and mark on the copy the date that the original has been seen.

## Recruitment Protocol

1. Candidates are shortlisted regarding their qualifications, experience, and specific qualities.
2. The shortlisted candidates are emailed an application form which they must submit to the Manager.  
on receipt of the application form, two people will scrutinise the application form and decide whether an interview will be offered to the applicant. On the application form we will ask permission to check references at this stage of the process, should we receive this permission then references will be checked at this point to assist with the shortlisting process.
3. An interview will be arranged, which will consist of an initial interview followed by a practical trial lasting a couple of hours. (Prior to the interview they will be asked to prepare an activity for a certain age group to carry out in their trial). Should the manager need a longer trial to assess the candidate's suitability, then a further date will be arranged.
4. After the trial the candidate will be asked to write an observation for a child or group which they observed during the activity. (This is to test their EYFS knowledge and written English)
5. A short informal meeting will follow with an overview of how the trial went and the candidate will be informed of the date that they will receive notification of the outcome of their application.
6. A formal job offer will be made in writing to the successful candidate although will be subject to references, identity checks and any other relevant checks being verified and approved.
7. References will be checked on the candidate's acceptance of the position, should they not have given their permission for them to be checked before the interview. References must be from the candidate's latest appointments relevant to the position they are applying for.
8. Unsuccessful candidates will be informed in writing with short feedback to assist them with future employment opportunities.

We ensure that all the candidates are judged by their professional qualities and do not discriminate against the nine protected characteristics as set out by the Equality Act 2010.

### Roles and Responsibilities of the Managers and Administrator.

- To assess whether to advertise internally or externally depending on the needs of the company.
- To not discriminate throughout the recruitment and selection process.
- To perform an unbiased interview in a professional manner along with another senior staff member.
- To check validity of references and record before employee start date
- To match UK Early Years qualifications against the DfE approved list of qualifications
- To check QTS certificates with the Teaching Regulation Agency.
- To see original relevant qualifications certificates and record on the certificate that original has been checked and seen.
- To create and maintain employee records for all staff members.
- Ensure that all staff hold a current DBS and that new staff applications are in progress.
- Inform OFSTED of all staff changes to management positions within 14 days.
- To give the selected candidate a complete and thorough Induction and monitor them throughout their probation as part of their ongoing induction.
- To ensure that all new staff and students have been given electronic copies of the EYFS, Employee Handbook, Staff Manual and Policies & Procedures.
- To ensure Manager, Deputy Manager and Administrator undergo a full Safer Recruitment course every two years.

### Role and Responsibilities of Staff:

- Ensure the use of two genuine references on applications for employment, with relevant contact person details, and ensure the accuracy of all information featured on their application form.
- To ensure that they have disclosed any medical issues that may affect their position or may need support to fulfill their role effectively.
- To disclose any past, current, or pending cautions or criminal convictions of any nature.
- To provide all the necessary documents requested at induction for their personal employee file to satisfy identity checks as well as to assist the DBS process.
- To read, understand and sign their Employment Contract and our Privacy Notice Consent Form which outlines which and why personal data is retained by the company and the retention periods.
- To read and understand the EYFS, the company's Employee Handbook, Staff Manual, and Policies & Procedures.

### **Students within the Setting**

Our nursery welcomes students who are undertaking childcare courses from abroad and local colleges.

- We only offer placements to students that are 17 years old and above.
- The company will apply for an enhanced DBS for all students on placements in excess of three months that are arranged by the company. Students on training programs arranged by other education establishments must have an enhanced DBS certificate applied for by the relevant institution.
- Non-national students must provide a DBS equivalent from the country where they resided prior to coming to the UK. Should the placement be for longer than three months; the company will apply for a UK DBS.
- Students on placements for more than three months will need to hold a current full Paediatric First Aid certificate.
- All students can be counted in ratio for the whole of their placement if the Nursery Manager deems them suitable. (Subject to EYFS regulations).
- All Students are covered by the Early Years Alliance liability insurance underwritten by RSA.
- Students must sign a Student Agreement stating the terms of placement and schedule and agreeing to abide by the company policies and code of conduct.
- All students are fully inducted in the same way a new member of staff would be.
- All students are invited to join the trainings that are offered to the staff.
- We encourage students to learn by practice and therefore will change nappies during their placement with full supervision.
- All students are to do an exit interview when they leave to provide the company with valuable feedback on their experience.





## 8.5

### Disclosure & Barring Service (DBS)

It is crucial as an early-year provider that we create a culture of safe recruitment that includes the implementation of a recruitment procedure that will help to eliminate or identify people who might pose a safeguarding or welfare threat to the children.

Pekes is committed to the fair treatment of its staff and potential staff, regardless of ethnicity, gender identity, religion, sexual orientation, responsibilities for dependents, age, disability, or offending background. We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates. We select all candidates for interview based on their skills, qualifications, and experience, and all candidates are vetted for suitability to work with children.

#### Disclosure & Barring Service (DBS)

The Disclosure and Barring Service help employers make safer recruitment decisions each year by processing and issuing DBS checks for the UK. DBS also maintains the adult's and children's Barred Lists and makes considered decisions as to whether an individual should be included on one or both lists and barred from engaging in regulated activity. The company will make and pay for all DBS applications for new staff and will require the new staff to register with the "Update Service". Current staff have been required to register with the update service on the expiration of their current DBS since 1st July 2021. Employees leaving within a year of service will be required to refund the cost. UK DBS certificates are not filed or retained; once the original is seen, the certificate number and expiry date are recorded on our database.

All non-national staff and students that have resided outside the UK must produce a DBS equivalent from the country where they previously resided before they start at the company. All police disclosures produced from abroad must be original documents and no older than three months old from the date they moved to the UK. Once seen, a copy will be taken and placed in a specific folder. These documents are accompanied by a signed letter in English verifying that the content of the certificate shows a clean record as well as a letter from the staff member giving the company permission to keep the document on file. Margarita Morro Beltran the Managing Director of the company and a proficient bilingual in Spanish and English, will verify all Spanish criminal disclosures, and a professional from the country that they relate to will verify certificates from other countries. New staff coming from abroad with a valid Police Conduct Check certificate will be permitted to change nappies and children's clothing under supervision in line with company policy. The company will accept a new starter non-national without their police conduct certificate if the application is pending and in progress however, they will not be permitted to change nappies or children with soiled clothing until the document arrives and is verified.

Staff and students who already have a clear UK DBS from a previous employer will be asked to bring it in as part of the recruitment process, however, a new one will always be done as part of their induction unless they are on the update service, in which case we will run an online check through the government portal. Staff and students on the update service will need to show their DBS certificate, the certificate number will be recorded, and permission will be sought from the employee to perform a status check online, this will then be done annually and with their permission. This may only be done with their permission and for the same level of DBS that the update service has been subscribed to by them, which in the company's case includes the children's barred list. They will be permitted to change nappies and children's clothing under supervision in line with company policy.

All employees, students, and prospective candidates must declare any convictions, cautions, and court orders past and present that may disqualify them from working with children or affect their suitability. This includes any such caution, conviction, or court order that may arise after the commencement of employment and for the duration of their employment. Staff are required to complete a Self-Declaration Disclosure Form on entry to the company and then annually alongside their Self-Appraisals. We acknowledge that a DBS is only as good as the date the check was made and therefore do not solely rely on this when considering safer recruitment and the safeguarding of children.

## Confidentiality & Information Sharing Policy

### Confidentiality

At Pokes, we have a confidential relationship with our families. It is our intention to respect the privacy of children and their parents/carers while ensuring that they access high-quality early years care and education in our setting.

### Procedures

- Most things that happen between the family, the child, and the setting are confidential to the setting although in exceptional circumstances information is shared with other professionals if legally obliged to do so and where there may be a safeguarding concern.
- Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible for such information.
- We do not discuss children with parents other than their own or with anyone else outside of the setting.
- Information shared between parents in a workshop group is bound by a verbally shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information and correspondence with external agencies regarding sensitive matters beyond the scope of personally identifiable information.
- Photographs of children may be used as part of the artwork, learning journals, personalised hooks, and displays within the settings which permission is sought for on the registration form, should the parents/carer not give such permission, their wishes will be respected.

### Information Sharing

We recognise that parents have a right to know that the information they share with us will be regarded as confidential and kept that way. They also have the right to be informed when we are obliged to share such information and the reasons that have led to this.

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

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

The management team provides clear guidance, policy, and procedures to ensure all staff and students understand their information-sharing responsibilities and can respond in a timely, appropriate way to any safeguarding concerns.

### Violation of the Policy

Any member of staff that has violated the Confidentiality Policy will be subject to the disciplinary procedure and could face dismissal on the grounds of Gross Misconduct.

**CONFIDENTIAL**

## Online E-Safety Policy

The nursery takes steps to ensure that there are effective procedures in place to protect children from the unsuitable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

The nursery also has due regard for the Prevent Duty 2015 Act, for schools to ensure children are safe from terrorist and extremist material online.

### Procedures

- The Nursery Manager is responsible for ensuring all ICT equipment is safe and fit for purpose and that safety settings are set to ensure that inappropriate material cannot be accessed through the browser.
- All the ICT equipment in the settings is for nursery use only and must not be used for any personal reason, failure to comply may result in disciplinary action. (Please see our social media and Networking Policy in Chapter 11 of this document).

The distribution of any kind of images of children is prohibited under EYFS regulations and a criminal offense to distribute indecent images of children. In the event of a concern that a colleague or other person is behaving inappropriately, then the Safeguarding Children Policy in Chapter 7 of this manual must be observed. Should a staff member or parent/carer be suspicious of IT material, that could be inappropriate or incite hate crimes; this must be reported immediately to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk).

Should a staff member or parent/carer be suspicious of an adult attempting to make inappropriate contact with a child on-line, they must report them to the National Crime Agency's Child Exploitation and Online Protection Centre at [www.ceop.police.uk](http://www.ceop.police.uk).

BILINGUAL NURSERY





## Social Media & Networking Policy

Social networking and social media are powerful communication tools, which can have a significant impact on organisational and professional reputations. Pokes has developed a policy to set out and help clarify how best to use these tools to the professional benefit of the company, its staff, parents, and children. Examples of social networking websites are Twitter, Facebook, Instagram, Snapchat, Linked In, etc... Both in their professional and personal capacity, employees need to follow the same behavioural standards online as they would in real life. The same laws, professional expectations, and guidelines for interacting with staff, students, and parents apply online in the “virtual world” as well as in the “real world”.

### The Scope

The scope of this policy is not limited to just Pokes staff, parents, students, and volunteers. This policy also applies to external people to Pokes posting material on social networking sites that may have links to staff and professional expectations.

The information posted on social networking sites must adhere to the legislation in force at the time. Particular attention must be paid to the following:

- Copyright, Designs & Patents Act 1988
- General Data Protection Regulation (GDPR) 2018
- The Child Trafficking and Pornography Acts 1998 & 2004
- Defamation Act 2013
- Prohibition of Incitement to Hatred Act 1989
- Prevent Duty 2015
- The Children Act 1989
- Equality and Diversity Act 2010
- Employment Act 2008

### Restrictions - Staff & Students Must Not:

- Post photos and videos featuring the children for public viewing, taken at the nursery or at special events organised by the nursery except for the ones taken by staff for the children's Learning Journal and for displays at the setting.
- Use ICT equipment for personal reasons such as social media and emails.
- Accept personal invitations to be friends on social media from parents/carers or children that are clients of the company unless they have known them in a personal capacity prior to their employment.
- Post or share information, which is confidential, or proprietary of the company.
- Post or share material that could be deemed threatening, harassing, illegal, obscene, defamatory, slanderous, or hostile towards any individual or entity.
- Post or share phone numbers or email addresses of any staff member or client of the setting without obtaining their express permission first.
- Infringe on the rights of the setting, including privacy, intellectual property, or publication rights.
- Post, share or be involved with chain emails, these can be comments that are multiplied repeatedly and otherwise distributed as “spam”.
- Allow any other individual or entity to use their identity for posting, sharing, or viewing comments.
- Post or share comments under multiple names or using other people's or alias names.
- Post or share digital media (audio, video, or photography) without securing the written permission of the original copyright holder should copyright exist.
- Share information to parents, colleagues or any other individual about the children, staff, or parents of the setting on social networking sites or anywhere else.
- Talk negatively about Pokes or any aspects of the company on social networking sites or media.
- Post remarks or comments that breach confidentiality or that is deemed detrimental to the setting or other employees.

**Staff or students not adhering to any of the above restrictions will face disciplinary action on the grounds of Gross Misconduct and may face criminal charges.**

**Staff still have a responsibility when posting material on social media networking sites whilst not at work and must consider the following Best Practice Guidelines:**

Think twice before posting – Privacy and discretion do not exist in the world of social media. Consider what could happen if a post becomes widely known and how that may reflect both on the employee and in turn the company. Search engines can turn up posts and comments years after they have been created. Take a moment of pause “If you wouldn’t say it at a conference or to a member of the media, consider whether you should post it online.”

Attention to detail - Get the facts straight before posting them on social media. Review content for grammatical and spelling errors. This is especially important if posting on behalf of the setting, as you are an ambassador of the nursery.

Be respectful - Understand that content contributed to a social media site could encourage comments or discussion of opposing ideas. Responses should be contemplated carefully considering how they would reflect on the person posting the message. Remember your audience - be aware that a presence in the social media world is, or easily can be, made available to the public at large. This includes current parents and their families, prospective clients, current students, colleagues, children, and fellow competitors.

Think before publishing anything to ensure that the post will not alienate, harm, upset or provoke any of these groups. Always remember in or out of working hours you are an ambassador for your setting and the company. On personal sites, be clear as identifying your views as your own - It should be clear that the views expressed are yours and not those of the company.

Photography - Photographs and videos posted on social media sites can easily be appropriated by visitors. Always consider your professional image in photographs and do not include photos of colleagues without their permission. Logos and trademarks of the company may not be used without the written consent of the company owner.

Rules - Become familiar with the terms of service and policies of the sites and networks in which you participate, be clear on how they work, how they are linked and, on their privacy, and security conditions.

Security – be familiar with the security settings available and use them to suit your requirements.

**Any breach of this policy may result in disciplinary action.**



**ZIP IT**

Keep your personal stuff private and think about what you say and do online.



**BLOCK IT**

Block people who send nasty messages and don't open unknown links and attachments.



**FLAG IT**

Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

## Mobile Phone & Device Policy

### Mobile Phones

All staff, on arrival at the nursery, must switch their mobile phone off and leave them in the designated area before entering the nursery hall until their departure. Staff are however permitted to use it in the staff room although must switch off before entering the nursery after their break.

All parents, visitors, and maintenance workers wishing to enter the nursery hall, on arrival will be asked to switch off their phones until their departure. Should a maintenance worker need their phone to facilitate their visit, then they will be permitted although will be shadowed by a member of staff throughout their visit.

For nursery special events, parental permission will be sought from fellow parents, to allow them to take photos or videos although must pledge not to share on social media websites such as Facebook, Twitter, Instagram, Snapchat, etc. If this is breached, then this permission will be removed immediately and a ban on photos/ videos for future events will be enforced.

Photos of the children can only be taken with nursery phones and tablets.

Photos and videos taken of the children will only be used for the purpose of the setting and the children's Learning Journals.

We ask that parents refrain from mobile phone use in the nursery when collecting and dropping off their children.

Emergencies – If any member of staff or student needs to receive an urgent message, they should in the first instance give the nursery number to the person they are waiting to hear from. If this is not possible, they can ask an appropriate member of the senior management or admin team to leave their phone in the office and they will inform the person when the call arrives.

### Personal Mobile Devices

Internet-connected devices that are Wi-Fi or network-enabled are strictly NOT permitted in the nursery during nursery operating hours. This includes smartwatches that are network-enabled and connected with their own SIM card. Smartwatches that are not network enabled are permitted to be worn at the nursery but only when the paired mobile phone has been switched off and the WIFI function disabled.

**Any breach of this policy by staff will result in disciplinary action.**



## 13 iPad Policy

### Staff iPads

At Pokes, staff use iPads for the purpose of recording observations on our online Interactive Learning Diary Journal and for activity planning.

All devices are password protected and have set apps downloaded for purpose and do have internet access although with heavy restrictions in place. Staff cannot delete or download any apps although they are encouraged to request apps to be added to support activity planning.

The only Apps available on these devices are Dojo, YouTube Kids, and Google Translate. Notes, Weather, Maps, Time, Date, Safari (restricted settings) & company email. The email app is set up for ***luisafer\_7@hotmail.co.uk*** for the purpose of sending photos and videos from tablets to PCs to support observations.

The iPads have strict settings restricting the use of social media and adult content and only the Manager has authorised access to alter any settings.

The children do not have access to the staff iPads.



## Bullying Policy

**Definition:** “Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied to defend themselves and feel powerless”.

Pekes Bilingual Nursery responds to the issue of bullying very seriously whether amongst children (although rare in children under 5) or adults and has strict procedures that will be adhered to without hesitation should there be any evidence within the nursery.

The damage inflicted by bullying can be frequently underestimated and can cause considerable distress affecting physical and mental health and personal development. Bullying can occur because of discrimination amongst other social reasons although can take many forms. Please refer to the company's Equality & Diversity Statement in Chapter 1 of this document)

The three main types of bullying are:

1. Physical - pushing, kicking, hitting, pinching, and other forms of violence.
2. Verbal - Name-calling, sarcasm, spreading rumours, persistent teasing, belittling etc...
3. Emotional - excluding, tormenting, ridiculing or humiliating.

### Aims and Objectives

- To deliver a safe and secure environment where all children can play and learn without fear or anxiety and where staff can be passionate about their work and thrive in their performance.
- To set the nursery climate of mutual respect and praise for success, as when adults and children feel they are important and have a sense of belonging, bullying is less likely to occur.

### The Role of the Manager

- To implement this policy and to ensure that all staff paid or unpaid are aware of it and know how to deal with incidents of bullying.
- To respond in a timely manner to any request from parents or staff relating to incidents of bullying and begin an investigation thereafter.
- To keep accurate records of all incidents and report the effectiveness of anti-bullying strategies.
- To raise awareness of bullying through staff meetings, peer observation and staff monitoring
- To ensure that staff receive the relevant training and are equipped to deal with bullying.
- To set the nursery climate of mutual support and praise for success, as when adults and children feel they are important and have a sense of belonging, bullying is far less likely to occur.

### The Role of the Director

- To review this policy annually in liaison with the management team.
- If an allegation were to be made against the manager, then the Managing Director would conduct the investigation with support from Head Office.

### The Role of Staff

- To ensure that all children learn that bullying is unacceptable behaviour.
- To be positive role models and lead by example
- To implement strategies and behaviour management charts
- To support a child or adult in the event of them being bullied
- To report to the manager if they have witnessed or been made aware of an act of bullying.
- To complete incident forms for any incidents of bullying

### The Role of Parents

- To contact the manager if they are concerned that their child might be being bullied, or who suspect that their child may be bullying another child.
- To work in partnership with the setting in line with our ethos and supporting the strategies in place.

## Health and Safety Policy

The Health and Safety at Work Act 1974 imposes certain obligations on an employer not only to take all such actions as are reasonable to safeguard the health and safety of their employees but also to show they are doing so, by producing adequate written policies and procedures.

To maintain the maximum protection for staff and children we will primarily ensure:

- that all settings have their own designated Health & Safety Officer which are relevantly qualified that will carry out global premises checks and record and action any Health and Safety issues reported to them
- the highest standards of cleanliness are maintained for the venue and equipment.
- that PAT testing is done every year, and a fixed electrical circuit check is done every five years.
- safe and clear access within, to, and from the building with all fire exits clearly visible.
- that all staff are aware of the evacuation procedures and that regular drills are performed (please see Fire Safety and Evacuation Policy in Chapter 22 of this document)
- that all staff are aware of the procedures in the case of accidents and First Aid
- that all staff are aware of and carry out their own Health and Safety responsibilities
- that all staff take reasonable action to control the spread of infectious diseases and that they wear protective gloves and clothes where appropriate
- that the kitchen staff are all aware of allergy restrictions for the staff and children
- that the kitchen staff hold a current Level 2 in Food Safety
- that the kitchen conduct and record relevant daily and weekly health and safety checks
- that hot drinks do not enter the nursery area where there are children present.
- that all new staff have an induction on Health and Safety
- that health and safety checks are carried out daily inside and outside and written records are maintained (Please see Risk Assessments Policy in chapter 16 of this document)
- that contract workers are prohibited to carry out repairs/maintenance without a risk assessment carried out prior to the job beginning.
- that staff teach the children by being positive role models and through role play of the environment and basic health and safety life skills.
- that bed linen is washed daily, and children are spaced two inches apart and, in a head, to tail pattern during sleeping periods to prevent cross infection (Please see the Sleeping Policy in chapter 41 of this document for full details)

As well as the above, ALL staff must constantly be mindful of their responsibilities, both individually and collectively, for their safety and the safety of others.

### Reporting of Injury, Disease, and Dangerous Occurrences Regulations (RIDDOR)

RIDDOR is the Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations 2013. These Regulations require employers, the self-employed, and those in control of premises to report specified workplace incidents, please see the website for further information: [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor). Under RIDDOR, the following occurrences are to be reported to the Health and Safety Officer, Nursery Manager, HSE, and OFSTED:

- any accident on the nursery grounds to a member of staff, child, parent/carer, or visitor requiring treatment by a general practitioner or hospital.
- any disease or dangerous occurrences that have or may have caused injury or fatality because of exposure within the setting.

**The management considers that any breach of health and safety by staff constitutes misconduct and will be dealt with through the disciplinary procedure.**



## Risk Assessment Policy

**Risk assessments are for the purpose of identifying risks and applying sensible measures to manage the risks.**

Risk Assessment Forms are reviewed annually by the manager with support from the Director. A daily checklist is derived from this, which contains all individual risks, comments, and actions, to identify aspects of the environment that could be hazardous to children indoors, outdoors, and on outings. The designated person carries out these checks every morning and the checklist is located in the purple folder kept in the staffroom.

Staff completing the checklist must sign to verify they have completed it accepting responsibility for doing it. Any item that is checked and requires action because it is damaged or not in good condition must be removed or have restricted access and reported to the manager immediately for action.

Risk assessment checklists exist for indoor environments, outdoor environments, local outings, and non-local outings. These are reviewed for every trip, in case there are any building works, road works, or structural changes to the environment.

### **Risks considered for indoor and garden areas on the nursery grounds:**

- security doors and gates
- entrance areas
- environmental
- flooring & stairs
- plugs & sockets.
- storage cabinets and fixtures & fittings
- doors, walls, ceilings, windows (opening/closing)
- equipment & resources,
- lighting, electricity & gas checks

### **Risks considered for local outings:**

- safest route (least traffic, suitable pavements)
- pedestrian crossings, traffic lights, and pelican crossings
- dogs or other animal contact possibilities
- people (strangers) trying to speak with the children and interact with them.
- people under the influence of drugs or alcohol
- the security of the destination
- putting the contact number of the nursery on the children
- check that medication and first aid safety requirements are met.

### **Risks considered for new places:**

- conduct a route plan before the outing.
- the transport options, decide on the one that is safest.
- the safety of the children in the chosen destination and security entrances they may have.
- the ratio of adult to child, should it be adapted.
- the identifying marker on the children (visibility vests or nursery telephone number)
- check that medication and first aid safety requirements are met.

Risk assessments are kept electronically, and the checklists are kept in a folder in the Managers office.



## Common Ailment Policy

It is our policy to encourage and promote good health and hygiene for all the children in our care. Should a child develop a contagious disease we notify the rest of our parents by putting a poster on the parents' notice board as well as inform them through Parent mail. We record and monitor these ailments closely and perform a thorough cleansing and disinfection of the nursery and equipment.

### Protocol

- Should a child appear to be ill on arrival at the setting, the parent/carer will be asked to take them home for their own welfare and that of the other children present.
- Should a child become ill whilst at nursery, the manager will contact the parent/carer to arrange collection, and the staff will comfort the child and ensure that the developments in the child's condition are recorded to communicate to the parent when they arrive.
- The Nursery Manager must be convinced that the child has returned to good health before re-admitting them back into the nursery.

### Please see below some common childhood ailments with our exclusion policies:

#### Conjunctivitis

Conjunctivitis is a common condition that is very contagious and causes redness and inflammation of the eye.

Children may return to the nursery 48 hours after treatment has begun or once the eyes are no longer red and with pus, depending on the severity of the case. Treatment is usually eye drops.

#### Impetigo

Impetigo is a common and highly contagious skin infection that causes sores and blisters. It is not usually serious and often improves within a week of treatment.

Children may return to the nursery **five** days after treatment has started if all the sores and blisters have crusted over. Treatment is usually antibiotic medicine or cream.

#### Hand, Foot & Mouth

Hand, foot, and mouth disease is a common infection that causes mouth ulcers and spots on the hands and feet.

Children may return to the nursery **five** days after the rash has broken out if they are well in themselves and do not have a fever, even if they still have spots or blisters, as they should no longer be infectious. There is no treatment for this ailment.

#### Chicken Pox

Chickenpox is a common ailment that mainly affects children and causes an itchy, spotty rash that turns into fluid-filled blisters.

Children may return to the nursery **seven** days after the rash has broken and until every single spot has crusted over. There is no cure and so treatment is for the purpose of relieving symptoms only.



## Diarrhoea and Vomiting

A stomach bug usually causes diarrhoea and vomiting; it is rarely serious and should pass within a week. Children may return to nursery **48 hours** after the last episode of diarrhoea or vomiting.

## Scarlet Fever

Scarlet fever is an infection that causes a blotchy, pink-red rash. It is most common in young children but can affect people of any age.

Children may return to the nursery **48 hours** after treatment has started. Treatment is usually antibiotics. Should the child display symptoms of any of the above infectious diseases, the manager will call the parent/carer to collect the child immediately and be advised to seek medical advice. On the children's return, someone from the management team will observe the child to ensure that the child is no longer contagious and is ready to be re-admitted to the nursery.

## Strep A

Strep A is a common type of bacteria. Most strep A infections are mild and easily treated, but some are more serious.

Common symptoms of strep A include:

- flu-like symptoms, such as a high temperature, swollen glands, or an aching body
- sore throat (strep throat or tonsillitis)
- a rash that feels rough, like sandpaper (scarlet fever)
- scabs and sores (impetigo)
- pain and swelling (cellulitis)
- severe muscle aches
- nausea and vomiting

Strep A infections are more common in children, but adults can also sometimes get them.

Most strep A infections are not serious and can be treated with antibiotics.

But rarely, the infection can cause serious problems. This is called invasive group A strep (iGAS).

## Head Lice

Head lice are tiny insects that live in hair and nits are the empty egg cases attached to hair where that head lice hatch.

If a child is found to have head lice, then the child's parents will be told on collection of the child and given information on how to treat the condition. Treatment can be done in two ways:

1. Purchase treatment from a pharmacy and apply as directed that same evening, usually this treatment will need to be repeated after two weeks.
2. You can use any hair conditioner; in which case you will need to comb through the hair with a special lice comb straight after applying the conditioner and repeating this daily until all the lice and the eggs have been completely removed.

In both above cases, the child may return to the nursery the next day after treatment has been done. Parents will be asked for permission to check their children's heads for head lice when completing the Registration Form. Teachers will be vigilant to children itching their heads and they will tie up the children's hair if long.

## Scabies

Scabies are tiny mites that lay eggs in the skin, leaving silvery lines with a dot at one end. The rash spreads and turns into tiny red spots all over the body.

This is not serious although should be treated quickly to stop it from spreading. Children may return to the nursery straight after treatment. Treatment is usually a lotion that should be applied on the whole body and not just the affected area; this treatment should be repeated after one week.

## COVID

COVID is an infectious disease caused by the SARS-CoV-2 virus. Most people infected with the virus will experience mild to moderate respiratory illness and recover without requiring special treatment. However, some will become seriously ill and require medical attention.

COVID symptoms can include:

- a high temperature or shivering (chills)
- 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 your sense of smell or taste.
- shortness of breath
- feeling tired or exhausted
- an aching body
- a headache
- a sore throat
- a blocked or runny nose
- loss of appetite
- diarrhoea
- feeling sick or being sick

The symptoms are very similar to symptoms of other illnesses, such as colds and flu. Most people feel better within a few days of their first COVID-19 symptoms.

There is no exclusion for COVID, however, the child will need to be symptom-free, fit and well before they can be admitted back to the nursery.

**Please see advice on all children's ailments at [www.nhs.uk/conditions](https://www.nhs.uk/conditions)**

**Parents must disclose to the nursery any known or suspected ailment to prevent the spread of infectious diseases as well as to monitor them. In turn, the nursery will report any significant cases of infectious diseases to Parents and to the Public Health Agency.**



## First Aid Policy

### First Aid Officer

The First Aid Officer has the following responsibilities:

- To check that all first aid boxes are in their correct designated locations with clear signs.
- To check boxes monthly for stock and purchase/refill when necessary. (It is the responsibility of the staff member to inform the officer if they have used any products that need replacing.)
- To ensure that the first aid recovery bag contains a mat and blanket in the Medical Aid Area.
- Monitor all medicines kept at the nursery for expiry dates and that they are clearly labelled and out of reach of the children.
- Ensure that any medicines belonging to children are recorded in the Health Care Plan (HCP) Folder.
- Ensure that children with anaphylaxis have two self-injectors at the setting, or children with asthma have two pumps at the setting.
- Monitor accident/incident/near misses forms monthly to identify and action trends.
- Deal with any injuries to children, staff, or visitors.

### First Aid Equipment

All our outings' first aid boxes contain saline or sterile water, although brand new unopened bottled water can be used if needed.

There are two first aid boxes in Pekes Nursery located in the:

- Staffroom / Kitchen - One first aid box
- Main Hall - One first aid box

### Accident / Incident /Near Misses

Accidents, incidents, and near misses that have occurred to children at the setting or on outings are all recorded on designated forms as and when they happen. These forms are signed by the witness, manager, and then by the collecting parent/carer on arrival. These forms are collated in a folder and analysed every month by the First Aid Officer to identify any trends and to put in place any actions in the view of preventing any further accidents/incidents or near misses.

### Description & examples of what forms to use and when:

**Accident** – An unfortunate event that happens unexpectedly and unintentionally, typically resulting in injury. (E.g., a child tripping over a cable and injuring themselves)

**Incident** - An event that has resulted in injury although is not a result of an accident. (E.g., a child that has developed a rash, suffering an allergic reaction, or is complaining of growing pains).

**Near Miss** – An event that has occurred that has not caused injury although nearly resulted in injury (E.g., a child that has fallen over and just missed hitting their head on the corner of a table.)

## Emergency

In the case of a serious accident or illness, occurring at the nursery, the parent/carer will be contacted immediately along with a medical professional and the appropriate action taken.

In the unlikely event that the parent/carer cannot be contacted, a senior member of staff will assume responsibility, and go with the child to the hospital along with a teacher that the child is familiar with. Permission for this protocol is requested via the registration form. Once at the hospital advice and instruction from the medical professional will be observed until the parent/carer arrives.

If the parent/carer does not sign this permission on registering their child at the setting, then an action plan will be put in place prior to their start date to safeguard the child whilst respecting the parent's/carer's wishes.

**In the event of a child being taken to hospital due to a life-threatening or serious accident or illness whilst in the care of Pe\_es, Ofsted, and HSE will be informed.**

All staff must renew their PFA certificates every three years and new staff have a grace period of three months from their start date in the company to achieve this. We work with a quality-assured trainer who provides us with all the relevant documentation and delivers the training in accordance with EYFS regulations.

Staff will take a company mobile phone with them on outings and will have the garden phone with them whilst in the garden. In the event of an accident, one of our confident staff members will take action to apply first aid treatment.

All our first aiders are identified on the staff board with a small green cross over their photo; the First Aid Officer has a large green cross and a clear label on their photo.



## Lone Worker Policy

Due to the nature of the business and in line with government guidelines, childcare workers are not permitted to work with children on their own.

When the children are asleep during naptime, one staff member is permitted to supervise although there is CCTV recording the sleep areas to monitor the staff member, who will also have a walkie-talkie with them should they need assistance. Please see Sleeping Policy in Chapter 41 of this document.

Should the lone worker have an accident or need assistance, they call the Nursery Manager/Director, who will get an update on the situation; if they cannot be reached then a designated person (someone who is closest to the location) will go to them immediately.



## Workplace Wellbeing Policy

### Summary

The company is committed to fostering a culture of trust and mutual respect, where all individuals are treated with dignity and can work at their optimum level. The Health and Safety Executive's definition of work-related stress is **'the adverse reaction a person has to excessive pressure or other types of demands placed on them'**. There is an important distinction between 'reasonable pressures', which stimulate and motivate, and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them.

The following are key areas, that if not managed properly, are associated with poor health and well-being, lower productivity, and increased sickness absence:

**Demands** - Workload, work patterns, and the work environment.

**Control** - How much say the person has in the way they do their work.

**Support** – Encouragement and resources provided by the company, line management, and colleagues.

**Relationships** - Promoting positive working to avoid conflict and dealing with unacceptable behaviour.

**Role** - Employees understanding their role within the company and the company ensures that the employees do not have conflicting roles.

**Change** - How the company manages and communicates an organisational change in the workplace.

### Responsibilities

The management promotes the well-being of employees by:

- creating a working environment where potential workplace stressors as far as practicable are avoided or minimised through good management practice and effective policies.
- ensuring risk assessments are undertaken.
- receiving relevant training on well-being in the workplace.
- ensuring that all employees are given training on the cause and effect of stress.
- upholding a culture of openness and reducing stigma on mental and physical health issues.
- managing employees effectively and fairly.
- supporting and empowering employees.
- implementing Wellness Action Plans for employees that may require one.
- communicating any change within teams, individual roles, and organisation.
- engaging with employees to ensure all come together and bonds are built across teams through circle time, briefings, and team-building events.
- encouraging employees to take responsibility for their own health and well-being.
- encouraging employees to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.
- giving employees positive feedback on their work and involvement.
- treating employees with consideration and dignity.
- promoting a culture of mutual respect in the teams that they manage.
- taking decisive action with unacceptable behaviour.
- acting where an employee's poor performance may cause stress to their colleagues.
- ensuring supervision is in line with the supervision policy.

The employees promote the wellbeing of themselves by:

- treating colleagues and all other persons with consideration, respect, and dignity.
- raising any concerns with their line manager.
- taking responsibility for their own health and wellbeing.
- taking responsibility for their own development skills.

**Should any employee feel the need for immediate emotional support, they can speak to the Manager although should they need further psychological assistance, they may contact the Back on Track Team (NHS) on 0300 123 1156 or for urgent assistance 0300 1234 244, they can also contact the Samaritans on 116 123 from any phone, their local GP or go to A & E.**



## Emergency Closure Policy

**There are certain circumstances that could result in the nursery having to be temporarily closed in an emergency for reasons beyond our control.**

This could be due to Adverse weather, Natural Disasters, Heating Breakdown/Power-cut, Loss of Electricity, Gas or Water, Building Damage, Flood Damage, Gas Leak, Fire Outbreak, Terrorist or Criminal Threat, Government Lockdown or Enforced Closure, Epidemic/Pandemic diseases etc... This is not an exhaustive list.

At Pokes, we aim to rectify the closure as soon as possible and keep all staff, parents/carers informed of the situation. As these situations are beyond the nursery's control, fees will still be chargeable as per the company's Terms & Conditions.

Should we need to close while the children are at the nursery:

The person in charge will contact the parents/carers of the children present and staff will remain with the children until they have been collected. Should it not be safe to remain in the building, all children and staff will relocate to the designated emergency premises and parents will be notified.

Should we need to close the nursery before a session has begun:

Parents/carers will be contacted of all the children due to attend that day and a representative will be at the premises to inform any parents/carers that were unable to be contacted.

### **Adverse Weather**

Should we have adverse weather, which would make it hazardous for both staff and parents to travel, the setting will be closed and the person in charge will contact parents/carers and staff members. Should parents wake up to extreme or adverse weather, they should contact the nursery to clarify whether the nursery will open. Should severe weather occur during a session the person in charge will contact parents/carers to come and collect their children.

### **Heating Breakdown in a Power Cut**

Should the heating systems fail, due to a power cut, the person in charge will decide whether it is warm enough and safe to continue with measures in place. Should it be too cold, parents/carers will be contacted to collect their children. Please note that every effort will be made to hire equipment to heat the nursery and the above would only happen once all other possible solutions have been exhausted.

**Epidemic/Pandemic Disease** - Should a child or adult in the setting be diagnosed with a notifiable disease, the GP or medical professional will report this to Public Health England PHE. They will in turn contact the nursery to discuss the case, identify people who have been in contact with the affected person, carry out a risk assessment, and advise on any actions or precautions to take. Should the setting be advised to close, take the decision to close or PHE enforce closure on the setting, then the setting will comply in the timeframe given. Parents will be kept informed throughout the closure.

Should the nursery be subject to a government closure, then fees are chargeable as per the company's Terms & Conditions. Should families choose to self-isolate themselves and refrain from bringing their children to nursery then this will be treated as sick days and will be fully chargeable days.

Pokes will only close if bound by a government closure or if we feel that the children are at risk.

**Please note that as the situations described above are beyond our control, refunds or compensated sessions will not be given.**



## Fire Safety & Emergency Evacuation Policy & Procedure

### Fire Safety Policy

A Professional Fire Safety Officer hired by the scouts administration team in both nurseries makes an annual fire equipment check and the nurseries are given a copy of the report including any recommendations made which are kept at Head Office.

The Fire Safety Officer carries out fire drills monthly and when there are new members of staff. Logs are kept of all the drills along with feedback forms, which are completed by all staff after every fire drill and monitored by the Fire Safety Officer. The most recent fire drill date is displayed in the entrance.

All new members of staff are informed of the evacuation procedure on their first day as part of their induction. Our evacuation procedure and visual maps are displayed around the building so that it is visible to visitors, as well as all other members of staff and users of the building.

All emergency exits are always kept clear and fire doors are kept closed. Battery-operated smoke detectors are checked monthly during the monthly Health & Safety checks by the Health & Safety Officer.

### Emergency Evacuation Procedure

In case of a fire, bomb scare, gas leak or any other unforeseen hazard within the building or surrounding area the following protocol should be observed:

- Raise the alarm by activating the nearest fire alarm point.
- Telephone Emergency Services: Dial 999 and ask for the Fire Service.
- Person in charge will collect the attendance register, emergency contacts list, company mobile phone, and any life-threatening medication for staff or children.
- Children will be assembled calmly by their respective teachers and prepared for evacuation.
- Children will be evacuated to the designated assembly point using All fire exits that are safe to use. (Should an assembly point be out of bounds, then the person in charge will take the decision to appoint another one)
- A designated person must retrieve the evacuation cot and locate it outside the entrance of the building ready to receive the babies.
- Staff will assist with the children's evacuation.
- Once all staff and children have evacuated, a designated person will check all rooms and areas to ensure no one is left in the building.
- Should the children not be allowed back into the building, then parents will be contacted.
- In the event of a bomb scare, we will observe instructions for the evacuation location as directed by the metropolitan police.
- In case of injury, Pekes will observe the First Aid Policy.
- Do not attempt to fight the fire unless you are confident of extinguishing it.



**The evacuation assembly points for Pokes Nursery is as follows:**

- Car park (130 Osidge Ln Parking) if the children are in the garden / outdoor area.
- In front of building if the children are inside the nursery.

**Fire equipment is kept at Pokes Nursery.**

Kitchen / Staff Room – One smoke alarm (electronically fitted) and one fire blanket.

Entrance – One smoke alarm (electronically fitted) Two fire extinguisher and one fire call point.

Main Hall – Three smoke alarms (electronically fitted), one fire call point and two fire extinguisher.

Scouts Storage Room – One smoke alarm (electronically fitted).

Loft – One smoke alarm (electronically fitted).

Room 1 – One smoke alarm (electronically fitted).

Room 2 – One smoke alarm (electronically fitted).

Access Room – One smoke alarm (electronically fitted).

Nursery Storage Room – One smoke alarm (electronically fitted).



## Lock Down Policy & Procedure

This policy exists to protect all children and staff in the event of an emergency occurring outside the nursery in the surrounding area. This may be due to a terrorist attack or a firearms and weapons attack.

MI5 publishes the level of threat on its website, which gives a broad indication of the likelihood of a terrorist attack.

- LOW means an attack is unlikely.
- MODERATE means an attack is possible, but not likely.
- SUBSTANTIAL means an attack is a strong possibility.
- SEVERE means an attack is highly likely.
- CRITICAL means an attack is expected imminently.

At the setting, we have TWO protocols that we follow depending on the severity of the threat in hand as well as the instruction we receive from the emergency services.

For both protocols, the following applies:

- We will constantly be tuned into live news updates through the internet.
- We will check the MI5 website for threat levels.
- We will contact our local council for advice.
- Children will not go outdoors and remain in the nursery for the duration.
- All advertising media will be removed, and signs covered.
- Servicemen will be refused entry.
- Phone lines should be kept free as much as possible.
- Parents will be updated regularly throughout the day via our Pokes ClassDojo.
- Scout main front doors will be locked in both settings.
- Scout fire exits will be locked in both settings.
- Nursery front door will be bolted from the inside.
- Nursery fire exits will be bolted from the inside.
- Nursery hall electronic door must be closed and activated (PFB only)

**LEVEL ONE PROTOCOL - This will apply when the Threat Level is Critical and emergency services, police or authorities have instructed the setting or neighbourhood to Lock Down.**

- Parents/carers will be sent the following email: Due to an incident, we have been advised by the emergency services to secure the premises and stay put until we are given the "All Clear". Please do not attempt to collect your child until it is safe to do so. We will let you know as soon as we are able when that is likely to be. Please see the attached Lock Down Policy and refer to Level One Protocol.
- All staff and children will remain in the main hall on the same level in both settings and away from all windows, which will be closed.
- Children will engage in specific activities planned by staff for this type of lockdown, so they are unaware of the alert and enjoy their day regardless.
- No one will be permitted to enter or exit the setting until the emergency services have advised otherwise (this includes children, staff, parents, visitors, or servicemen).
- The Nursery Manager's office will be out of use.
- All registers and emergency contact details must be with the management in the nursery hall.
- Internet, landlines, and mobile phones must be accessible in the nursery hall.

**LEVEL TWO PROTOCOL** - This will apply when the Threat Level is Severe, and the company feels it may be necessary for the interest of the staff and children's safety.

- Parents/carers will be sent the following email: Due to an incident, as a precaution, we have decided to Lock Down the nursery following Level Two Protocol. Please see the attached Lock Down Policy and refer to Level Two Protocol.
- All staff and children will remain in the nursery hall and continue with their daily routine as usual although without outdoor activities.
- Parents/carers will announce their arrival through the intercom and then a staff member will unbolt the door, and hand over the child (as usual).
- Staff will take their breaks on site and will only leave when their shift has ended.
- The nursery Manager will keep open communication with Nursery Director.

Emergency Contacts:

- Police Station/Ambulance/Fire Brigade: 999 / 112
- MI5: 020 7930 9000



## Missing Child Policy

In the unlikely event of a child going missing, all the members of staff must act promptly and coherently to ensure the safe return of the missing child and the safety of the rest of the children.

Before the children are admitted to the setting a designated staff member will carry out a risk assessment to ensure that the premises are secure.

The following checks are carried out to ensure that the staff/management are fully aware of which children are in the setting on a particular day:

1. Managers sign the children in/out on entering and exiting the premises.
2. Children are counted every time they leave and arrive off-site (please see garden & outdoor policy)
3. Practitioners will take registers on children's arrival and then every time the children leave and come back to the setting from outdoor play/activity, fire drill, etc...

### Child Missing in the Setting

1. Staff will immediately inform all the other staff of what has occurred.
2. The remaining children will be gathered sensitively and calmly.
3. Children's names will be checked against the register.
4. Allocated staff members will supervise the children and create a calm activity so that the children are oblivious of the security incident in hand.
5. The remaining staff will check the security doors and conduct a thorough search of the entire nursery grounds and surrounding area.
6. Should the child not be found within 5 minutes, the manager will call the police and contact the child's parents/carers in a composed and professional manner.
7. The manager will complete a Missing Child Report

### Child Missing on an Outing

1. The most senior staff member will call the manager at the setting.
2. The remaining children will be gathered sensitively and calmly.
3. Children's names will be checked against the register.
4. Allocated staff members will return the children back to the nursery.
5. The remaining staff will do a search of the surrounding area.
6. The staff will alert any security, professionals and ask members of the public to assist with the search.
7. Should the child not be found within 5 minutes, a senior staff member will call the police and keep the manager at the setting always informed.
8. A staff member will take notes on the description of the child and what they were wearing when they went missing to hand over to the police on their arrival. If they have a photo available, they will also give this to the police otherwise the manager at the setting will source one to hand over to the police.
9. The manager ONLY will contact the child's parents/carers in a composed manner.

### The Aftermath

In the aftermath of the event, the children of the setting must be sheltered from the situation at hand, and staff must be redeployed back to their groups and ensure that the children are comfortable, safe, and content.

In accordance with the severity of the outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The senior management team will use their discretion to decide what action to take. Staff must not discuss any missing child incident with the press or anyone else without taking advice from the Director first.

The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the nursery manager. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the nursery manager and the other should be another senior member of staff preferably the Managing Director. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated.

## Outings Policy

The EYFS ratio will be observed, and risk assessments will be carried out and recorded before all trips, which will set out the ratio necessary and route, taking into consideration factors such as children needing one-to-one supervision or other safety issues. Dummy runs are conducted to establish the safest route before any trip is made. Permission is sought via the registration form, to take children on all outings whether local or non-local. There is always a confident paediatric first aider on every outing whether local or non-local and the person in charge of the outing is equipped with the following:

- First Aid Kit and medication if necessary
- Mobile phone with a fully charged battery.
- Emergency contact list for all children on the outing
- Spare clothing and nappy sacks for dirty clothing and nappies
- Drinking water

### Local Outings

Local outings are trips to the local park, market, pet shop, library, etc...within a half-mile radius. They are part of the children's routine and integral to the children's outdoor learning experiences. Risk assessments are done before each trip to reflect any new developments such as road works or temporary path closures.

### Non-Local Outings

Although permission is sought for all children going on all outings through the registration form, out of courtesy a letter will be sent to parents with a permission slip and full details of the outing i.e., the location, means of transport, the time of the outing and the educational benefit. Parents are invited to join although they will be responsible for their children only.

Outings are planned and risk assessed for the children in the relevant age group, with particular attention to those with disabilities or special educational needs.

Trip costs will be apportioned and charged to the parents, however, if the child does not turn up on the day for whatever reason no refunds will be made, as the nursery pays in advance, and we don't get refunds once the block tickets have been purchased.

### Transport Procedures

Prior to any vehicle used to transport the children, we require from the company:

- Fitted seatbelts.
- Insurance Certificate (the nursery will retain a copy)
- Registered with the Public Carriage Office
- Full name of the driver
- Driver's driving license number
- Driver's DBS number

The person in charge must conduct a dummy run to any proposed outing before taking any children in order to conduct a full risk assessment and completely plan the journey route.



## Outdoor Play Policy

### Outdoor Play Policy

It is an EYFS requirement that children have a minimum of 20 minutes per day of outdoor play in all types of weather, as this is an important life experience. At Pokes, we ensure that the children go out twice a day for a minimum of one hour each time for their outdoor learning play. Only in extreme weather conditions or emergency situations will the children remain indoors.

### Hot Weather

In the summer season, we will practice the following safety precautions:

- Apply the children with children's factor 50 sunscreen; we seek this permission on the registration form. Pokes provides the sunscreen although parents are permitted to provide their own.
- Parents are requested to provide suitable sun hats for their children to keep at the nursery.
- We make use of natural shade, use gazebos when necessary, and consider planning outdoor play before 11.30 am and after 3.00 pm.
- Drinking water is available throughout the day regardless of the weather although on hot days the children will be encouraged to drink more frequently.

### Cold Weather

In the colder seasons, we will practice the following safety

precautions. Parents are requested to provide children with wellies, coats, hats, gloves, and scarves. It is important that all children's clothing (including gloves) be clearly labelled.

- The staff will ensure that when taking the children outdoors, they are adequately dressed to protect them from the weather elements. Should the child not have appropriate outer clothing to match the weather or if for whatever reason it cannot be located then spare outer clothing will be provided, if there is none available then the child will remain indoors and be provided with engaging activities. In this case, we will contact the parent/carer to request the clothing moving forward.

### Toilet Protocol

Whilst in the garden if a child needs to go to the toilet, they will use the portaloo provided.

### Nappy Change Protocol

Whilst in the garden if a child needs to have a nappy changed, there is a closed-off section for nappy changing to take place ensuring total privacy for the child. One member of staff will be changing the nappy whilst the other is witnessing. All necessary PPE is provided in the garden and will be stocked up during risk assessments in the morning and afternoon should it be required.





## Garden Transit Policy

The teachers prepare the children for their outdoor play by group in their own area. Only one group can exit or enter the nursery at any one time, this will be done by communicating with other groups to avoid children waiting around with their coats on and avoid congestion of the route.

### Going to the Garden

1. Before the children leave their group area they are checked for suitable clothing and then the children are gathered lined up beside the back door of the nurser
2. Here a head count / register will be taken.
3. Teachers will ensure that they are within ratio.
4. If children nneed to enter the building, for reason including going to the toilet or for injury incidents, they will be supported by staff.



## Visitors Policy

### Parents/carers & Known Visitors

Parents/carers will only enter the setting if they have an appointment or if there is a parent event, as children are now brought up by the staff at drop-off and taken down at collection.

Once you identify and allow entry at the main door, alert the person they are visiting that the parent/carer or known visitor is on their way up.

### Unknown visitors including maintenance workers

1. Identify the visitor and the reason for their visit.
2. Check their credentials, and then if they check out escort them into the building.
3. If this information is inconsistent do not allow entry and specify the reason.
4. Ask the authorised visitor to sign into the visitor's logbook specifying their reason for the visit.
5. Give the visitor a visitor's badge to always hang around their neck.
6. Take their mobile phone off them and return on exit as per the company's Mobile Phone & Devices Policy in Chapter 12 of this manual.
7. Give the visitor blue shoe covers to wear over their shoes before entering the nursery hall.
8. Escort the visitor around the building throughout their entire visit and never leave unsupervised.

Tours for prospective clients are strictly by appointment only at specific times to not disturb the children's routine and a virtual tour is also available on request.



# CHILD WELFARE



## Special Educational Needs & Disabilities (SEND) Policy & Procedure

### Policy statement

- We provide an environment in which all children with SEND are supported to reach their full potential.
- We have regard for the Special Educational Needs and Disability Code of Practice (January 2015).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND.
- We support and involve parents, actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children and their families.

### Procedures

- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced, and differentiated curriculum for all children.
- We apply support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do, and review) to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision, and review of their children's special education including all decision-making processes.
- We have systems in place for referring children for further assessment e.g., Common Assessment Framework/Early Help Assessment and Education, Health, and Care (EHC) assessment.
- We ensure that all staff are aware of identifying, assessing, and making provisions for children with SEN.
- We identify and assess children with English as an additional language (EAL), as a multilingual nursery our practitioners look carefully at all aspects of a child's learning and development to establish whether any delay is related to EAL or if it arises from SEN.
- We provide outsourced and in-service training for parents & practitioners.
- We ensure the effectiveness of our SEN needs provision by collecting information and reviewing annually.
- We monitor and review our policy annually.

### Further guidance

- Early Years Foundation Stage Statutory Framework (September 2021)
- Working Together to Safeguard Children (July 2018)
- Keeping Children Safe in Education (September 2022)
- Special Educational Needs and Disability Code of Practice (January 2015)



## Social & Emotional Development Policy

Children's emotional well-being during their early years has a powerful impact on their social relationships. Children who are emotionally healthy are better able to establish and maintain positive relationships with adults and peers and learn to talk about their feelings and the feelings of others.

Social-emotional development, however, involves more than just expressing emotions. It entails taking turns, becoming independent in following routines, interacting more with peers, engaging in meaningful relationships with others, controlling emotions, and developing a positive self-image.

At Pokes, we encourage and support the following aspects of social & emotional development:

- **Relationships with others:** Children engage in pretend play with friends and use words and sentences to express their feelings and thoughts. They also improve their ability to understand and appropriately respond to their friends' feelings.
- **Self-awareness:** Children improve their ability to control their bodies during different activities throughout the day (e.g., sitting at circle time or playing in the gym), take turns and have conversations with peers, acknowledge and use their own names and the names of others, and self-evaluate their choices.
- **Emotional regulation:** Children display a variety of emotions in different ways. For example, they may say, "I'm upset," they may match facial expressions to happy, mad, or sad, or they may laugh when excited. At the same time, they also improve their ability to manage their emotions to match the situation and environment and to control their emotions.
- **Independence:** Children with healthy independence will follow predictable daily routines and activities at school and at home, start identifying a favourite friend and ask that friend to play, independently play with toys and materials at home, school, or an outdoor playground, and complete many self-care tasks, such as getting dressed, going to the bathroom, eating snacks, feeding themselves, or getting ready for bed.

At Pokes, we understand how children develop social-emotional skills and consider the following in our daily practice with children:

- Be responsive to children's interaction attempts and build on what children say.
- Engage in frequent, developmental daily experiences and routines.
- Follow children's leads, cues, and preferences.
- Include emotional words in conversations with children.
- Make books available that discuss feelings and social interactions.
- Ask children meaningful questions about their actions, interests, events, and feelings.
- Encourage children to use their words and talk to their peers when conflicts arise.
- Are sensitive to children's unique needs, experiences, and backgrounds.

We observe children in their learning environment to see which children are developing strong social-emotional skills and which ones need further support.



## Multilingualism & English as an Additional Language

### Multilingualism

There is a clear demand for the inclusion of foreign languages in the school curriculum, much more so than a few years ago. Attitudes have changed since and people have come to realise that speaking another language in addition to English is a real asset. It is also more widely accepted by both parents and educators, that the best age for children to start learning another language is not their teens, but as early as possible.

#### Benefits of Multilingual Children:

- learn to read sooner.
- tend to be more creative.
- are better problem solvers.
- gain better academic results.
- gain a better understanding of their culture and others.
- enhanced career opportunities

### English as an Additional Language

Our aim at Pokes is to identify, assess and meet the challenges of a child who has English as an additional language. Being a multi-lingual setting we have children with many different nationalities, and we identify children with EAL as a child that does not have at least one parent/carer that does not speak English to the child at home.

#### We support children with EAL by:

- Asking parents for keywords to help the child's smooth transition from home to nursery.
- Encouraging them to participate in practical meaningful activities.
- Placing them in small groups and one-to-one language-rich activities to stimulate meaningful language development.
- Creating a familiar pictorial nursery routine to help them gain confidence.
- Using repetition, gestures, and emphasizing keywords in the early stages of comprehension.
- When engaging with a child on a one-to-one basis, practitioners are sensitive and aware that the child might not be ready to respond verbally until he/she is feeling confident and ready to communicate, therefore, the child's wishes are respected for however long the child needs.
- We value the child's language, culture, and religion.

Children of all nationalities including English speakers, will benefit from the above good practice and learning strategies in the nursery.



## Nutrition Policy

Pekes Bilingual

### Team members giving meals and snacks to the children will:

- Make sure that every child has their own packed lunch, do not give them another child's lunch for dietary, allergen and intolerance reasons.
- **NOT** let children share food around and pay very close attention around children with allergens.

### During meals, the nursery team will:

- T
- Use meal and snack times to help promote children to develop independence through participate in the preparation of meal when appropriate, making choices, serving food and drink, and feeding themselves
- Encourage children to try a bit of everything, but not make a fuss if they don't want to
- Encourage children to eat the 'healthy' components of their meal before any 'treats'.
- Praise a child when they try something new
- Model good eating habits by sitting and eating meals with the children.
- Encourage lots of conversation, table manners, and use of words such as 'please' and 'thank you'.
- Encourage the children to stay sat at the table until most of the children have finished
- Not rush children if they are slow eaters
- Encourage the older children's independence by letting them take turns to hand out plates, cups, cutlery etc., then wash up, dry up and wipe the table after the meal if appropriate to their age and development.

Independent eating is encouraged, and we use mealtimes as a social development opportunity. Children and teachers sit and eat lunch together and discuss daily topics, this encourages children to eat well and will often inspire them to eat items that they have perhaps refused in a different environment. The children are welcome to go up for seconds should they choose to and are NEVER forced to eat against their own will, they feed themselves (unless they are dependent babies) and are encouraged and guided by teachers by their side.

Snack times are permitted two times in a day. The morning snack time will be at 10:00am and the afternoon snack time will be at 1:30pm; the children will be allocated in the times best suited for them within their scheduled times agreed with the nursery. Fruits, cookies, crackers, milk, etc., are all given to the children during snack time upon consideration of allergens and intolerances. We have a section where the children can grab a mat (everyone gets one to themselves) and sit around in a circle to engage in communication with others.

Special dietary requirements including allergies, intolerances, religious beliefs, pescatarian, vegan and vegetarian are fully respected and an alternative meal resembling the meal of the day will be provided for the child. (Please see Allergy Policy in Chapter 34 of this manual.)

Birthday Cakes are not permitted to be brought into the nursery in case of children with allergies although we do offer a birthday cake service, where parents can order a homemade cake in a choice of flavours. We ask for a contribution, which we put towards a team-building fund for the staff.

**We are aware that mealtimes can sometimes be stressful for some parents, and we can offer support, working together we can help make mealtimes a positive experience all round.**

## 32.5

### Food in Play Policy

When using food in play, ~~at~~ sensory activities or roleplay staff members must undergo a risk assessment to ensure that the food is safe for all children to explore. This risk assessment includes dietary information of the children that will be present on that day.

For cooking activities, staff must plan a week in advance. They also carry out a risk assessment and dietary checklist for the children who will attend on that day. They then write a list of ingredients for the chef to order, based on the needs of the children.

All food and cooking activities are always supervised by a teacher to prevent cross-contamination and to ensure that the children are consuming/playing with the food in a safe way.

Each child is given their own utensils and ingredients for better virus control so that the children are all engaged and not waiting. Food is freshly ordered and stored in line with our kitchen policy.

In the case that a child could possibly choke or have a severe allergic reaction then the nursery MUST report the incident to the following departments:

#### OFSTED

- Report serious incidents via their website: [Report a serious childcare incident - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/report-a-serious-childcare-incident)

#### RIDDOR

- Incident Contact Centre: 0345 300 9923 (opening hours Monday to Friday 8.30am to 5pm).

- Report serious incidents via their website: [How to make a RIDDOR report - RIDDOR - HSE](https://www.hse.gov.uk/riddor/)



## Allergy Policy & Procedure

Over the years we have noticed that there is an increasing number of children with allergies and intolerances and with our experience we have developed several measures to accommodate them along with other special dietary requirements such as vegetarians, pescatarians, vegans, religious beliefs, and parental preference.

### Special Dietary Requirements Process

- Parents/carers inform the setting of any special dietary requirements via the "Registration Form".
- In the case of allergies and intolerances, the parents/carer will need to provide medical evidence of the dietary requirement (a letter or email no older than three months old from a medical professional confirming the allergy). They will also need to complete a Health Care Plan with the manager, and this is kept in a folder in the manager's office.
- We have a NO Nuts Policy. (This includes a trace of nuts)
- We do not allow any type of food, drink, or birthday cake to be brought into the setting as we cannot guarantee the ingredients and must consider allergies, intolerances, and food safety.
- Allergies and intolerances are observed when planning for activities involving food.
- All special dietary requirements are displayed on a large board inside the staff room for the teachers and duplicated inside the kitchen for the kitchen staff and each individual group has a list of their children's dietary requirements and the Manager's Office has a list of the whole nursery's dietary requirements. This board will have a photo of the relevant child on a colour-coded background; red for allergies and intolerances, green for vegetarians, yellow for religious beliefs, pescatarians, vegans & parental choice. Then the relevant requirement will be written under the child's photo.
- Dietary forms must be completed for all meals including snacks and must be initialled by the kitchen staff and then by the staff receiving the plate. The plate will not be handed over by the kitchen staff until the receiver has initialled the form.
- Oat milk is provided for vegans, religious beliefs, and children with allergies and intolerances (providing medical evidence has been received), this milk is served in red cups. Cow's milk is served in both blue and yellow cups. Children of parents that do not want their children to drink cow's milk due to personal preference will be offered water and are not permitted to bring in milk substitutes into the nursery. Pikes provides full and well-balanced daily diets, therefore children will not lose out nutritionally should they not drink milk.
- Staff starting work and coming off breaks must wash their hands and face before starting work with the children to safeguard the children with severe allergies.

## **Anaphylaxis**

Anaphylaxis is an extremely life-threatening allergic reaction requiring urgent medical treatment although can be treated with medication. This may include an antihistamine, adrenaline inhaler or an adrenaline self-injector depending on the severity of the reaction.

### Characteristics of Anaphylaxis

Signs and symptoms will normally appear within seconds or minutes after exposure to the allergens, these

include itchy skin, flushed, rash, 'wheels', and hives.

- Face swelling of the mouth, lips, and tongue
- Throat swelling of vocal cords, hoarse voice.
- Airways swelling resulting in a wheeze or an asthma attack.
- Digestive system abdominal pain, nausea, vomiting, diarrhoea
- Collapse/unconscious

### Common Triggers

- Insect bites/stings
- Tablets/medication
- Food e.g., nuts, eggs, fish, dairy products

### Management of Anaphylaxis

Should a child have a known allergy or intolerance that could result in Anaphylaxis, they will be required to provide TWO valid adrenalin self-injectors to the setting before the child's start date. This medication will be in an accessible safe place. Should a self-injector be used or expire then it must be replaced immediately before the child can be readmitted into the setting. It is the parent/carer's responsibility to ensure that adequate medication is always in date and at the setting.

### Anaphylaxis Protocol

1. A staff member will supervise the child closely whilst another will retrieve the medication.
2. Simultaneously another staff member will notify the manager who will call an ambulance, contact the parent/carer of the child, and oversee the situation for the duration.
3. Other staff will remove the remaining children from the vicinity in a calm manner and create an appropriate activity to distract the children from the situation.
4. Should there be any doubt whether the child is in anaphylactic shock then the medication should be administered regardless, as if misdiagnosed this will not harm the child however if diagnosed correctly could save the child's life.
5. A qualified confident first aider will check the name and date of the medication first, then they will administer the first self-injector through the child's clothing on their thigh. (All our childcare staff are qualified first aiders, please see our First Aid Policy in Chapter 18 of this manual).
1. Whilst waiting for the ambulance, should symptoms not improve within TEN minutes after the first injector then the second injector will be administered.
2. Should this be the first time a child has suffered from anaphylactic shock and therefore no adrenalin self-injectors are on site, then an antihistamine will be given to the child orally.
3. The child's condition will be monitored closely and recorded throughout the whole process, and should the child's condition deteriorate and stop breathing whilst waiting for the ambulance, a confident first aider will begin CPR.
4. On arrival of the ambulance a full handover will be done sharing all relevant information. If the parent/carer has not yet arrived at the setting, then two senior staff members will accompany the child to the hospital until the parent/carer arrives.
5. Once the child is in safe medical hands and under full supervision of their parent/carer a full review will be conducted of the entire process to identify any possible contributing triggers.

## Medication Policy

### Policy Statement

At Pokes, we agree to administer medication as part of maintaining the children's health and well-being. Where medicines are necessary to maintain the health of the child, they are given correctly and in accordance with legal requirements.

### Procedures

- All Children taking prescribed medication or otherwise must be well enough to attend the setting.
- All parents/carers will be asked during their child's settling in, if their child is on any form of medication and must disclose any relevant health information in the child's Registration Form, which will be discussed between the parents and manager and a Healthcare Plan will be written up for the child.
- Parents must sign a medication form giving consent and detailing all the relevant information about the medicine and dosage, the staff receiving the form must also sign it. These forms are digital and are incorporated into the nursery software.
- The administration of the medicine is recorded accurately on the digital form each time it is given and then initialled by the person administering the medication and a witness. The staff member handing over the child at the end of the session will give the parent/carer back the medicine and ask them to sign the digital form.
- All medications prescribed or otherwise are administered exactly as directed on the label of the bottle, should there be a conflict between the medication form and the label, then the parents will be advised to amend the form, as Pokes will only follow the instructions as directed on the label.
- If a child has not had a medication before, the parent must keep the child at home for the first 48 hours to ensure there are no adverse effects, and to give time for the medication to take effect.
- All medicines must be in their original containers and as directed by the manufacturer, checked for expiry dates, clearly labelled, and not accessible to the children.
- Non-Prescription medication (other than teething gel, granules, and some creams) is not permitted to be brought into the nursery for a child although in the case of a child with a fever, in pain or developing an allergic reaction we will use the relevant medication (paracetamol, ibuprofen & antihistamine) purchased by Pokes, while the child is awaiting collection. Should a child require on-going medication for pain relief they may be required to stay at home for their emotional and physical wellbeing until they feel well enough to come back.
- Non-prescribed products that are permitted into the nursery, such as teething gel, granules, and creams that the parents bring in for their children, must also be recorded in the usual way on a medication form.
- Pokes will not administer suppositories of any kind, although should it be necessary for the child's health then an action plan will be put in place by the manager and agreed with the relevant parents.
- Certain medical conditions that need ongoing medication may be kept at the setting to be administered on a regular or as-and-when-required basis. These medicines will be kept in the medication box in a clearly labelled medicine pouch with a photo of the relevant child.
- In the case of children needing prescribed inhalers for asthma or self-Injectors for allergies, there must be TWO of the relevant medication kept on-site at any one time, should one expire or finish then the parent/carer must replace it before the child is re-admitted into the setting.
- If children requiring medication are going on outings, staff will be fully informed of their needs, a risk assessment will be done, and the medication and medication form is taken in a designated medical pouch clearly labelled with the child's name and photo.

## Vaccination Policy

**At Pokes, we believe that it is the parent's choice whether to vaccinate their children.**

### Aim

Immunisation is a safe and effective way to protect children and adults from some serious and sometimes fatal infections. The objective of this policy is to maximise the number of children who have been vaccinated according to the national immunization schedule to:

- Protect children by vaccination.
- Contribute to herd immunization.
- Minimise exposure to vaccine-preventable diseases of children and adults who for medical reasons cannot be vaccinated.

### Method

The immunisation records and GP details of all children attending our setting are recorded in the child's registration form.

Parents liaise with their children's key person if their child is due a vaccination so that they can assist with the process by planning activities in the child's group that help the children to explain what happens when they have a vaccination and what to expect.

### Notifiable Diseases

Most of the illnesses routinely vaccinated against are known as 'notifiable diseases'. This means that doctors or GPs who are presented with a case of one of these serious diseases, such as measles or diphtheria, are required by law to notify government authorities. This is so that they can monitor and intervene as appropriate to prevent an epidemic.

Responding to such an outbreak may involve Public Health England's local health protection team. The actions they take might include alerting the public or simply providing information and advice.

Common Notifiable diseases include:

Mumps  
Measles  
Rubella  
Diphtheria  
Whooping cough  
Tetanus  
Tuberculosis  
Meningitis  
Scarlet fever  
COVID 19

Please click on the link for the full list as published by the government:

<https://www.gov.uk/guidance/notifiable-diseases-and-causative-organisms-how-to-report>

We will inform parents immediately and ask them to be vigilant to the relevant symptoms of any such disease especially if they have a child that is vulnerable so that they can take appropriate medical advice.





## Nappy Changing Policy & Procedure

Nappies, wipes, and creams are not provided by Pokes and therefore must be supplied by the parents/carers. We encourage parents to provide Sudocrem to be used only in the case of nappy rash and barrier cream to be used daily. In the case of a child with a nappy rash and no cream has been provided, Pokes does stock and will use Sudocrem and Metanion depending on how severe the rash is and if the parents have given permission on the registration form. The children's nappies, wipes, and creams are stored in individually named children's baskets and parents are informed when items need to be re-stocked. When using prescription creams for children, the usual medication forms must be completed.

Nappy changing is a good time for interaction with children and benefits physical social & emotional development and communication and language. The children develop a relationship of trust with the practitioner, as nappy changing is a sensitive though an essential part of caring for the children's needs.

Pull-ups are ONLY permitted for children that are potty training.

### Nappy Changing Procedure

- Ensure the nappy changing area is clean and an inviting environment with visual aids such as mobiles.
- Prepare the child's own nappy, wipes, and cream next to the changing mat.
- Put disposable gloves on both hands and disposable apron which should be disposed of after every single nappy change.
- The child should be placed on the changing mat in a central and comfortable position, with their head well placed.
- Have a witness in place from the time the nappy comes off right up to the time the new nappy has been put on. Should the staff member changing the nappy not be fully DBS checked or be in the process of being checked, then the witness MUST be fully DBS checked, however, if the person changing the nappy has been DBS checked then the witness does not have to be. Ensure the witness can see the nappy change clearly without directly standing over the child.
- Perform the nappy change:
  - o Ensure that the child is happy, do not change a child's nappy if they are distressed, address the situation then proceed although do not miss a nappy change for this reason.
  - o Interact with them in a gentle manner throughout the whole process keeping communication positive, you must not make comments about the genital area and do not engage in tickle play.
  - o Take the time necessary to perform the change without rushing or taking too long.
  - o Always wipe the genital area from front to back in a single motion then dispose of the wipe and repeat the process until the child is completely clean.
  - o When applying nappy cream (cream is only used at the request of the parent/carer or if the child presents a nappy rash that does not have their own) use the provided lolly sticks to transfer the cream from the pot to your finger before applying to child's skin and then discard (the lolly stick must not be re-dipped into the pot).
  - o Be alert to nappy rashes, convey this to parents, and record on the nappy changing record.
  - o Re-dress the child and place them back into the nursery environment.
  - o Alert the manager immediately to any concerns that you may have such as bruises, discharge, rashes, or anything unusual.
  - o Update the child's daily report as well as the Nappy Changing Record with the required details and relevant initials.
- Remove the gloves wrapping the nappy around it, then tuck the apron and the other glove into the same glove and discard them in the nappy disposal bin. This creates an extra barrier around the soiled nappy and will reduce the odour.
- Spray down the changing mat with sanitiser spray ready for next nappy change.

## Children's Clothes Soiling Policy

At Pokes we ensure the privacy and dignity of all children and if a child wets or soils their clothes they will be changed in the bathroom. A child will never be chastised for this, and it will be dealt with quickly, efficiently, and discreetly giving the childcare and reassurance to ensure the child does not feel upset or embarrassed. There must always be a minimum of two people with a child at any one time as per EYFS regulations. Parents/carers are asked to provide complete sets of spare clothes to be always kept on-site.

### Clothes Soiling Procedure

- Assist the child immediately to the bathroom and request a witness to accompany you.
- Talk to the child in a reassuring and calm way throughout the whole process, so they do not feel upset or embarrassed about the incident.
- Put on disposable gloves and an apron.
- Support the child in removing the soiled items.
- Help the child clean the areas with wipes, or cotton wool and water.
- Put the soiled clothes in a nappy bag to give to parents on collection (parents provide reusable ones however if they don't then the plastic nappy sacks will be used)
- Wash the child's hands thoroughly.
- Help the child re-dress with clean clothing.
- Settle the child back into the activity/play.

If the child has vomited or had diarrhoea, they will be washed with soap and water and then their emergency contact will be called in case they have a stomach virus.

### Environment Soiling Procedure

- Whilst a child is being seen to, another staff member will see to the soiling of the environment.
- Put on disposable gloves and an apron.
- Corner off the area immediately where the bodily fluid is located.
- Clean any surplus substances with disposable paper towels, disinfect and discard them immediately in a nappy bag and then in a nappy bin.
- The area must then be re-cleaned with disinfectant with the red-coloured mop.
- If the floor is damp, please dry it with a dry mop or paper, and do not let the children use this area until it has fully dried.

## Toilet Training Policy

For parents who are planning to toilet train their children, we would like to ask that they adhere to the following guidelines which in our experience we have found works best in practice.

- At the nursery, we encourage the children to use the toilet as all our toilets are fitted with children's toilet seats and a step to access the toilet, straight from pull-ups/nappies. Should a younger or smaller child be too small for the toilet, then we will use a potty.
- Parents should start toilet training when they feel that their child is confident enough and ready for it, which is usually when they turn two years old, however can be earlier or later.

Useful information that helps with toilet training.

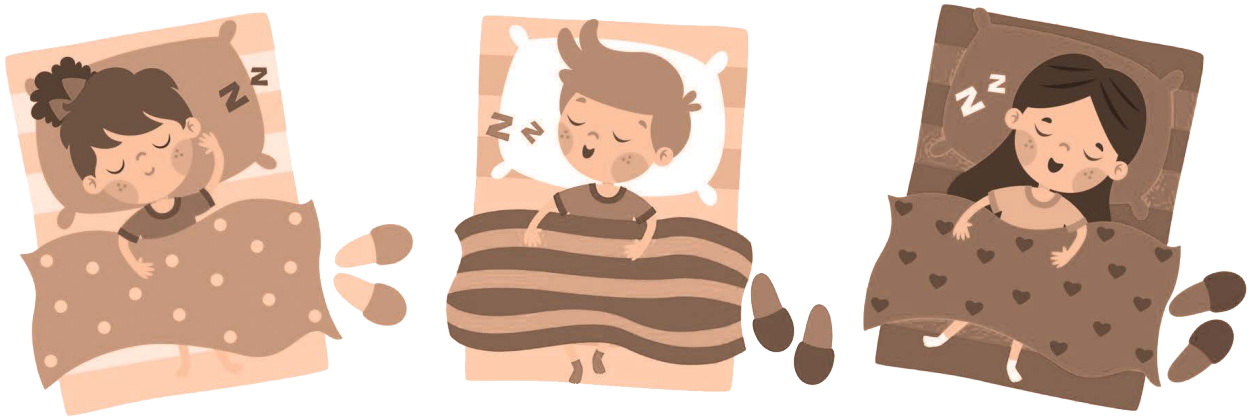
1. Use child toilet seat adapters and a step for them to be able to access the toilet themselves' if possible use a step that when they are sitting on the toilet, they can still reach the step, this makes it easier to wee and poo as when they just hang their legs the position can restrict the bladder from emptying completely and it also helps with bowel movements having their legs supported.
  2. Ensure that the child drinks plenty of water to keep the bladder full.
  3. Sit them on the toilet before mealtimes and bath time, and then slowly increase ensuring that it is always a positive experience. Try and get them accustomed to different types of toilets in all different locations as this will let them know that using the toilet is not just for at home and nursery.
  4. Stand the child up by the toilet when taking the nappy or pull-up off (as opposed to laying them down), then if they have done a poo in their nappy/pull-up, show them where it goes by flushing it in the toilet in front of them.
  5. Always praise the child for the effort even if they have not managed to pee or poo, however, exaggerate the praise when they do manage.
  6. Once they have used the toilet, stand them up and teach them to wipe themselves (front to back), showing them the amount of paper to use and how to wipe themselves, wipe once and then throw the soiled paper in the toilet, (repeating until the paper is clean) and then flush the chain.
  7. Teach them to go to wash their hands straight after each toilet use.
  8. Once the child manages to wee and poo in the toilet, then you can start using pants/knickers.
- Parents should start at home over the weekend and on the child's days off before the date they want to take the nappy/pull-ups off. Once the child is familiar with the process the nursery will continue with the program in partnership with them. At this stage, it is preferred to use pull-ups as the children can get used to pulling them up and down like pants without having to undress each time they go to the toilet. Then once the child masters both pooing and weeing in the toilet, you can get rid of the pull-ups and provide the nursery with many pants/knickers to support the transition.
  - Pull-ups are only permitted for children who are potty training.
  - Once a child is out of nappies/pull-ups it is extremely important to not backtrack and start using them again, as this is very confusing for the child and may make them lazy. Nappies may still be worn at nighttime until such time that they naturally wake up when they need the toilet.



## Sleeping Policy

Children must have enough sleep and rest periods during the day to support their development and natural sleeping rhythms in a safe environment. The preferences and wishes of parents are always valued and respected and staff work closely with them, especially in the baby room, to ensure each child's individual needs are carefully met, however, we will encourage but never force a child to stay awake or go to sleep.

The safety of babies sleeping is paramount and we adopt a policy of practice recommended by the NHS to minimise the risk of Sudden Infant Death.



## Sleep Monitoring

There will always be a minimum of two staff members supervising the children until they go to sleep. Once all the children are asleep, then one staff member will be left with the children supervised by CCTV.

When staff are on their own with the sleeping children, they will have a walkie-talkie or intercom phone to call for assistance should they need it or for when the children start waking up.

The supervising staff will:

- Check all children whilst they are asleep (irrespective of age) at 10-minute intervals to ensure that they are breathing. They do this by placing their hand on their chest or putting the back of their hand near the child's mouth. This is recorded on a sleep monitoring chart by initialling the boxes under the relevant 10-minute slots. The sleep patterns are recorded by circling the time the child fell asleep and the time the child woke up; this is then transferred to the child's daily report.
- Check the children to ensure that they are not too hot or too cold and that the room temperature is between 18 and 20°C.
- Check that children's mats are placed with at least one inch between each mat and that children are positioned in a head-to-tail sequence.



## Teething Policy and Procedure

### Teething Policy

Children can teeth at different times, as there are no set rules, please see below an average guide:

- Bottom front teeth (incisors) – usually the first to come through 5 - 7 months.
- Top front teeth (incisors) – usually 6 - 8 months.
- Top lateral incisors (either side of the top front teeth) – usually 9 - 11 months
- Bottom lateral incisors (either side of the bottom top teeth) - usually 10 - 12 months.
- Molars (back teeth), usually 12 - 16 months.
- Canines (towards the back of the mouth) – usually 16 - 20 months.
- Second molars – usually 20 - 30 months.

Pekes will accept teething aids to help children through this process, such as:

- Teething gels or granules (without salicylate salt) - Although non-prescribed this is treated as per our Medication Policy, please see the medication Policy in Chapter 35 of this manual.
- Teething rings - (Our baby rooms are equipped with teething rings, which are sterilised after use.
- Paracetamol may be administered for teething pain relief, however only if they are otherwise well and without a fever.

At Pekes, we will provide:

- Cool water and frozen teething rings
- Distraction and comfort
- Natural hard items (dependent on child's age) carrots or apple

### Teething Procedure:

1. Parent/carer will provide teething gel or granules.
2. Staff will check the following:
  - the gel/powder does NOT have SALICYLATE SALT
  - the child has already used the gel at home for at least 48 hours previous.
3. Parent/carer will complete the medication administration form.
4. Staff will use disposable gloves to administer the gels/granules when required as instructed by the dosage guide.
5. Staff will complete the medication form recording the time and dose administered and ensure that they have a witness who must also sign the form.

**Pekes does not permit teething necklaces to be worn by the children, as this can be dangerous and too tempting for another child to pull and consequently hurt the child.**





## Oral Health Policy

Children's health and wellbeing is of the utmost importance. Oral health is a key part of children's development and future health and well-being. This policy outlines our commitment to promoting oral health in the setting.

### Food, snacks & drinks

- Snacks provided for children and staff are tooth friendly.
- Everything is homemade and we do not use any added sugar in our recipes.
- When making cakes and puddings, we use natural sweeteners such as natural fruit juice and keep sugar to an absolute minimum (we only use brown sugar).
- Food is provided in accordance with our setting's Nutrition Policy, please see Chapter 33 in this manual.
- Sweets and chocolates are never used by the staff as rewards for good behaviour and are never provided or permitted on the premises for the children to celebrate special occasions.
- Only milk and water are provided at mealtimes and water is offered to children throughout the day.
- Staff will introduce drinking from a Sippy cup to infants from 6 months onwards and children from one year old will be encouraged to wean off the bottle. (Please see Baby Room Policy in Chapter 37 of this manual)

### Parents/carers

- Will be asked to provide details of the child's dentist and doctor on enrolment.
- Will be encouraged to continue a regular tooth brushing routine at home.
- Can access information and advice about tooth brushing and oral health from staff at the nursery.
- It is recommended that parents/carers take their children to regular annual dentist checkups and children should be registered at a dentist by the time they cut their first tooth.

### Staff

- Staff will follow the tooth brushing guidelines and hygiene and storage procedure set out by the Central London Community Healthcare (CLCH) Dental Service.
- Attend training about oral hygiene.

### Children

- Oral health will be included in nursery work and learning opportunities.
- Oral health will feature as a theme at the nursery e.g., dental corner, stories, songs, poems, art, etc.
- Good oral hygiene will always be encouraged.
- Outings will be arranged with the local dentist.

### Tooth brushing Guidance

- Brushing teeth twice a day with fluoride toothpaste.
- Not rinsing out after brushing with fluoride toothpaste.
- Not brushing teeth for 45 minutes after eating.

At present due to COVID-19, the children brush their teeth as an activity with their own toothbrush and cup of water, sitting down at the table or in a circle on the floor. They do not use toothpaste. This is so that they do not lose out on this very important life skill, be it in a safe and controlled environment. Toothbrushes are purchased by the nursery every term for the children and their name is clearly marked on each toothbrush and stored in individual small perforated breathable bags.

## Behaviour Policy

### Statement

At Pokes, we believe that children flourish best when their personal, social, and emotional needs are understood, supported, and met and where there are clear, fair, and developmentally appropriate expectations for their behaviour.

### Rationale

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places, and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations, key staff can help identify and address triggers for the behaviour and help children reflect, regulate, and manage their emotions and hence actions.

### Procedure

To manage children's behaviour in an appropriate way we will:

- Use an initial problem-solving intervention consistently for all situations in which a child or children are distressed or in conflict. This involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation, and resolve the situation themselves
- Use a more focused intervention when the reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents. This approach allows the key person and Behaviour Officer to observe, reflect, and identify causes of unwanted behaviour in the wider context of other known influences on the child.
- Address situations by bending down and talking to the children so that they can engage with them on the same level, it can be quite intimidating for someone so big to talk down to someone so small and therefore will reduce the effectiveness.
- Never label, criticise, humiliate, punish, shout at, or isolate a child by removing them from the group and leaving them alone in 'time out' or on a 'naughty chair'. However, if necessary, children can be accompanied and removed from the group for "Thinking Time" to calm down and if appropriate are helped to reflect on what has happened. They will then be encouraged and praised to return to their activities without any further mention of the incident.
- Rough and tumble play is distinct from inappropriate or aggressive behaviour and is usually mimicked by the children acting out superhero characters or engaging in weapon play. We recognise this prosocial play and set boundaries to support it and use planning opportunities to discuss the concept of "good" and "bad".
- Very young children are 'egocentric' which means that they put their own feelings before others, and even the most considerate child will have the occasional outburst due to frustration, anger or over-exuberance. We acknowledge that this is a developmental area that needs to be nurtured, supported, and put strategies in place to recognise that very young children are not always able to manage and deliver their own emotions appropriately.

## Promoting Positive Behaviour

- We serve as positive role models to guide and teach the children by example.
- We provide a routine environment where children can flourish best and know what is expected of them and where they can be free to develop their play and learning without being hurt or hindered by anyone else.
- We provide a consistent, fair, and happy setting in which children can develop self-discipline, respect for others and an awareness of socially unacceptable behaviour such as biting, hitting, etc.
- We teach children how to manage and regulate their own emotions, and to learn acceptable ways of resolving conflicts.
- We involve the children in drawing up boundaries for the nursery during circle time activities, which will support children to develop an understanding of how their behaviour affects themselves and their peers.
- We foster children's natural desire to explore and develop their own ideas and concepts and will only place restrictions on such exploration where it is necessary to uphold health and safety priorities for them and their peers.
- We plan activities that teach the children the art of giving and sharing which in turn allows them to experience the pleasurable gestures of kindness and consideration.
- We work in partnership with parents in supporting children; developing personal, emotional, and social awareness, and working together to resolve any issue arising around a child's behaviour.



## 43 Biting Policy

Evidence suggests that up to a quarter of all children will bite others at some stage. At Pokes, we understand that this is a difficult situation for parents whether it is your child that has been bitten or your child biting others and, in most cases, experiencing both ends of the situation.

Biting is a common stage that children go through, though not one cause is identified for biting, it can be a mixture of frustration from non-verbal children or a build-up of frustration for those going through a teething phase. Biting is more common in children aged 15 months to 24 months.

The biting of one child by another is a very emotional situation for all the children and all adults concerned. Parents or carers of the child might get understandably upset and express their discontent with such an event. We acknowledge that such incidents might occur and that such a problem is not always easy to solve especially if very young children are involved. It usually stops as abruptly as it started for no reason. However, in the case where a child is known to be likely to bite another child the following strategies will be used:

- Observations of the child will take place to notice if there is a trigger point that causes a biting reaction.
- Extra vigilance of staff will be implemented to help spot a situation before it develops.
- Staff will take turns monitoring a child and remove the child quietly from a situation if they anticipate an issue.
- Inevitably, it will be a young child biting another young child and reasoning cannot be applied although in a situation where an older child is biting and can understand tone of voice, concern and reasoning from the staff will be used to resolve the issue.

On no account will the child who is biting be “punished”. Parents, of course, need to be informed of the incident. Care and understanding will be the primary consideration when talking to the parents as the parents of a child who bites may be very upset at their child’s action. Under no condition will Pokes make a mention of the name of the child who is undergoing a “biting stage”.



## Physical Activity Policy

### Ethos & Environment

Pekes Bilingual Nursery strives to maximise opportunities for children to be physically active by promoting all avenues for activity and following the EYFS guidelines for Physical Activity when planning the children's activities.

We have a Physical Activity Officer for each of our settings whose responsibilities are as follows:

1. Coordinate activities for outdoor play.
2. Oversee the resources for outdoor play in the garden.
3. Coordinate outings for all children in liaison with the manager.
4. To review all physical activity equipment to ensure that robust resources are widely available.

### Physical Activity Objectives

Our specific objectives are as follows:

1. To provide and promote opportunities for children to be physically active throughout the day indoors and outdoors.
2. To provide opportunities for children to meet the physical activity national guidelines on a day-to-day basis.
3. Provide opportunities for staff to have training on physical activity and provide them with the tools to increase physical activity throughout the day for the children.
4. To provide a mixture of structured activity and free play throughout the week at Peques.

### Adult-Led and Structured Activity

Pekes provides adult-led, structured physical activities throughout the week plus less structured activities although still physical with a minimum of 3 hours daily of outdoor play for ALL age groups.

- We have a qualified Yoga Teacher that comes weekly to teach the children yoga with mindfulness.
- We outsource a mini sports club that comes weekly for children over 2 years old.

### Engagement with Parents and Carers

- To provide resources for parents/ carers explaining the importance of physical activity and the development of appropriate skills and attitudes
- To provide parents with knowledge about the physical activity national guidelines and progress of the children's physical development progress throughout the time they are there.
- Pekes promotes active travel by providing a storage facility for children's scooters and bikes to encourage parents to bring their children to and from the nursery in an active way.

There is a range of different-sized equipment that can be used for indoor and outdoor play and exercise. All equipment is accessible and open-ended and can be used, moved, and combined in different ways.

### Risky Play

Risky play is a natural part of children's play, and children often seek out opportunities for engaging in challenging activities. At Pekes, we provide opportunities for children to develop their self-esteem and increase their self-confidence by encouraging them to take supervised risks for example experimenting on obstacle courses and climbing activities.

# HOUSEKEEPING





## Infection Control Policy

Babies and young children have a relatively low state of immunity, as they have not previously been exposed to many specific germs. When they start attending an early year setting, they are exposed to an increased number of childhood infections and illnesses.

It is not unusual for children to attend more than one setting, or to have older siblings who attend school. Therefore, the number of germs they encounter increases, and infections are more easily spread.

Any shared environment increases the risk, however, in an early-year setting, children are near each other for much of the time and they are less likely to understand the importance of good hygiene practices such as washing hands.

### Infection Control

Infection control is the hygiene practices and precautions that all practitioners take to prevent the spread of germs and the actions taken to control the spread of infection.

### Procedures to help prevent the spread of infection in the setting:

**1. Good basic personal hygiene** – in particular, we ensure that staff and children wash their hands whenever they are obviously dirty and in the following circumstances:

#### Before:

- starting/finishing at the setting
- handling, preparing, serving, or eating food, including preparing babies' bottles
- giving medication to a child or taking it yourself
- using a computer keyboard
- messy play activities such as dough, sand, or water

#### After:

- touching anything that may be contaminated – including soiled clothing
- contact with blood or bodily fluids
- using the toilet or helping a child use the toilet or potty
- changing nappies – even if gloves are worn
- during an outbreak of diarrhoea and/or vomiting in the setting
- blowing/wiping runny noses
- any cleaning procedure
- handling pets, pet cages, or related items
- outdoor play activities
- after removing single-use or other protective gloves

**2. Coughing and sneezing** easily spread infections. Children and adults are encouraged to cover their mouths and noses with a tissue. Wash hands after using or disposing of tissues. Where a tissue may not be available, then we advise adults and teach children to cough or sneeze into the crook of their elbow.

**3. Cover existing wounds or skin lesions** - activities such as preparing and serving food, play dough, clay, gloop, sand, or water play are avoided by staff and children if they have open wounds on their hands. Skin conditions such as eczema may be particularly aggravated by such activities.

**4. Use appropriate single-use Personal Protective Equipment (PPE)** – this includes aprons and gloves for nappy changing, cleaning up vomit or blood, or any activity that involves the risk of contamination. PPE, when used appropriately, protects staff from germs and splashing, but also protects children from contamination from staff clothing. PPE is single-use and disposable.

**5. Cleaning** - of the environment, including toys and equipment, is frequent, thorough, and follows national guidance. For example, use colour-coded equipment, follow Control of Substances Hazardous to Health (COSHH) regulations, and correct decontamination of cleaning equipment. Monitor cleaning contracts and ensure cleaners are appropriately trained with access to PPE.

**6. Have a clear procedure for cleaning toys, equipment, and the environment** – We have a regular cleaning schedule to prevent the spread of infection in the nursery environment as germs cannot thrive on clean, dry surfaces. The cleaning schedule covers the equipment and resources in each area, how often it is cleaned, and by which method. Staff always clean up as they go along, using disposable paper towels for spillages of blood and/or bodily fluids, wearing gloves and plastic aprons.

The frequency of these cleans is increased during infection outbreaks. In some cases, it may be necessary to close the setting while a deep clean takes place which involves cleaning carpets, curtains, and all surfaces including walls.

**7. Understand and follow guidance for managing illness and infections** – despite the best efforts of staff to prevent the spread of infection, it is inevitable that some children and staff will become poorly because many infections are contagious before any obvious symptoms appear. Children with an infection should be kept at home while they have symptoms or are feeling unwell. Please see our Common Ailment Policy for further details in Chapter 17 of this manual.



## Cleaning Policy

At Pokes we take Hygiene extremely seriously and therefore we have a full time Housekeeper in both our nurseries.

Pokes uses cleaning products from reputable companies that abide by government health and safety standards and provide us with the safety sheets which are stored in the cleaning cupboard in the storage room.

We keep all our cleaning products in original dispensers and bottles labelled with original chemical contents and hazards.

The following colour code is observed:

- **Mopping Floor**

**GREEN** mop head to be used in kitchen and dining area floor only.

**BLUE** mop head to be used in Nursery Hall floor only.

**YELLOW** mop head to be used in Baby Room floor only.

**RED** mop head to be used for washroom/toilet floor only.

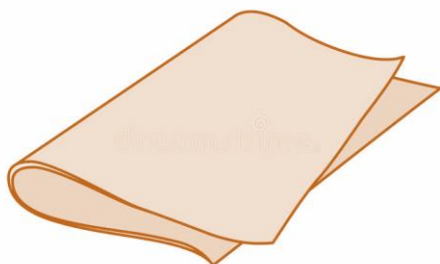
- **Cleaning Cloths**

**GREEN** cloths to be used in kitchen and dining area only.

**BLUE** cloths to be used in Nursery Hall only.

**RED** cloths to be used for toilets only.

**YELLOW** cloths to be used for everything else in the washrooms.



## Kitchen & Food Hygiene Policy

Here at Pokes we follow the guidelines as set out by the HACCP (Hazard analysis and critical control points)

Pokes has a rolling contract with Environ Property Services which do regular site visits and look after our pest concerns effectively and the site visit reports are kept in Head Office.

### Kitchen Entry Policy

All kitchen staff hold a relevant and current Food Safety Certificate and are to abide by the company's Dress Code Policy as stated in the Employee Handbook. This sets out the mandatory use of company issue uniform including specific headwear to be always worn to avoid cross-contamination.

Entry to the kitchen by anyone other than the kitchen staff must be kept to a NEED to enter basis. Anyone other than the kitchen staff NEEDING to enter the kitchen must ask permission from the chef out of courtesy and then put on disposable headwear which is placed at the entrance of the kitchen. There is a notice on the kitchen door that will state the entry conditions. Once permission is given then on entry, they must wash their hands in the hand sink. Underprivileged

### Personal Hygiene

The following must be considered and practiced by all kitchen staff, and anyone involved with the preparation of food even if for food activity purposes:

- Avoid touching your face or nose or coughing and sneezing over food. Harmful bacteria and viruses can be spread from your face, nose, or mouth to your hands and onto food. Make sure your uniform is clean when preparing food.
- Do not prepare any food if you have diarrhoea and/or vomiting until you have had no symptoms for 48 hours, even if it has stopped as you can still be carrying harmful bacteria.
- Cuts and sores should be completely covered with a waterproof blue plaster as they are easier to spot if they accidentally come off and fall into food.
- You should wash your hands after going to the toilet, touching raw meat/poultry, fish, eggs and unwashed vegetables, emptying bins, cleaning, touching a cut or changing a dressing, contact with potties, nappies and changing mats, cleaning up accidents (e.g. vomit or diarrhoea), helping a child use the toilet, wiping or blowing your nose or a child's nose.

### Food Hygiene

Good food hygiene is all about controlling harmful bacteria, which can cause serious illness. The four main things to remember for good hygiene are:

#### 1. Cross-Contamination

To avoid cross-contamination:

- Clean and disinfect work surfaces, chopping boards and equipment thoroughly before you start preparing food and after you have used them to prepare raw food.
- Use designated colour coded equipment (chopping boards and knives) for raw meat/poultry and ready-to-eat food etc...
- Wash your hands before preparing food and after touching raw food.
- Store raw food below ready-to-eat food in the fridge and if possible, use separate fridges for them
- Separate cleaning materials, including coded cloths and mops.
- Ensure that all the staff are well informed how to avoid cross-contamination.

## 2. Cleaning

- Ensure that all your staff wash and dry their hands thoroughly before handling food.
- Clean and clear as you go, clear away used equipment, spilt food etc.
- Use cleaning and disinfection products that are suitable for the job and satisfy BS EN standards.
- Do not let food waste build up.

## 3. Chilling

- Check chilled food on delivery to ensure it is cold enough.
- Put food that needs to be kept chilled in the fridge straight away.
- Cool cooked food and then put it in the fridge as soon as possible.
- Keep chilled food out of the fridge for the shortest time possible during preparation.
- Check and record regularly with temperature probes that your fridge and freezer are within the correct temperature ranges.

## 4. Cooking

Cook food thoroughly as this kills harmful bacteria, this is especially important when cooking poultry, pork, rolled joints and products made from minced meat, such as burgers and sausages. This meat should never be served pink or rare and should be steaming hot all the way through.

### Food Storage & Preparation

- Store raw and ready-to-eat food separately.
- All food must be covered and labelled whether ready-to-eat or raw.
- All meat must be defrosted naturally in the fridge. If you are defrosting raw meat or poultry, make sure that none of the liquid leak out onto other food in the fridge.
- Always use a clean knife and colour coded chopping board for preparing ready-to-eat food.
- When preparing fruit, vegetables and salad ingredients wash them thoroughly by rubbing vigorously in a bowl of clean water. Wash the cleanest ones first.
- 'Use by' dates are about safety. Do not serve food after this date even if it looks and smells fine as it is unsafe and against the law.
- Food should be safe to eat after the 'best before' date, although it might begin to lose its flavour and texture. Eggs are an exception – they should always be used by their 'best before' date.

### Storage after Cooking

Serve food immediately after cooking or once cooled store in the refrigerator (for no longer than 24 hours), or freezer (for no longer than 1 month). If stored, label the container with the content and date the food was prepared. Throw out cooked meat, poultry, or fish if kept at room temperature out of the refrigerator for more than 2 hours, including serving time.

**This Policy has been created in accordance with the Food Standards Agency (FSA)**

### 4 STEPS TO FOOD SAFETY



# PARTNERSHIP WITH PARENTS





## Partnership with Parents

Parents are the primary educators of their young children. It is crucial to establish a partnership between parents and practitioners to support their essential work and provide the very best for the child.

Here at Pokes we:

- Ensure all parents are aware of the Policies and Procedures and the OFSTED report is available via the website.
- Ensure that parents are informed on a regular basis about their child's progress. Parents meetings are organised twice a year. Additional meetings might be arranged should the parents feel they require more information.
- Encourage parents to make comments and share weekend photos with us through our interactive on-line journal system on ClassDojo. (Please see Tracking Child Development in chapter 51 of this manual).
- Invite all parents to contribute from their own skills, knowledge, culture, and interests to the activities of the nursery.
- Ensure that the parents know that the Nursery Manager/Managing Director is always available to be spoken to, to discuss administration queries, complaints, or suggestions.
- Ensure that the parents know in advance about outings and that they are welcome should they be willing to join or assist us.
- Invite parents to order one of our healthy birthday cakes (from which the contributions go towards team building) for the child's birthday and to take part in the mini birthday celebration.
- Invite parents to our interactive workshops with their children as well as parent only sessions. These can cover a range of topics elected by staff and parents to ensure a deeper understanding of the way we work and what we offer at Pokes, examples are baby massage, multilingual education, language development, behaviour management, nutrition, curriculum and many more.
- Conduct parent surveys from which the information is collated and considered to promote positive changes in the nursery to reflect parental views. We also have a parent suggestion box that is available all year round to consider parent's views all year round.
- Invite parents to share our fun days such as our annual Summer BBQ, Christmas Show, coffee mornings, afternoon teas and smoothie mornings.



## Children's Dress Code

### Clothes Labelling

All items of children's clothing must be labelled clearly to avoid being misplaced or lost. The staff's time is best dedicated to the care and attention of the children rather than wasting unnecessary time matching clothes with children. The company does not take responsibility for clothes that are not labelled, and all unlabelled clothing will be taken to the charity shop every Friday.

### Spare Clothing

All children need to have a spare set of clothes at the nursery in case of accidents or wet play.

### Jewellery

Children are not permitted to wear any jewellery including teething bracelets or necklaces as this may cause harm to the children and are tempting for other children to grab hold of.

### Suitable Clothing

Children should come to the setting in comfortable clothing suited to the climate. The clothing is likely to go through major wear and tear at the nursery during creative and messy play therefore good quality expensive clothing is not advised.



## Admissions Policy & Registration Procedure

### Admissions Policy

Pekes does not discriminate against any child or family in relation to the nine protected characteristics of equality and diversity as stated in the Equality Act 2010.

### Group Structure

Children are grouped according to their age and individual development needs; this is assessed by their key person upon entry into the nursery and is a continuous process as observations are carried out throughout the child's stay at the setting. A baseline assessment is carried out throughout the first month of a child's settling period to establish a starting point in all the areas of development.

### Waiting List Criteria

- 1) Children who already have siblings registered at the nursery.
- 2) Children of staff working for the nursery.
- 3) Children with any extenuating circumstances affecting the child's welfare or that of their family.
- 4) Children with a higher attendance schedule.
- 5) All others will be wait-listed by criteria and date of registration.

### Registration Procedure

The procedure for accepting any child to Pekes is as follows:

1. The person in charge will arrange a "Shown Around" of the premises and ensure that the parents understand the setting philosophy and curriculum and will be given a welcome pack. Should they choose to enrol their child, they will complete a registration form and submit with the relevant registration fees.
2. The administration team will contact the parents in writing officially offering them a place with a proposed start date and settling in date, or in the case of the nursery being full they will be wait listed.
3. The offer must be accepted in writing at which point the deposit will be due following the confirmation letter.
4. Once the deposit has been paid, the registration form will be uploaded to our system and an individual hard copy file will be created for the child.
5. Finally, when the starting date arrives the settling in period will begin one week before as previously arranged with the Nursery Manager and the parents will be asked to complete the "All About Me Form" and be sent to the nursery manager.

## 50.5

### Children's Arrival and Departure

On arrival and departure, the teachers will sign the children in and out.

The only people who are allowed to collect children from the settings are their parents/carers or other authorised people on the registration form or as previously arranged with the Manager. We also have a password system in place for people collecting the children that are not on the registration form. The passwords are verified on a single use basis to enhance security. When someone other than the parent is collecting a child, then the parent must give written permission including the name of the collector and a password and identification. If a collector is not known to any Pikes member of staff, the parent might be asked to provide a photo of the collector's physical appearance.

If the parent or carer collecting the child is deemed to be in an unfit state and unable to care for the child for whatever reason, then all efforts will be made to contact the next responsible adult held on file to collect the child. If we are unable to make contact and all else fails, then we have a duty to contact the Children Services team from LBB and the Police.

#### Failed Collection

If a child is not collected at the arranged time, or at the latest, 5 minutes after the scheduled closing time, the person in charge is to contact the parents, or any other person authorised to collect the child in order to arrange immediate collection. In the unlikely event that after 30 minutes, no one is still contactable then the person in charge is to notify the Children Services team from LBB and the Police. Two members of staff will be always present including a manager.

Penalties will apply if the child is not collected at the arranged time. Due to ratio costs the Morning Session late collection penalty charge is £10.00 for every 15 minutes after. Afternoon Sessions late collection penalty charge is £25 for every 15 minutes. The charges are applicable as of the first minute after the hour the session is to expire.

BILINGUAL NURSERY



## Settling in Policy

For most children, starting nursery school is their first separation from their main carer and a major event in a child's life. This time of transition can be stressful for both children and parents therefore we work in close partnership with the parents/carers so that both child and parent feel supported as they work towards feeling comfortable and secure in their new setting.

Parents are encouraged and are very welcome to call the nursery whenever they wish throughout the settling-in period to maintain contact and receive updates on how their child is progressing.

Children can only play and learn successfully if they are happy and confident. Our settling-in procedure aims to assist parents/carers to help their children feel at ease at the nursery and to be confident that their parents will return at the end of their session to collect them.

### DAY ONE (TUESDAY)

The parent/carer will be asked to bring the child for one hour between **9:00am and 10:00am** to introduce them to the nursery and stay with them so they feel secure and can familiarise themselves with their new environment.

### DAY TWO (WEDNESDAY)

On this day the parent/carer will stay together with the child for one hour between **9.00am and 10.00am** and then leave the child for another hour with the teachers between **10.00am and 11.00pm**. They will leave their contact number with the manager and stay nearby just in case the child gets upset in which case they will be contacted. It is imperative for the parent to always say goodbye before leaving and never sneak out. Otherwise, the child will not understand why they have disappeared and will get upset which will then resonate with them and they will associate being upset with their new nursery. Whilst the parent/carer is absent a member of staff will comfort and give reassurance to the child until the parent/carer returns.

### DAY THREE (THURSDAY)

If the child is comfortable with the teachers and children of the group, this day they will stay without the parent/carer from **9.00am to 12.00pm**.

### Notes

1. Settling Ins will be done from Tuesday to Thursday regardless of the child's schedule.
2. Only one parent permitted to do the settling.
3. Parents must sanitise their hands and wear shoe cover before entering the nursery which will be provided on arrival.
4. Parents must check their pockets for foreign or small objects that could potentially fall out during their visit and pose a risk to the children.
5. Please ensure that if your child has any allergy, intolerance, or health issue that you discuss this with the manager and complete a Health Care Plan together.

## The Role of the Key Person

A key person is a practitioner assigned to a child to help ensure that their care is tailored to meet their individual needs, to help them become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

### Procedures

1. The key person is allocated before the child starts.
2. The key person is responsible for:
  - Providing an induction for the family and for settling the child into the setting.
  - Completing relevant forms with parents, including consent forms.
  - Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
  - Offering unconditional regard for the child and being non-judgemental.
  - Working with parents to plan and deliver a personalised plan for the child's well-being and learning.
  - Acting as the key contact for the parents.
  - Developmental records and for sharing information on a regular basis with the child's parents to keep records up to date, reflecting the full picture of the child.
  - Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
  - Encouraging positive relationships between children in their key group, spending time with them as a group each day.
3. We promote the role of the key person as the child's primary carer in the setting, and as the basis for establishing relationships with other adults and children.
4. At Pokes all children have a primary and secondary key person.





## Tracking Child Development

### The EYFS Curriculum

The Early Years Foundation Stage (EYFS) sets the standards for the learning, development, and care of children from birth to 5 years old. All Ofsted regulated early years' providers must follow the EYFS including child-minders, preschools, nurseries, and school reception classes.

### The EYFS Framework

The EYFS framework supports an integrated approach to early learning and care and sets out the legislation for the delivery of early years' education in the UK.

### Development Matters

This document supports practitioners in the recording and tracking of the children's development through journals that are opened for every child on entry and continuously updated throughout their stay. This is not an automatic process; however, it depends on each unique child having opportunities to interact in positive relationships and in enabling Environments.

### Observations

These are recorded in ClassDojo to record and track the development of the children and are usually posted with photos and videos.

### Termly Reports

All children receive reports on all areas of development at the end of each term and will be given to parents.

### Parents Meetings

Pekes holds parents' meetings twice a year in January/February and June/July. Although the meetings are organised by the manager, they are chaired by the Key Person of the child who will share the development and progress of the child with the parents.

### Baseline Assessment

These assessments are done at the end of the child's first month to establish their developmental starting point to track their progress.

### Planning

Planning is done weekly and involves a mixture of Next Steps, In the Moment, Child Initiated and Adult Lead activities. Evaluation forms are completed at the end of each week to evaluate the planning.

It is very important to help us keep a focus on each individual child using the cycle. This cycle is used for tracking development and planning for progression is continuous and the key to really giving each child a solid foundation.

The Cycle = Observation - assessment - planning - implementation

## Pekes Early Years Funding Policy

At Pekes, we are registered with the London Borough of Barnet to receive education funding from the term after a child turns three years old until the child starts school (up to the term after they turn 5. Although LBB provides this funding for term time only (38 weeks of the school year as published by LBB, Pekes will offer the funding over the 50 weeks a year that the nursery is open.

### There are Two Types of Funding

#### **1. Universal Funding (15 hours)**

This funding is not means tested and is available to all children of the relevant age attending the nursery for the required minimum sessions as stated in our Terms & Conditions. This funding covers term time only for a maximum of **15 hours a week** for **38 weeks** of the school year as published by LBB as opposed to the 50 weeks a year that the nursery remains open.

#### **2. Extended Funding (30 hours)**

Extended funding is means tested and offers a further 15 hours on top of the Universal Funding totalling **30 hours** a week and is only available to children attending the setting whose parents successfully apply to the HMRC for the additional funding and receive an eligibility code. This funding covers term time only for a maximum of **30 hours a week** for **38 weeks** of the school year as published by LB as opposed to the 50 weeks a year that the nursery remains open.

Parents will need to apply online with the HMRC and if they qualify, they will receive a code that should be passed onto the nursery. Please note this code expires every THREE months and must therefore be reconfirmed with the HMRC before each parent's individual cut-off date. It is the parent's responsibility to check that their codes are valid by the termly deadlines for application and failure to provide this valid code will result in the nursery not being able to access funding for the child.

### **Terms & Conditions for Both Fundings**

Children must attend the setting on headcount day (which is set by LBB each term) to be eligible for the terms funding, this day can vary although usually falls in the first week of the second month of the term.

To help parents spread childcare fees across the full year; the annual funding received per child is discounted off the child's monthly fees and is clearly displayed on the monthly statements. The children's monthly fees should be paid as usual by standing order one month in advance, for the relevant published monthly session rate less the relevant monthly discount.

Pekes applies the discount to the child in advance of receiving the funding from the borough at the start of each term, although the actual application is made to LBB after headcount day. Should a child leave the setting before headcount day then all funding for that term will be withdrawn, and the full published fees must be settled. Excess funding related to children leaving the nursery after headcount day but before the end of the term will be returned to LBB. Please note funding cannot be transferred to other settings.

Pekes regrets that sessions that fall on a bank holiday or unattended days due to holidays or sickness cannot be compensated or swapped for other sessions.

## Complaints Policy and Procedure

We believe that children and parents are entitled to expect prompt attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach although if this does not achieve the desired result, we have a set of procedures for dealing with concerns in view of achieving a satisfactory conclusion for all the parties involved.

All our settings keep a written record of any complaints including the outcome that reach stage two and above and once the issue has been resolved is logged in the Complaints Logbook which is made available to parents, as well as to Ofsted inspectors on request.

### Making a complaint

#### Stage 1

- Any parent/carer who has a concern about an aspect of the setting's provision talks over their concern with the manager first.
- Most complaints should be resolved amicably and informally at this stage.

#### Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent/carer moves to this stage of the procedure by putting the concerns or complaint in writing.
- We will inform parents/carers of the outcome of the investigation within 28 days of the complaint.
- When the investigation into the complaint is completed, the manager will meet with the parent/carer to discuss the outcome.

#### Stage 3

- If the parent is not satisfied with the outcome of the investigation, they will request a meeting with the Manager. The parent may have a friend or partner present if they prefer, and the Manager may have the support of someone from the management team.
- An agreed written record of the discussion is made, as well as any decision or action to take as a result.

#### Stage 4

- If at the stage three meeting the parent cannot reach agreement, we will invite an external mediator to help to settle the complaint, review the action so far and suggest further possible resolutions.
- The mediator keeps all discussions confidential and can hold separate meetings with the staff or parent/carer if this is decided to be helpful.

#### Stage 5

- When the mediator has concluded their investigation, a final meeting between the parent/carer and the Manager is held to reach a decision on the action to be taken with the mediator's advice to reach this conclusion. The mediator may be present at the meeting should all parties think this will help.

If the welfare matter cannot be resolved to the person's satisfaction, then they have the right to raise the matter with OFSTED (Complaints & Enforcement): **Phone:** 0300 123 1231

The National Complaints Team

**Email:** [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

**Address:** Ofsted National Business Park, Piccadilly Gate, Store Street, Manchester, M1 2WD.

**We believe most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interest of the nursery and parents that complaints should be taken seriously and dealt with fairly and in a way, which respects confidentiality.**

## Loss or Damage

Peques does not take responsibility for loss or damage to property or clothing at the nursery unless culpability is clearly and directly attributed to Peques. All clothing, buggies and scooters must be clearly labelled. Children should not bring jewellery, money, or toys except for 'Show/Share and Tell', Settling in Period or other special arrangements.

Buggies, scooters, or any other items left in the buggy storage facility are left under the risk and responsibility of the parents. Peques does not accept liability for any items damaged or lost within the storage shed. This facility is provided as a free aid to parents and does not form part of any contract under our service agreement. However, Peques will make every effort to maintain the upkeep and security of the facility to ensure prevention of loss and damage to the items left inside.



## Buggy Shed Policy

This facility is provided as a free aid to parents and does not form part of any contract under our service agreement. Pokes, does not accept liability for any items damaged or lost within the storage shed, however will make every effort to maintain the upkeep, functionality and security of the facility to ensure prevention of loss and damage to the items left inside.

The purpose for this policy is to be fair to All buggy shed users while keeping it a safe and operational facility for parents to use.

We have set some user instructions below and ask that you strictly adhere to them in order to keep the facility open and safe for all to use.

- All buggies must be clearly labelled.
- All buggies must be folded with the label clearly showing once folded.
- Please use the hooks provided to safely hang your buggies.
- Please double up your buggies on the hooks where possible (e.g. if you have a YoYo or something compact)
- Should you not be able to use a hook or if all hooks are taken, then the buggy can be placed around the perimeter of the shed. Only one row of floor-based buggies is permitted, for everyone to be able to safely access their buggies.
- Should you have a small trike or buggy board these must also be hung on hooks and not left on the floor.
- Please ensure that you do not leave food or rubbish in the shed, as this attracts mice, there is a courtyard bin just outside the shed that you can use.
- We do not operate any exemptions for unfolded buggies, there is simply no space to do this and accommodate all users. Should your buggy not fold you will not be permitted to use the facility.

Failure to comply with all the instructions above will result in a fine and a possible ban of the facility.

Please see procedure below:

- Buggies left in the shed unfolded will result in a £10 penalty, charged directly to the account.
- Charges will only apply once, then the second time a ban will be exercised.

## Pekes Privacy Notice

### The rights of a data subject

Data subjects have the following rights:

- The right to be informed – what data we hold about them.
- The right of access – request copies of everything we hold of them.
- The right to rectify – update information.
- The right to be deleted – if there is no reason for continuing use.
- The right to restrict processing – we can store but no use for anything.
- The right to object – marketing etc...
- The right not to be shared.

### Why we collect personally identifiable information

We limit the collection of personal information to what is necessary to provide you with a high-quality service, to support your specific needs and requests, and to meet our business needs in connection with the services. Below we have highlighted the reasons for the collection of your personal information:

- To provide a service of childcare to our clients
- To respond adequately to client requests
- To provide a safe, healthy, and successful environment for our clients and employees
- To contact clients, staff and next of kin contacts in case of an emergency
- To support the children's wellbeing and development, to carry out regular assessment of the children's progress and to identify any areas of concern.
- To manage any special educational, health or medical needs of the children whilst at the setting
- To maintain contact with the parents about their child's progress and respond to any questions they may have.
- To process government funding claims
- To keep clients and staff updated with information about our service and areas of interest such as parenting, childcare, education, wellbeing, and work/life balance.
- To aid in the administration of our services to our clients and staff
- To administer First Aid, emergency, and other medical care, when necessary
- To comply with laws, and government regulations/standards
- To support our business purposes and functions related to the services, such as education, training, curriculum, communication, administration, recruitment, and record-keeping.
- To facilitate and process payments for the services.
- To provide employer services to all our employees, students, and volunteers
- To administer employee payroll, tax/regulatory compliance and other record keeping
- To consider applications for employment and accredited education.
- To fulfil tax, reporting, and other financial requirements and obligations.



## **What personally identifiable information we collect**

We typically collect personally identifiable data about our clients, employees, students and volunteers through the registration and recruitment process and then throughout their time at Pokes. This data may include:

### Clients

- Personal contact details such as name, title, addresses, telephone numbers, and personal email addresses
- Date of birth
- Gender
- Marital status and dependants
- Next of kin and emergency contact information
- Start date.
- Location of services provided.
- CCTV footage and other information obtained through electronic means.
- Photographs and videos
- Payment details
- Allergies and special dietary requirements
- Special needs and health information
- Emergency contact details for doctors
- Records created during the service provided to you such as notes on the activities, behaviours, illnesses, medication, food, etc.; photographs, videos, CCTV; and other documentation records, .
- Information about your race or ethnicity

### Prospective clients

- Personal contact details such as parent and child name, personal email address and post code.

### Employees, students, and volunteers

- Personal contact details such as name, title, addresses, telephone numbers, and personal email addresses
- Date of birth
- Gender
- Marital status and dependants
- Next of kin and emergency contact information
- National Insurance number
- Bank account details, payroll records and tax status information
- Salary, annual leave, pension, and benefits information
- Start date.
- Location of employment or workplace
- Recruitment information (including copies of right to work documentation, references and other information included in a CV or cover letter or as part of the application process)
- Information about criminal convictions and offences
- Employment records (including job titles, work history, working hours, training records and professional memberships)
- Remuneration history
- Performance information
- Disciplinary and grievance information
- CCTV footage and other information obtained through electronic means.
- Photographs and videos
- Emergency contact details for doctors
- Information about your race or ethnicity

## **Data Accuracy**

Pokes is committed to collecting personal information that is accurate, complete, current, and reliable for its intended use. It is the responsibility of the data subject to inform the relevant setting of any changes to the personal information that is held about them, and it is the responsibility of the data controller to update this information once informed.

### **Sharing personally identifiable information**

Pekes considers our clients and employees' personal information confidential and does not share it with others except for the purpose of service delivery, employment and meeting legal obligations. We share this information as necessary to the following:

- Ofsted - during inspections or following a complaint.
- The Local Authority - funding applications and safeguarding concerns
- Interactive Nursery Manager (INM)– setting software management provider.
- Interactive Learning diary (ILD) – on-line learning journal software provider
- Interactive Nursery Manager (INM) – communication software
- Schools – when children transition into primary school
- Client Employers - Pekes services are often made available to our clients as a benefit through employer-sponsored programs. To meet our obligations to their employer, we provide them with details of the client's use of the services, which may include their name, dates and reasons of use.
- Past and Perspective Staff Employers – Giving references for past staff and obtaining references for perspective staff.
- Accountant - process the payroll.

We will also share personal data in the following situations:

- If we are legally required to do so, for example, by law or by court.
- To enforce or apply the terms and conditions of your contract with us.
- To protect the children; for example, by sharing information with social care or the police
- If necessary to protect our staff, children and client's rights, property, or safety.
- In the event of a transfer of business, in which case we may disclose personal data to the prospective buyer so they may continue the service in the same way.

We will never share personal data with any other organisation to use for their own purposes.

### **Subject access request**

It is the legal right of a data subject to have access to any personally identifiable information that Pekes holds about them. Should they want access to such information then they will need to request a Data Subject Request Form and complete and return for the attention of the Managing Director. The company will endeavour to provide an audit of all personally identifiable information held within thirty days of the request. Should the request be deemed excessive then a fee may be charged, and an extended time frame agreed.

### **Data security**

We have put in place appropriate security measures to prevent your personal information from being lost, accidentally destroyed, misused, or disclosed. In the event of a suspected data security breach, we will notify you and the ICO within 72 hours of the breach.

### **Hardcopy Information**

The hardcopy of personal information we collect is stored in a locked facility at the setting where the services are provided the information and accessible to authorised personnel only.

### **Data Retention**

We will only retain personal data for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements.

### Clients

We will keep the following children's records for a period of 6 years after they have left the setting:

- Child's name, date of birth, start date & leave date, parents' names, and email address.
- Health & Safety related records, Accident & Medical Forms
- Privacy Notice Consent Forms

Safeguarding documents are kept until the child reaches 21 years. All other electronic and hard copy data related to the client will be deleted and responsibly shredded once they have left the setting.

### Employees

We will keep the following employee electronic records for a period of 6 years after they have left the setting:

- Name, start date, leave date and contract details.
- Payroll Information
- Leavers Reference & Live Disciplinarys
- Privacy Notice Consent Forms

All other electronic data related to the employee will be deleted when the employee leaves the company and all hard copy employee documents will be offered to the employee to take with them or they will be responsibly shredded.

### Website

Pekes website may contain links or references to other websites. Please be aware that we do not control other websites and that this Privacy Notice does not apply to those websites. We encourage you to read the privacy notices of every website you visit.

There are two ways we may collect your personal data when you use our websites: Actively - when you voluntarily enter your personal information or passively as described below:

- **Passive Information Collection:** As you navigate through our websites, we passively collect certain information (that is, we gather it without you actively providing the information) using various technologies and means, such as Internet Protocol addresses and cookies.
- **Internet Protocol (IP) Addresses:** An Internet Protocol (IP) Address is a number your Internet service provider assigns to your computer so that you can access the Internet. We use your IP address to diagnose problems with our server, report aggregate information, determine the fastest route for your computer to use in connecting to our websites, and administer and improve our websites.
- **Cookies:** Cookies are small text files that our websites place on your computer when you visit them. We use cookies to make our websites work, or work more efficiently, as well as to provide information to us. Your website browser allows you some control over cookies through your browser settings. To find out more about cookies, including how to see what cookies have been set and how to manage and delete them, visit <http://www.allaboutcookies.org/>.

**We keep this notice under constant review and in line with government legislation.**

