



# Kimbolton

## Nursery Group

C/O St James CE school, Leominster Herefordshire HR6 0HQ

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

Ofsted registration number 223547 Registered Charity Number: 1055842

Tel: 01568614743/ Facebook messenger: Kimbolton Nursery Group



# Welcome to our Nursery



## Introduction

At Kimbolton Nursery Group we strive to work in partnership with you and your family to ensure your child reaches their full potential whilst learning through play.

This booklet is designed to help you and your child settle into our nursery. Please read this booklet and keep it as a valuable reference for you to look at from time to time, when you need advice about nursery, or you are unsure what to do if your child is ill.

## All about us

Kimbolton Nursery Group was founded in 1980 by local parents. It is held at Kimbolton St James' C of E Primary School and is run by an Early Years Manager. The setting is supported by an established trained team of Early Years Practitioners, an Early Years Business Consultant and a small committee of parents. What started in 1980 as an experiment in School/Community co-operation has now become established as a most successful and popular Nursery and Pre-School.

We aim to provide a multi-cultural, happy and safe environment for children between the ages of 2 and 5 years old to develop to their full potential. We believe early childhood is the foundation for a child's journey through life; therefore, each stage of development and learning should be valued and respected in its own right. We strive to work in partnership with parents to help children learn and develop and add to the life and well-being of the local community by offering children and their families a service which promotes equality and values diversity.

We are registered with OFSTED registration Number: 223547

(Please visit [www.ofsted.gov.uk](http://www.ofsted.gov.uk) to view our latest report)

### Our Contact Details

**Kimbolton Nursery Group**

**St James CE School**

**Kimbolton**

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We are on Facebook under Kimbolton Nursery Group. We share information here; reminders and requests and you can message with queries and requests. We usually answer within two hours.

**We are a registered Charity registration Number: 10558424**

The Group holds 10 sessions a week. It is independent of the school and attendance at the nursery and pre-school does not automatically entitle, a place at the school. However, both are in very close communication with good liaison; therefore, a strong 'Early Years' partnership has been established. As the nursery and pre-school operates within the school, it provides an excellent opportunity for introducing the children to a 'school' surrounding and as a result helps ease the transition to full-time education. We do have good links with other local schools and if we have not, we will endeavor to make these links before the transition period begins. A child's key person will support the family with the transition process arranging visits by the new teacher or if necessary, visiting the new school along with the family.

The Nursery and pre-school offer education and care for children after their 2nd birthday providing there are places available. A space can be formally reserved for a child a term before they are due to start, although earlier enquiries are welcome.

Currently, all children are funded for 15hrs per week the term after their 3<sup>rd</sup> birthday. There are also the new extended hours (up to **30 hours total**) when both parents are working. We are happy to help support families to access this new entitlement. Two-year-old funding is also available subject to eligibility. A fee is charged for any additional hours required. No refunds can be given for days missed through illness, in-term holidays, trips or outings.

**Opening Times (Term time only)**

Days	Times
Monday	8.45am - 3.15pm
Tuesday	8.45am - 3.15pm
Wednesday	8.45am - 3.15pm
Thursday	8.45am - 3.15pm
Friday	8.45am - 3.15pm

**Rates**

Session	8.45 – 11.45/12.15 – 3.15pm	£13.50
	3.15 -3.30	1.13
Lunch	11.45 – 12.15pm	£2.25
Session and Lunch	8.45 – 12.15pm/12 – 3.15pm	£15.75
Full Day	8.45 – 3.15pm	£27.30
Hourly rate	-----	£4.50

Fees are billed and paid monthly in advance by BACS/Cheque/Cash/Childcare vouchers.

**Please Note:** The Nursery will provide free Nursery Educational Funding forms and support when your child becomes eligible.

When the Nursery is closed for bank holidays you will not be charged. You will still be required to pay the nursery fees if your child does not attend for any reason, such as sickness or holidays. We require 2 weeks' notice in writing if you wish to terminate your contract.

### **Bad weather**

In the event of severe weather Kimbolton Nursery comply with the school's decision whether to close. If it does close an announcement will be made on BBC Herefordshire and Worcestershire and the Herefordshire Council Schools website and on our [Facebook](#) page.

### **Absences**

The manager or the deputy manager must be informed as soon as possible of any absences, so please ring to inform us. Fee's will still need to be paid if your child is absent from nursery.

### **Collection of children**

It is important that the staff know who is collecting your child from the nursery. We will not allow under any circumstances for your child to leave the nursery with any unknown person and someone who is not named on the admissions form.

### **Late collection**

We appreciate unforeseen circumstances can make you late to pick up your child from the nursery. This we fully understand, all we ask is that the parent/carer telephones the nursery as soon as possible to let us know, then we can make comfortable arrangements for your child.

Should a child be left after their session repeatedly, then we will make an extra charge of £5.00 per 15 minutes.

### **Personal property and valuables**

We are happy for children to bring toys/ comforters into the nursery. We do like to encourage the children to share what they have brought in, talk about it to the other children and show them what it can do. They can keep it in their bag afterwards if they wish, but no responsibility can be accepted for loss or damage. Children should not bring money, jewellery or valuables – nor should they bring sweets and gum and we discourage the use of dummies.

### **Our Daily Guide**

<b>8.40am doors open for 8.45am</b>	<b>Arrival, settling and a 'time to talk' to parents</b> For the children a variety of <b>linked</b> provision activities are set out. The activities are linked to a specific area of learning that needs more support, usually literacy or numeracy. It can also be cultural, seasonal or focussed on a particular British value or teaching children about keeping themselves safe. The activities are age and stage appropriate. <b>Breakfast is available to the children at this time. Supported by practitioners, building independence and social skills.</b>
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<b>9.20am</b>	<b>Tidy up time</b> – This provides an opportunity to develop community, sorting and matching as well as noticing skills.
<b>9.30am</b>	<b>Registration</b> – All children join in with registration and helper of the session. <b>Circle Time</b> – Children are separated into two groups, the 'Caterpillars' and the 'Butterflies'. The Caterpillars will engage in an adult lead activity to develop focus skills and the Butterflies will be working within the 'Letters and Sounds' Phase One programme, developing a foundation in language and literacy skills. Butterflies are also included in the Early talk Boost program, supported by parents at home, if they need extra support with attention and listening skills and extending language and vocabulary skills.
<b>10.00-10.20</b>	<b>Snack time</b>
<b>10.20am</b>	<b>Continuous/Enhanced provision</b> – Where a variety of activities (inside and outside) are available supporting every child's interests/schema within their individual learning stories. It provides the opportunity for children to challenge themselves, take risks and solve problems building resilience and self-esteem.
<b>11.20am</b>	<b>Body Gym</b> -The children will develop core muscle groups with yoga, mindfulness, dance, exercise and expression through movement. These support attention and listening development as well as learning to be in tune with our bodies and practice calm.
<b>11.30am – 11.45am</b>	<b>A time to talk/Reflection/Story time.</b> Stories are age and stage appropriate. Small group work is undertaken at this time targeting children with speech and language, attention and listening difficulties, they are then brought together for rhymes before getting ready for lunch.
<b>11.45pm</b>	<b>Lunch Time</b> – Supervised by staff who provoke discussion around healthy eating, encouraging social interactions and building independence.
<b>12.15pm</b>	<b>Free flow play</b> <b>Continuous/Enhanced provision</b> – Where a variety of activities (inside and outside) are available supporting every child's interests/schema within their individual learning stories. It provides the opportunity for children to challenge themselves, take risks and solve problems building resilience and self-esteem.
<b>2.15pm</b>	<b>Tidy up/ reset the nursery-</b>
<b>2.30pm</b>	<b>Snack/drink</b>
<b>2.45pm</b>	<b>A time to talk/Reflection/Story time</b>
<b>3.00pm -3.15pm</b>	<b>Children go home/Rhymes</b>
<b>3.15 – 3.30pm</b>	<b>End of day</b>

### Our Aims and Objectives

- To provide a secure, loving and caring environment that provokes learning through play.
- To create a learning environment that offers excellent quality of care and education through a broad and balanced curriculum.

- To treat all people with equal respect irrespective of their race, gender, disability or religion.
- To offer support and work in partnership with parents, families and carers, recognising the valuable contribution these people make to their child's learning.
- To encourage each child to reach their full potential through taking part in stimulating activities that foster social interaction, communication, self-confidence, self-worth and resilience.
- To help children develop sensitivity and respect towards others, multi-cultural awareness and a positive approach to learning.

### Meet the Nursery Team

Name	Job Title	Qualifications
Mrs. Sheers	Nursery Manager/SENCO/ Designated Safeguarding Officer & Equal Opportunities/ Behavior Specialist	NVQ Level 3 in Early Years Care & Education SENCo, Elklan level 3 Communication matters Extending and enhancing good Autism practice
Miss Baker	Deputy Manager/Deputy Designated Safeguarding and Welfare Officer	Early Years Professional Status and BA in Early Years
Miss Pritchard	Apprentice Early years Practitioner	Children and young people's workforce Level 2 and 3
Mrs. Price	Early Years Business Consultant/ Financial Administration	Foundation Degree Arts in Early Years/Certificate of Higher Education in Primary Teaching

### Our Key Person Policy

***“Providers must do, working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for school. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully the opportunities ahead of them” EYFS 2014.***

Here at Kimbolton Nursery Group we are extremely committed to identifying and meeting the individual needs of each child attending. To aid this process the nursery operates a key person system whereby members of staff are responsible for a specific group of children. The main reason for this is so that each child and their families can be given every opportunity to build a close relationship with their key person, to enable the individual child to thrive and develop to their full potential.

Our aim is to help all children, within their own time, build close relationships with all staff so they remain confident and happy at all times. All staff within the nursery work closely together, therefore in the absence of a key person a familiar adult will take their place to ensure that the individual child's needs are still being met.

### **09.3 Prime times – The role of the key person**

*'Each child must be assigned a key person' (EYFS 2021)*

Babies and young children need to form a secure attachment to key person when they join the setting to feel safe, happy, and eager to participate and learn.

#### **The key person role**

- A key person builds an on-going relationship with the child and his/her parents and is committed to that child's well-being while in the setting.
- Every child that attends is allocated a key person before they begin settling in - it is not the responsibility of the child to choose their own key person.
- Where possible a 'back up' key person is also identified for each child so that they can fulfil the role in the absence of the main key person, for example, during annual leave or sickness.
- The key person conducts the progress check at age two for their key children.
- The role is fully explained to parents on induction and the name of the child's key person and 'back up' key person is recorded on the child's registration form.
- The key person is central to settling a child into the setting. The setting manager and key person explain the need for a settling in process and agree a plan with the parents.
- Shift patterns and staff absence can affect a child who is just settling in; where possible, settling in should be matched to when the key person is on duty.
- The number of children for each key person takes into account the individual needs of children and the capacity of the key person to manage their cohort; it is also influenced by part-time places and part time staff. The setting manager should aim for consistency i.e. matching part-time staff to part-time children; full-time children should not be divided between key persons during the week.

- Photographs of key persons and their key groups are displayed clearly.
- The key person spends time daily with his or her key group to ensure their well-being.

### **Parents**

- Key persons are the first point of contact for parents with regard to matters concerning their child and any concerns parents may have are addressed with the key person in the first instance.
- Key persons support parents in their role as the child's first and most enduring educators.
- The key person is responsible for the child's developmental records, completing the progress check at age two, and for sharing information about progress with the child's parents.

### **Learning and development**

- The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child's learning and development.
- If a child's progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting manager or SENCO and the child's parents.

### **Prime times**

The key person role is explained further in the prime-time procedures (09.4/6/7/8/10/14); the key person also maintains other responsibilities for key children including administering medication and signing accident records.

### **Back-up key person**

- The role of the back-up key person is to step in when the main key person is absent or unavailable to provide a stable and consistent care relationship for the child.
- The back-up key person is identified when the child starts but is not introduced to the child until an attachment is beginning to form with the key person.
- The back-up key person gradually forms a relationship with the child until the child is happy to be cared for by this person.
- The back-up key person shares information with parents in the key person's absence and makes notes in the child's records where appropriate.
- The back-up key person ensures information is shared with the key person.

### **Safeguarding children**

- The key person has a responsibility towards their key children to report any concern about their development, welfare or child protection matter to the setting manager and to follow the procedures in this respect.
- Regular supervision with the setting manager provides further opportunities to discuss the progress and welfare of key children.
- The back-up key person has a duty likewise.

### **What You Need to Bring When Your Child Starts Nursery**

Your child will sometimes get paint, food, mud or glue on their clothes, so please send them in practical clothes, NOT best clothes.

We ask if you could provide the following:

1. A spare set of clothes because we play with water, paint etc.
2. Lots of spare underwear and trousers if your child is toilet training.
3. Nappies, wipes and nappy cream if your child requires them.
4. A coat for outdoor play and wellington boots.
5. In warm weather a sun hat.
6. Red medical book

(All the above **MUST** be labelled)

If your child happens to borrow some of our clothing, please ensure it is returned to nursery promptly.

### **About Your Child's Health**

If you have any doubts about whether your child should come to nursery, please ring us before you leave home so that our staff can advise. Children who are ill/ have a temperature, cannot attend nursery. Please do not bring your child if they are suffering from any infectious diseases.).

#### **If your child is prescribed antibiotics**

We always ask you to keep your child off nursery for the first 48 hours of the antibiotic course, after that we will be more than happy to administer the medicine with written consent from you.

#### **If your child has had sickness or diarrhoea**

We always ask that you wait 48 hours since the last bout of sickness or diarrhoea before you bring your child back to nursery.

#### **If your child becomes ill at nursery**

We will contact you as soon as possible and ask you to come and pick them up. If we cannot get hold of you, we will contact another emergency number that you have given us permission to contact.

## **Medication**

If your child has been prescribed medicine by the doctor that needs to be taken during the nursery day, you will be asked to sign a medication form. This form authorises staff to administer medicine and states the dosage and time given. All medicines must be in their original bottles and will be stored in accordance with instructions prescribed. At all times it will be kept out of reach of the children, including inhalers.

## **Accidents or injuries**

Unfortunately, accidents and injuries do sometimes occur at home and at nursery. All accidents and injuries are recorded on the appropriate form and signed by a nursery practitioner and parent/carer. We record the date, time, what happened, what injury occurred and what first aid treatment was needed if any. If an injury causes concern, then the parent/carer will be contacted immediately unless the situation is an emergency and the first call will be to the emergency services followed by the parent/carer. If a child is transported to hospital via an ambulance and the parent/carer has not arrived yet then the key person will stay with the child, they will take the child's personal file for reference. If a social worker is working with the family, then they will also be informed.

## **Head lice**

If the nursery has signs of head lice, nursery will inform you and advise you of the appropriate treatment. Please check your child's hair regularly for head lice and inform nursery if your child has head lice.

## **Nutrition**

Lunchboxes are provided by the parents/carers; we promote a healthy approach to food and encourage a variety of food groups. As this may be your child's first experience of a packed lunch, we recommend small quantities for example half a sandwich or equivalent, a yogurt, 1 piece of fruit and a cake or any other sweet/savoury treat and a drink; this can then be increased if needed. Lunch and snack times are very important social occasions, giving the chance to chat to their friends and staff, but they can also be distressing for some children. If your child is worried about these times, please let us know, as with patience most problems can be overcome. Food and drink consumption is encouraged in a very positive and relaxed atmosphere, where children are supported but **never** on any occasion forced to eat. We do provide additional snacks throughout the day so your child will always have a regular supply of food and drink.

Fresh water/ milk is available all throughout the day and in reach of children where they can help themselves at any time. The snack and fruit choice will be written on the daily parent signing in sheet for your viewing.

## **Equal Opportunities**

Our Nursery is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

We aim to:

- Provide a secure environment in which all our children can flourish and in which all contributions are valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotypical information about different ethnic groups, people with disabilities, gender or sexual orientation.
- Improve our knowledge and understanding of issues of equality and diversity;
- Make inclusion a thread which runs through all of the activities of the Nursery.

#### **The legal framework for our Policy is:**

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986
- Children Act 1989;
- Special Educational Needs and Disability Act 2001.
- Equality Act 2010

## **05 Promoting inclusion, equality, and valuing diversity policy**

Alongside associated procedures in 05.1 Promoting inclusion, equality and diversity, this policy was adopted by **Kimbolton Nursery Group** on **29/09/2021**

All early year's settings must consider and meet relevant employer and service provider duties as set out in the **Equality Act (2010)**. Those in receipt of funding must eliminate discrimination including indirect, direct discrimination, discrimination and harassment based on association and perception and discrimination for reason relating to a disability or by failing to make a reasonable adjustment to any provision, criterion, or practice. This duty is anticipatory. Settings must advance equality of opportunity and foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy and maternity, marriage, and civil partnership.

### **Aim**

Our provision actively promotes inclusion, equality of opportunity and the valuing of diversity.

### **Objectives**

We support the definition of inclusion as stated by the Early Childhood Forum:

*'Inclusion is the process of identifying, understanding and breaking down the barriers to participation and belonging.'*

We interpret this as consisting of several tasks and processes in relation not only to children but also to parents and visitors in the setting. These tasks and processes include awareness and knowledge of relevant barriers to inclusion for those with a protected characteristic namely:

- disability

- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sexual orientation
- sex (gender)
- age
- marriage or civil partnership (in relation to employment)

This includes unlawful behaviour towards people with protected characteristics. Unlawful behaviour being direct discrimination, indirect discrimination, associative discrimination, discrimination by perception, harassment, and victimisation (in addition, we are aware of the inequality that users facing socio-economic disadvantaged may also encounter). We will not tolerate behaviour from an adult which demonstrates dislike and prejudice towards groups and individuals living outside the UK (**xenophobia**). This also applies to the same behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

We promote understanding of discrimination - through training and staff development - the causes and effects of discrimination on both adults and children and the long- term impact of discrimination; the need to protect children from discrimination and ensure that childcare practice is both accessible and inclusive; the need for relevant support to allow children to develop into confident adults with a strong positive self-identity.

- Developing practice that includes:
  - Developing an environment which reflects the 'kaleidoscope' of factors that can provide settings with a myriad of influences and ideas for exploring and celebrating difference.
  - Ensuring that barriers to inclusion are identified and removed or minimised wherever possible; for example, we complete 01.1b Access audit form.
  - Understanding, supporting and promoting the importance of identity for all children and recognising that this comprises multiple facets which are shaped by a 'kaleidoscope' of factors including British values, 'race'\ethnicity and culture, gender, difference of ability, social class, language, religion and belief, and family form and lifestyle, which combine uniquely in the identity of each individual; for example, we welcome and promote bi/multi-lingualism and the use of alternative communication formats such as sign language, and

we promote gender equality while at the same time recognising the differences in play preferences and developmental timetables of girls and boys.

- Recognising that this 'kaleidoscope' also reflects negative images which may be internalised and negatively affect the development of self-concept, self-esteem, and confidence.
- Promoting a welcoming atmosphere that genuinely appreciate British values, different cultural and personal perspectives, without stereotyping and prejudicing cultures and traditions on raising children, by always involving parents.
- Promoting community cohesion and creating an environment that pre-empts acts of discrimination so that they do not arise.
- Recruitment of staff to reflect cultural and language diversity, disabled staff, and staff of both genders.
- Addressing discrimination as it occurs from children in a sensitive, age-appropriate manner to ensure that everyone involved understands the situation and are offered reassurance and support to achieve resolution.
- Challenging discriminatory behaviour from parents, staff or outside agencies or individuals that affect the well-being of children and the early years community.
- Creating an ethos within which staff work confidently within a culturally complex environment; learning when to change or adapt practice in the setting and having the confidence to challenge practice (including parental) that is not in the child's best interest, seeking support and intervention from agencies where appropriate.
- Ensuring that practitioners work closely with the Special Educational Needs Coordinator to make sure that the additional needs of all children are identified and met.
- We are aware of anti-discriminatory legislation and able to use it to shape the service and support parents and children against discrimination in the local community, for example, against asylum seekers, the Travelling community and same sex parents.
- We regularly monitor and review our practice including long-term preventative measures to ensure equality such as auditing of provision, formulating an equality plan, applying impact measurements and positive actions. In addition, short term measures such as recognition and assessment of children's additional support needs (e.g., impairment, home language, family hardship, specific family beliefs and practices), day-to-day activities, provision of suitable support and resources, activity programme and curriculum.,

assessment, recognition of special educational needs and developing inclusive relationships.

## **05.1 Promoting inclusion, equality, and valuing diversity**

We actively promote inclusion, equality of opportunity and value diversity. All early years setting have legal obligations under the Equality Act 2010. Those in receipt of public funding also have public equality duties to eliminate discrimination, promote equality, foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy and maternity, marriage, and civil partnership. Settings also have obligations under the Prevent Duty (2015) which highlights the need to foster equality and prevent children from being drawn into harm and radicalisation.

**Promoting identity, positive self-concept, and self-esteem for all children through treating each child as an individual and with equal concern, ensuring each child's developmental and emotional needs are recognised and met.**

- Promoting inclusive practice to ensure every child is welcomed and valued.
- Discussing aspects of family/child identity with parents when settling in a new child.
- Maintaining a positive non-judgemental attitude and use of language with children to talk about topics such as family composition/background, eye and skin colour, hair texture, sex, gender, physical attributes, and languages spoken (including signing).
- Becoming knowledgeable about different cultures, and individual subjective perceptions of these and being able to reflect them imaginatively and creatively in the setting to create pride, interest, and positive self-identity.
- Discussing similarities and differences positively without bias and judgement.
- Celebrating festivals, holy days, and special days authentically through involving parents, staff or the wider community to provide a positive experience for all.
- Providing books with positive images of children and families from all backgrounds and abilities. Avoiding caricatures or cartoon-like depictions, and ensuring individual differences are portrayed with sensitive accuracy. The central characters in individual stories should provide a positive, broad representation of diversity e.g., disability, ethnicity, sex and gender, age and social backgrounds. Individual storylines should contain a range of situations which are easily identifiable by children such as those that include disabled children/adults, different ethnic groups, mixed heritage families, gender diversity, single sex/same and different sex families, multi-generational households, and cultural diversity.

- Providing visual materials, such as posters and pictures that provide non-stereotypical images of people, places and cultures and roles that are within children's range of experience. This includes photographs taken by staff of the local and wider community, of parents and families and local events.
- Using textiles, prints, sculptures, or carvings from diverse cultures in displays.
- Providing artefacts from a range of cultures, particularly for use in all areas of the setting, not just in the home corner.
- Ensuring toys, learning materials and resources reflect diversity and provide relevant materials for exploring aspects of difference, such as skin tone paints and pens.
- Developing a range of activities through which children can explore aspects of their identity, explore similarities, differences and develop empathy including:
  - self-portraits, photograph albums and displays showing a range of families
  - books about 'me' or my family
  - persona doll stories which sympathetically and authentically represent diversity
  - food activities, such as tasting and cooking, creating real menu additions
  - activities about real celebrations such as new babies, weddings, cultural and religious events
  - use of textiles and secular artefacts in the room, and to handle and explore, that demonstrate valuing of the cultures from which they come
  - creating textiles such as tie dying, batik and creative use of textiles
  - provide mirrors at different heights for babies and other non-ambulant children
  - developing a music area with a variety of musical instruments for babies and children to use to create a range of music.
  - creating an art and mark making area with a variety of materials from other countries such as wood blocks for printing, Chinese calligraphy brushes etc.
  - home corner play which encourages all children to equally participate and provides domestic articles from diverse cultures
  - 'Dressing up' materials which promote non-gendered roles and enable children to explore different gender identities/gender neutrality
  - providing dolls that sensitively and accurately portray difference such as disability and ethnicity
  - use of a variety of music to play to children of different genres and cultural styles with a variety of musical instruments for children to access

- a language and literacy area with a variety of books, some with dual language texts and signs, involving parents in the translation where possible
  - tapes with stories read in English and other languages
  - examples of writing in other scripts from everyday sources such as papers and magazines, packaging etc. children's names written on cards in English as well as in their home language script where appropriate
  - labels for children's paintings or other work are made with their name in English and home language script (parents can help with this)
  - conversations with young children which explore unfamiliar objects and subjects to help foster an understanding of diversity and identity such as spectacles or hearing aids, religious and cultural practices
- Record keeping that refers to children's emerging bilingual skills or their use of sign language as achievements in positive terms.
  - Record keeping that refers to children's differing abilities and identities in positive terms.
  - Records that show the relevant involvement of all children, especially children with special educational needs and disabilities, those using English as an additional language and those who are 'more abled' in the planning of their care and education.

#### **Fostering positive attitudes and challenging discrimination.**

- Young children are learning how to grow up in a diverse world and develop appropriate attitudes. This can be difficult, and they may make mistakes and pick up inappropriate attitudes or just get the 'wrong idea' that may underlie attitudes of 'pre-prejudice' towards specific individuals/groups. Where children make remarks or behave in a discriminatory or prejudice way or make inappropriate comments that arise from not knowing facts, staff should explain why these actions are not acceptable and provide appropriate information and intervention to reinforce children's understanding and learning.
- Where children make overtly prejudice or discriminatory remarks they are dealt with as above, and the issue is raised with the parents.
- When children wish to explore aspects of their identity such as ethnicity or gender, they should be listened to in an understanding and non-judgemental way.
- Parents are expected to abide by the policy for inclusion, diversity and equality and to support their child in the aims of the setting.

#### **Implementing an equality strategy to foster a 'can do' approach**

- Every setting should have an equality strategy in place outlining their vision on equality alongside a timetabled list of actions summarising how they build equality into the provision and how this is monitored and evaluated.
- An equality check and access audit are completed to ensure that there are no barriers to inclusion of any child, families, and visitors to the setting.
- Early years settings in receipt of nursery education funding are covered by the public sector equality duty. These bodies must have regard of the need to eliminate discrimination, promote equality of opportunity, foster good relations between disabled and non-disabled persons, and publish information to show their compliance with the duty.

**Promoting dynamic and balanced mixed gender, culturally, socially, and linguistically diverse staff teams who work constructively together in providing for diverse communities.**

- It is recognised that members of staff in diverse teams bring a range of views and opinions to the setting regarding a range of issues to do with the job. It is important that a range of views and perspectives are shared and respected in staff meetings and that decisions are made on which way of looking at the situation will result in the best outcomes for the child.
- Staff views are sought where these offer individuals, social and/or cultural insight, although staff should not be put in an uncomfortable position of being an 'expert' or 'ambassador'.
- Staff respect similarities and differences between each other and users such as ability, disability, religious and personal beliefs, sex, sexual orientation, gender reassignment etc. Staff do not discriminate or harass individuals on the grounds of these or encourage any other member of staff to do so; evidence of such will be dealt with by management immediately.
- Members of staff make the best use of different perspectives in the team to find solutions to difficult problems that arise in socially/culturally complex situations.
- Members of staff support each other to highlight similarities and respect differences.
- Members of staff of both sexes carry out all tasks according to their job description; there are no jobs that are designated men's or women's jobs.
- Staff are sensitive to the fact that male workers are under-represented in the early years workforce so may be more likely to experience inequality and discrimination.
- Staff should be aware that male workers may be more vulnerable to allegations. Therefore, work practices should be developed to minimise this. These practices are valuable for all staff.
- Where staff may feel threatened, or under attack, from discriminatory behaviour, staff and managers follow procedure 01.12 Threats and abuse towards staff and volunteers.

- There is an ethos wherein staff, parents and children are free to express themselves and speak their own languages in ways that enhance the culture of the setting.

**Ensuring that barriers to equality and inclusion are identified and removed or minimised wherever possible.**

- Barriers may include:
  - lack of understanding - where the language spoken at the setting is not that which is spoken at a child's home
  - perceived barriers – affordability where parents are not aware of financial support available or assume that a service is not available to them. Perceived barriers may also be physical barriers for those children or parents with a disability or additional needs where they assume, they will not be able to access the service
  - physical barriers – where there are environmental features which stop a disabled child or disabled parent accessing the setting such as stairs
  - negative attitudes – stereotypes and prejudices or commitment by staff and managers to the time and energy required to identify and remove barriers to accessibility
  - unconscious and conscious bias of staff towards some families such as those from other backgrounds, disabled parents, same sex parents and families with specific religious beliefs
  - gendered views of staff which limit children's aspirations and choices
  - misconceptions such as disabled children should not attend settings during a pandemic due to heightened risk
  - lack of effective Information Communication Technology (ICT) in the homes of families who are vulnerable or at risk and therefore unable to keep in close contact with the childcare provider
- Staff are aware of the different barriers to inclusion and equality and consider the wider implications for children and their families.

**Supporting children to become considerate adults**

- Children's social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and Universal values. The EYFS supports children's earliest skills in an age appropriate way to become social citizens, namely listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop

empathy and consideration of other people; take turns in play and conversation; risk taking behaviours, rules and boundaries; not to hurt/upset other people with words and actions; consequences of hurtful/discriminatory behaviour and regulating behaviour.

## **British values**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage and are further clarified here based on *Fundamental British values in the Early Years* (<https://foundationyears.org.uk/wp-content/uploads/2017/08/Fundamental-British-Values-in-the-Early-Years-2017.pdf>)

*Democracy*: making decisions together

- For self-confidence and self-awareness (PSED), practitioners encourage children to see the bigger picture, children know their views count, value each other's views and values and talk about feelings e.g., when they do or do not need help.
- Supporting the decisions children make and providing activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds, where questions are valued and prejudice attitudes less likely.

*Rule of law*: understanding rules matter (PSED)

- Practitioners ensure children understand their and others' behaviour and consequence.
- Practitioners collaborate with children to create rules and codes of behaviour, e.g. rules about tidying up and ensure all children understand that rules apply to everyone.

*Individual liberty*: freedom for all (PSED & UW)

- Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, exploring facets of their own identity, talking about their experiences and learning. Practitioners encourage a range of experiences, allow children to explore the language of feelings and responsibility, reflect on differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

*Mutual respect and tolerance*: treat others as you want to be treated (PSED & UW)

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

It is not acceptable to:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children, or parents) that are not in line with the fundamental values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

## **British values**

### **Policy statement**

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values. Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding, we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-

appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

## Procedures

### *British Values*

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
  - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
  - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
  - Practitioners ensure that children understand their own and others' behaviour and its consequence.
  - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty*, **or** freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

- Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
  - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
  - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
  - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- *In our setting it is not acceptable to:*
  - actively promote intolerance of other faiths, cultures and races
  - fail to challenge gender stereotypes and routinely segregate girls and boys
  - isolate children from their wider community
  - fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

### *Prevent Strategy*

Under the Counter-Terrorism and Security Act 2015 we also have a duty “to have due regard to the need to prevent people from being drawn into terrorism”

### **Legal framework**

Counter-Terrorism and Security Act 2015

### **Further guidance**

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

## **Admissions**

Our Nursery is open to all members of the community.

- We advertise our service widely;
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system;
- We do not discriminate against a child with a disability or refuse a child entry to our Nursery because of any disability;
- We ensure that all parents are made aware of the Equal Opportunities Policy;
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the Nursery and in the curriculum offered.

## **Employment**

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

## **Training**

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

## **Early Years Foundation Stage**

The curriculum offered in the Nursery encourages children to embrace the British Values of inclusion and develop positive attitudes to people who are different from themselves, as well as celebrating our own culture. It encourages children to empathise with others and to begin to develop the skills of critical thinking. We do this by:

- Making children feel valued and good about themselves;
- Ensuring that children have equality of access to learning;
- Reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of materials;

- Celebrating a wide range of festivals;
- Creating an environment of mutual respect and tolerance;
- Helping children to understand that discriminatory behaviour and remarks are unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

## **Valuing Diversity in Families**

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the Nursery.
- We encourage parents/carers to take part in the life of the Nursery and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.

## **Food**

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

## **Meetings**

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

## **Special Educational Needs**

We provide an environment in which all children are supported to reach their full potential.

## **Aims**

- We have regard for the DFE special educational needs code of practice;
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN) – disabilities.
- We identify with the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

## **Method**

- We designate a member of staff who has specialist qualifications and experienced in Special Educational Needs to be our Coordinator (SENCO) and give their name to parents – Presently Mrs Sheers, Duty Manager.
- We ensure that the provision for the children with SEN/disabilities is a responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities. We work closely with the parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education and that they provide at least verbal permission before speaking to any outside professionals.
- We provide parents with information on sources of independent advice and support and activities they can do at home to support their child.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools after obtaining parental permission.
- We provide an inclusive curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning implementing, and monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with SEN/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when specific care is being provided.
- We provide in-service training for all practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. ELKLAN – Communicating Matters, Team-teach.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

## **09 Childcare practice procedures**

### **09.13 Identification, assessment, and support for children with SEND**

We have regard for the Special Educational Needs and Disability (SEND) (DfE and DoH 2015) which states that local authorities must ensure that all early year's providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEN and disabilities. When securing funded early education for two, three- and four-year-olds local authorities should promote equality and inclusion for children

with disabilities or SEN; this includes removing barriers that prevent access to early education and working with parents to give each child support to fulfil their potential. During the Covid outbreak we will review and update children's SEN support plans more frequently to ensure their progress and well-being.

**The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children's SEND generally falls within the following four broad areas of need and support:**

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

### Graduated approach

#### Initial identification and support (identifying special educational needs)

- Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.
- Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.
- For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the setting's SENCo/setting manager and the child's parents.

#### Observation and assessment of children's SEN

Where a child appears to be behind expected levels, or their progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting.

- Information can be collated from formal checks such as the progress check at age two, observations from parents and observation and assessment by the setting of the child's progress.
- When specialist advice has been sought externally, with consent from the parents, this is used to help determine whether or not a child has a special educational need (SEN).

- The child's key person and SENCo/Manager use this information to decide if the child has a special educational need.
- If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

### **Planning intervention**

- Everyone involved with the child should be given an opportunity to share their views. Parents should be encouraged to share their thoughts on the child's difficulties and be involved in the decision as to what will happen next.
- A first intervention option may be to carry on with applying differentiated support and to review the child's progress at an agreed date. If the child's needs are more complex, then the decision maybe to go straight ahead and prepare Play plans with detailed evidence-based interventions being applied straight away and simultaneously external referrals made.
- If relevant, then the child should be appropriately included in development of the play plan but only at a level which reflects their stage of comprehension.
- Play plans described below, ensures that children that are identified, or suspected of having a SEN will receive the right level of support and encouragement with their learning and development as early as possible.

### **Involving the child**

- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies will be needed.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The key person and setting manager/SENCo work in partnership with parents and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child's involvement.

### **SEN Play plan**

- A child's learning and development profile and play plan, should show what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
- A review date (at least termly) should be agreed with the parents so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the play plan and learning and development profile, is stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time in the setting, 04.2a Health care plan form should also be completed and integrated into the general plans to ensure the child's medical needs are known and safely met.
- The learning and development profile should provide an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.

### **Drawing up a SEN action plan**

- If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCo/setting manager should take the lead in coordinating further actions including preparation of the learning and development profile and the play plan which includes setting short-term targets. (SMART targets)
- Where there are significant emerging concerns (or an identified special educational need or disability) targeted play plans are formulated that relate to a clear set of expected outcomes and stretching targets.
- A SEN play plan/ learning and development profile, highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.
- Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
- The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and

expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:

- focus on the child as an individual and not their SEN label
- be easy for children to understand and use clear ordinary language and images, rather than professional jargon
- highlight the child strengths and capacities
- enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach
- If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help assessment should be considered.

## **Record keeping**

If a child has or is suspected of having a SEN, a dated record should be kept of:

- the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions).
- the initial discussion with parents raising the possibility of the child's SEN
- the views of the parents and other relevant persons including, wherever possible, the child's views;
- the procedures followed with regard to the Code of Practice to meet the child's SEND e.g. SEN action plan, referrals to external agencies and for statutory assessment
- evidence of the child's progress and any identified barriers to learning
- advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

Records may include

- A child's chronology
- observation and monitoring sheets
- expressions of concern

- risk assessments
- access audits (01.1b)
- health care plans (including guidelines for administering medication)
- SEN action plans
- meetings with parents and other agencies
- additional information from and to outside agencies
- agreements with parents
- guidelines for the use of children's individual equipment; Early help CAF referrals
- referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHC plan

### **Seeking additional funding/enhanced/top up**

If the child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority's inclusion fund. If a new or existing child is disabled, then the setting should check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.

Statutory education, health and care (EHC) assessment and plan

### **Statutory assessment**

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.
- Children aged under age two are eligible where an assessment has indicated that the child is likely to have SEN which requires an EHC plan when they reach compulsory school age.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.
- Settings should prepare by collating information about the child's SEND including:
  - documentation on the child's progress in the setting
  - interventions and support provided to date

- evidence of external agency assessment, support and recommendations
- parental views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.
- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child's preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
- If an early year's setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

### **External intervention and support**

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

## Further guidance

Special Educational Needs and Disability (SEND) (DfE and DoH 2015)

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Ready, Steady, SENCO (Pre-school Learning Alliance 2018)

## Safeguarding Children

Kimbolton Nursery Group complies with the local child protection procedures approved by the Herefordshire Safeguarding Children's Board and ensures that all adults working and looking after children in the provision are able to put these procedures into practice. We will endeavour to create in our nursery an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to.

### 06 Safeguarding children, young people, and vulnerable adults' policy

Alongside associated procedures in 06.1-06.10 Safeguarding children, young people and vulnerable adults, this policy was adopted by **Kimbolton Nursery Group** on the **25/09/2021**.

**Designated Person/lead for Safeguarding is: Mrs Nickie Sheers**

**Deputy Designated person/lead for Safeguarding is Miss Katie Baker**

**Designated officer for the committee is: Mrs Zoe Colebatch**

#### Aim

We are committed to safeguarding children, young people and vulnerable adults and will do this by putting young people and vulnerable adult's right to be '*strong, resilient and listened to*' at the heart of all our activities.

Kimbolton Nursery Group have 'three key commitments' are broad statements against which policies and procedures across the organisation will be drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults in all services provided. The three key commitments are:

1. Kimbolton Nursery Group is committed to building 'a culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its service delivery.

2. Kimbolton Nursery Group is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in *'What to do if you are worried a child is being abused'* (HMG 2015) and *'No Secrets (updated by the Care Act 2014) and Working Together 2018*.
3. Kimbolton Nursery Group is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering children, young people, and vulnerable adults, through its curriculum, promoting their right to be *'strong, resilient and listened to'*.

**NB: A 'young person' is defined as 16–19-year-old. In an early year setting, they may be a student, worker, or parent.**

A 'vulnerable adult' (see guidance to the Care Act 2014) as: *'a person aged 18 years or over, who is in receipt of or may need community care services by reason of 'mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'*. In early years, this person may be a service user, parent of a service user, or a volunteer.

### **Key Commitment 1**

- We have a 'designated person', sometimes known as the designated lead for safeguarding, who is responsible for carrying out child, young person, or adult protection procedures. This person is the setting Manager Nickie Sheers.
- Nickie Sheers reports to a 'designated officer' responsible for overseeing all child, young person or adult protection matters. *This is the committee chair Zoe Colebatch.*
- The 'designated person' and the 'designated officer' ensure they have links with statutory and voluntary organisations regarding safeguarding children.
- The 'designated person' and the 'designated officer' ensure they have received appropriate training on child protection matters and that all staff are adequately informed and/or trained to recognise possible child abuse in the categories of physical, emotional, and sexual abuse and neglect.
- The 'designated person' and the 'designated officer' ensure all staff are aware of the additional vulnerabilities that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture and that these receive full consideration in child, young person or adult protection related matters.
- The 'designated person' and the 'designated officer' ensure that staff are aware and receive training in social factors affecting children's vulnerability including

- social exclusion
- domestic violence and controlling or coercive behaviour
- mental illness
- drug and alcohol abuse (substance misuse)
- parental learning disability
- radicalisation
- The 'designated person' and the 'designated officer' ensure that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters:
  - abuse of disabled children
  - fabricated or induced illness
  - child abuse linked to spirit possession
  - sexually exploited children
  - children who are trafficked and/or exploited
  - female genital mutilation
  - extra-familial abuse and threats
  - children involved in violent offending, with gangs and county lines.
- The 'designated person' and the 'designated officer' ensure they are adequately informed in vulnerable adult protection matters.

## **Key Commitment 2**

- There are procedures in place to prevent known abusers from coming into the organisation as employees or volunteers at any level.
- Safeguarding is the responsibility of every person undertaking the work of the organisation in any capacity.
- There are procedures for dealing with allegations of abuse against a member of staff, or any other person undertaking work whether paid or unpaid for the organisation, where there is an allegation of abuse or harm of a child. Procedures differentiate clearly between an allegation, a concern about quality of care or practice and complaints.
- There are procedures in place for reporting possible abuse of children or a young person in the setting.
- There are procedures in place for reporting safeguarding concerns where a child may meet the s17 definition of a child in need (Children Act 1989) and/or where a child may be at risk of significant harm, and to enable staff to make decisions about appropriate referrals using local published threshold documents.

- There are procedures in place to ensure staff recognise children and families who may benefit from early help and can respond appropriately using local early help processes and Designated persons should ensure all staff understand how to identify and respond to families who may need early help.
- There are procedures in place for reporting possible abuse of a vulnerable adult in the setting.
- There are procedures in place in relation to escalating concerns and professional challenge.
- There are procedures in place for working in partnership with agencies involving a child, or young person or vulnerable adult, for whom there is a protection plan in place. These procedures also take account of working with families with a 'child in need' and with families in need of early help, who are affected by issues of vulnerability such as social exclusion, radicalisation, domestic violence, mental illness, substance misuse and parental learning disability.
- These procedures take account of diversity and inclusion issues to promote equal treatment of children and their families and that take account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- There are procedures in place for record keeping, confidentiality and information sharing, which are in line with data protection requirements.
- We follow government and LSCB guidance in relation to extremism.
- The procedures of the Local Safeguarding Partners must be followed.

### **Key Commitment 3**

- All staff receive adequate training in child protection matters and have access to the setting's policy and procedures for reporting concerns of possible abuse and the safeguarding procedures of the Local Safeguarding Partners.
- All staff have adequate information on issues affecting vulnerability in families such as social exclusion, domestic violence, mental illness, substance misuse and parental learning disability, together with training that takes account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- We use available curriculum materials for young children, taking account of information in the Early Years Foundation Stage, that enable children to be *strong, resilient, and listened to*.
- All services seek to build the emotional and social skills of children and young people who are service users in an age-appropriate way, including increasing their understanding of how to stay safe.
- We adhere to the EYFS Safeguarding and Welfare requirements.

## **Legal references**

### *Primary legislation*

Children Act 1989 – s 47

Protection of Children Act 1999

Care Act 2014

Children Act 2004 s11

Children and Social Work Act 2017

Safeguarding Vulnerable Groups Act 2006

Counter-Terrorism and Security Act 2015

General Data Protection Regulation 2018

Data Protection Act 2018

Modern Slavery Act 2015

Sexual Offences Act 2003

Serious Crime Act 2015

Criminal Justice and Court Services Act (2000)

Human Rights Act (1998)

Equalities Act (2006)

Equalities Act (2010)

Disability Discrimination Act (1995)

Data Protection Act (2018)

Freedom of Information Act (2000)

## **Further Guidance**

Working Together to Safeguard Children (HMG 2018)

Statutory Framework for the Early Years Foundation Stage 2021

What to Do if You're Worried a Child is Being Abused (HMG 2015)

Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism' (HMG 2015)

Keeping Children Safe in Education 2018

Education Inspection Framework (Ofsted 2019)

The framework for the assessment of children in need and their families (DoH 2000)

The Common Assessment Framework (2006)

Statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE 2015)

### **Further guidance**

Information sharing advice for safeguarding practitioners (DfE 2018)

The Team Around the Child (TAC) and the Lead Professional (CWDC 2009)

The Common Assessment Framework (CAF) – guide for practitioners (CWDC 2010)

The Common Assessment Framework (CAF) – guide for managers (CWDC 2010)

Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG. 2016)

Multi-Agency Public Protection Arrangements (MAPPA) (Ministry of Justice, National Offender Management Service and HM Prison Service 2014)

Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (HMG 200)

Safeguarding Children in whom Illness is Fabricated or Induced (HMG 2007)

Safeguarding Disabled Children: Practice Guidance (DfE 2009)

Safeguarding Children who may have been Trafficked (DfE and Home Office 2011)

Child sexual exploitation: definition and guide for practitioners (DfE 2017)

Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines (HMG 2014)

## **06 Safeguarding children, young people, and vulnerable adults' procedures**

### **06.1 Responding to safeguarding or child protection concerns**

During Covid-19, staff remain alert (as per this procedure) to signs of neglect because of the extraordinary circumstances and the measures taken to curb the spread of the virus.

#### **Safeguarding roles**

- All staff recognise and know how to respond to signs and symptoms that may indicate a child is suffering from or likely to be suffering from harm. They understand that they have a

responsibility to act immediately by discussing their concerns with the designated person or a named back-up designated person.

- The manager and deputy are the designated person and back-up designated person, responsible for co-ordinating action taken by the setting to safeguard vulnerable children and adults.
- All concerns about the welfare of children in the setting should be reported to the designated person or the back-up designated person.
- The designated person ensures that all practitioners are alert to the indicators of abuse and neglect and understand how to identify and respond to these.
- The setting should not operate without an identified designated person at any time.
- The line manager of the designated person is the designated officer.
- The designated person informs the designated officer about serious concerns as soon as they arise and agree the action to be taken, seeking further clarification if there are any doubts that the issue is safeguarding.
- If it is not possible to contact the designated officer, action to safeguard the child is taken first and the designated officer is informed later. If the designated officer is unavailable advice is sought from their line manager or equivalent.
- Issues which may require notifying to Ofsted are notified to the designated officer to plan regarding notification. The designated person must remain up to date with Ofsted reporting and notification requirements.
- If there is an incident, which may require reporting to RIDDOR the designated officer immediately seeks guidance from the owners/directors/trustees. There continues to be a requirement that the designated officer follows legislative requirements in relation to reporting to RIDDOR. This is fully addressed in section 01 Health and Safety procedures.
- All settings follow procedures of their Local Safeguarding Partners (LSP) for safeguarding and any specific safeguarding procedures such as responding to radicalisation/extremism concerns. Procedures are followed for managing allegations against staff, as well as for responding to concerns and complaints raised about quality or practice issues, whistleblowing and escalation.

### **Responding to marks or injuries observed**

- If a member of staff observes or is informed by a parent/carer of a mark or injury to a child that happened at home or elsewhere, the member of staff makes a record of the information

given to them by the parent/carer in the child's personal file, which is signed by the parent/carer.

- The member of staff advises the designated person as soon as possible if there are safeguarding concerns about the circumstance of the injury.
- If there are concerns about the circumstances or explanation given, by the parent/carer and/or child, the designated person decides the course of action to be taken after reviewing 06.1a Child welfare and protection summary and completing 06.1b Safeguarding incident reporting form.
- If the mark or injury is noticed later in the day and the parent is not present, this is raised with the designated person.
- If there are concerns about the nature of the injury, and it is unlikely to have occurred at the setting, the designated person decides the course of action required and 06.1b Safeguarding incident reporting form is completed as above, taking into consideration any explanation given by the child.
- If there is a likelihood that the injury is recent and occurred at the setting, this is raised with the designated person.
- If there is no cause for further concern, a record is made in the Accident Record, with a note that the circumstances of the injury are not known.
- If the injury is unlikely to have occurred at the setting, this is raised with the designated person
- The parent/carer is advised at the earliest opportunity.
- If the parent believes that the injury was caused at the setting this is still recorded in the Accident Record and an accurate record made of the discussion is made on the child's personal file.

### **Responding to the signs and symptoms of abuse**

- Concerns about the welfare of a child are discussed with the designated person without delay.
- A written record is made of the concern on 06.1b Safeguarding incident reporting form as soon as possible.
- Concerns that a child is in immediate danger or at risk of significant harm are responded to immediately and if a referral is necessary this is made on the same working day.

### **Responding to a disclosure by a child**

- When responding to a disclosure from a child, the aim is to get just enough information to take appropriate action.

- The practitioner listens carefully and calmly, allowing the child time to express what they want to say.
- Staff do not attempt to question the child but if they are not sure what the child said, or what they meant, they may prompt the child further by saying *'tell me more about that'* or *'show me again'*.
- After the initial disclosure, staff speak immediately to the designated person. They do not further question or attempt to interview a child.
- If a child shows visible signs of abuse such as bruising or injury to any part of the body and it is age appropriate to do so, the key person will ask the child how it happened.
- When recording a child's disclosure on 06.1b Safeguarding incident reporting form, their exact words are used as well as the exact words with which the member of staff responded.
- If marks or injuries are observed, these are recorded on a body diagram.

### **Decision making (all categories of abuse)**

- The designated person makes a professional judgement about referring to other agencies, including Social Care using the Local Safeguarding Partnership (LSP) threshold document:
  - Level 1: Child's needs are being met. Universal support.
  - Level 2: Universal Plus. Additional professional support is needed to meet child's needs.
  - Level 3: Universal Partnership Plus. Targeted Early Help. Coordinated response needed to address multiple or complex problems.
  - Level 4: Specialist/Statutory intervention required. Children in acute need, likely to be experiencing, or at risk of experiencing significant harm.
- Staff are alert to indicators that a family may benefit from early help services and should discuss this with the designated person, also completing 06.1b Safeguarding incident reporting form if they have not already done so.

### **Seeking consent from parents/carers to share information before making a referral for early help (Tier 2/3\*)**

Parents are made aware of the setting's Privacy Notice which explains the circumstances under which information about their child will be shared with other agencies. When a referral for early help is necessary, the designated person must always seek consent from the child's parents to share information with the relevant agency.

- If consent is sought and withheld and there are concerns that a child may become at risk of significant harm without early intervention, there may be sufficient grounds to over-ride a parental decision to withhold consent.

- If a parent withholds consent, this information is included on any referral that is made to the local authority. In these circumstances a parent should still be told that the referral is being made beforehand (unless to do so may place a child at risk of harm).

*\*Tier 2: Children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met. Tier 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled.*

### **Informing parents when making a child protection referral**

In most circumstances consent will not be required to make a child protection referral, because even if consent is refused, there is still a professional duty to act upon concerns and make a referral. When a child protection referral has been made, the designated person contacts the parents (only if agreed with social care) to inform them that a referral has been made, indicating the concerns that have been raised, unless social care advises that the parent should not be contacted until such time as their investigation, or the police investigation, is concluded. Parents are not informed prior to making a referral if:

- there is a possibility that a child may be put at risk of harm by discussion with a parent/carer, or if a serious offence may have been committed, as it is important that any potential police investigation is not jeopardised
- there are potential concerns about sexual abuse, fabricated illness, FGM or forced marriage
- contacting the parent puts another person at risk; situations where one parent may be at risk of harm, e.g. domestic abuse; situations where it has not been possible to contact parents to seek their consent may cause delay to the referral being made

The designated person makes a professional judgment regarding whether consent (from a parent) should be sought before making a child protection referral as described above. They record their decision about informing or not informing parents along with an explanation for this decision. Advice will be sought from the appropriate children's social work team if there is any doubt. Advice can also be sought from the designated officer.

### **Referring**

- The designated person or back-up follows their LSP procedures for making a referral.
- If the designated person or their back-up is not on site, the most senior member of staff present takes responsibility for making the referral to social care.

- If a child is believed to be in immediate danger, or an incident occurs at the end of the session and staff are concerned about the child going home that day, then the Police and/or social care are contacted immediately.
- If the child is 'safe' because they are still in the setting, and there is time to do so, the senior member of staff contacts the setting's designated officer for support.
- Arrangements for cover (as above) when the designated person and back-up designated person are not on-site are agreed in advance by the setting manager and clearly communicated to all staff.

### **Further recording**

- Information is recorded using 06.1b Safeguarding incident reporting form, and a short summary entered on 06.1a Child welfare and protection summary. Discussion with parents and any further discussion with social care is recorded. If recording a conversation with parents that is significant, regarding the incident or a related issue, parents are asked to sign and date it a record of the conversation. It should be clearly recorded what action was taken, what the outcome was and any follow-up.
- If a referral was made, copies of all documents are kept and stored securely and confidentially (including copies in the child's safeguarding file).
- Each member of staff/volunteer who has witnessed an incident or disclosure should also make a written statement on 06.1b Safeguarding incident reporting form, as above.
- The referral is recorded on 06.1a Child welfare and protection summary.
- Follow up phone calls to or from social care are recorded in the child's file; with date, time, the name of the social care worker and what was said.
- Safeguarding records are kept up to date and made available for confidential access by the designated officer to allow continuity of support during closures or holiday periods.

### **Reporting a serious child protection incident using 06.1c Confidential safeguarding incident report form**

- The designated person is responsible for reporting to the designated officer and seeking advice if required prior to making a referral as described above.
- For child protection concerns at Tier 3 and 4\*\* it will be necessary for the designated person to complete 06.1c Confidential safeguarding incident report form and send it to the designated officer.
- Further briefings are sent to the designated officer when updates are received until the issue is concluded.

**\*\* Tier 3:** Children with complex multiple needs, requiring specialist services to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled. **Tier 4:** Children in acute need, who are suffering or are likely to suffer significant harm.

### **Professional disagreement/escalation process**

- If a practitioner disagrees with a decision made by the designated person not to make a referral to social care they must initially discuss and try to resolve it with them.
- If the disagreement cannot be resolved with the designated person and the practitioner continues to feel a safeguarding referral is required, then they discuss this with the designated officer.
- If issues cannot be resolved the whistle-blowing policy should be used, as set out below.
- Supervision sessions are also used to discuss concerns, but this must not delay making safeguarding referrals.

### **Whistleblowing**

The whistle blowing procedure must be followed in the first instance if:

- a criminal offence has been committed, is being committed or is likely to be committed
- a person has failed, is failing or is likely to fail to comply with any legal obligation to which he or she is subject. This includes non-compliance with policies and procedures, breaches of EYFS and/or registration requirements
- a miscarriage of justice has occurred, is occurring or is likely to occur
- the health and safety of any individual has been, is being or is likely to be endangered
- the working environment has been, is being or is likely to be damaged.
- that information tending to show any matter falling within any one of the preceding clauses has been, is being or is likely to be deliberately concealed

There are 3 stages to raising concerns as follows:

1. If staff wish to raise or discuss any issues which might fall into the above categories, they should normally raise this issue with their manager/Designated Person.
2. Staff who are unable to raise the issue with their manager/Designated Person should raise the issue with their line manager's manager/Designated Officer.
3. If staff are still concerned after the investigation, or the matter is so serious that they cannot discuss it with a line manager, they should raise the matter with [insert name and contact details of most senior person].

Ultimately, if an issue cannot be resolved and the member of staff believes a child remains at risk because the setting or the local authority have not responded appropriately, the NSPCC have introduced a whistle-blowing helpline 0800 028 0285 for professionals who believe that:

- their own or another employer will cover up the concern
- they will be treated unfairly by their own employer for complaining
- if they have already told their own employer and they have not responded

### **Female genital mutilation (FGM)**

Practitioners should be alert to symptoms that would indicate that FGM has occurred, or may be about to occur, and take appropriate safeguarding action. Designated persons should contact the police immediately as well as refer to children's services local authority social work if they believe that FGM may be about to occur.

It is illegal to undertake FGM or to assist anyone to enable them to practice FGM under the Female Genital Mutilation Act 2003, it is an offence for a UK national or permanent UK resident to perform FGM in the UK or overseas. The practice is medically unnecessary and poses serious health risks to girls. FGM is mostly carried out on girls between the ages of 0-15, statistics indicate that in half of countries who practise FGM girls were cut before the age of 5. LSCB guidance must be followed in relation to FGM, and the designated person is informed regarding specific risks relating to the culture and ethnicity of children who may be attending their setting and shares this knowledge with staff.

Symptoms of FGM in very young girls may include difficulty walking, sitting or standing; painful urination and/or urinary tract infection; urinary retention; evidence of surgery; changes to nappy changing or toileting routines; injury to adjacent tissues; spends longer than normal in the bathroom or toilet; unusual and /or changed behaviour after an absence from the setting (including increased anxiety around adults or unwillingness to talk about home experiences or family holidays); parents are reluctant to allow child to undergo normal medical examinations; if an older sibling has undergone the procedure a younger sibling may be at risk; discussion about plans for an extended family holiday

### **Further guidance**

NSPCC 24-hour FGM helpline: 0800 028 3550 or email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

Government help and advice: [www.gov.uk/female-genital-mutilation](http://www.gov.uk/female-genital-mutilation)

### **Children and young people vulnerable to extremism or radicalisation**

Early years settings, schools and local authorities have a duty to identify and respond appropriately to concerns of any child or adult at risk of being drawn into terrorism. LSP's have

procedures which cover how professionals should respond to concerns that children or young people may be at risk of being influenced by or being made vulnerable by the risks of extremism.

There are potential safeguarding implications for children and young people who have close or extended family or friendship networks linked to involvement in extremism or terrorism.

- The designated person is required to familiarise themselves with LSP procedures, as well as online guidance including:
  - Channel Duty guidance: Protecting people vulnerable to being drawn into terrorism [www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance](http://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance)
  - Prevent Strategy (HMG 2011) [www.gov.uk/government/publications/prevent-strategy-2011](http://www.gov.uk/government/publications/prevent-strategy-2011)
  - The prevent duty: for schools and childcare providers [www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)
- The designated person should follow LSP guidance in relation to how to respond to concerns regarding extremism and ensure that staff know how to identify and raise any concerns in relation to this with them.
- The designated person must know how to refer concerns about risks of extremism/radicalisation to their LSP safeguarding team or the Channel panel, as appropriate.
- The designated person should also ensure that they and all other staff working with children and young people understand how to recognise that someone may be at risk of violent extremism.
- The designated person also ensures that all staff complete *The Prevent Duty in an Early Years Environment* and *Understanding Children's Rights and Equality and Inclusion in Early Years Settings* online EduCare courses.
- If available in the area, the designated person should complete WRAP (or equivalent) training and support staff to access the training as offered by local authorities. WRAP training covers local arrangements for dealing with concerns that a child may be at risk of extremism and/or radicalisation.
- The designated person should understand the perceived terrorism risks in relation to the area that they deliver services in.

### **Parental consent for radicalisation referrals**

LSP procedures are followed in relation to whether parental consent is necessary prior to making a referral about a concern that a child or adult may be at risk of being drawn into terrorism. It is good practice to seek the consent of the person, or for very young children, the consent of their

parent/carer prior to making a referral, but it is not a requirement to seek consent before referring a concern regarding possible involvement in extremism or terrorism if it may put a child at risk, or if an offence may have been or may be committed. Advice should be sought from line managers and local agencies responsible for safeguarding, as to whether or not consent should be sought on a case-by-case basis. Designated persons should be mindful that discussion regarding potential referral due to concerns may be upsetting for the subject of the referral and their family. Initial advice regarding whether an incident meets a threshold for referral can be sought from the relevant local agency without specific details such as names of the family being given in certain circumstances.

Consent is required prior to any individual engaging with a Channel intervention. Consent is usually sought by Channel partners, but LSP procedures should be followed regarding this.

If there is a concern that a person is already involved in terrorist activity this must be reported to the Anti-Terrorist Hot Line 0800 789 321-Text/phone 0800 0324 539. Police can be contacted on 101.

### **Concerns about children affected by gang activity/serious youth violence**

Practitioners should be aware that children can be put at risk by gang activity, both through participation in and as victims of gang violence. Whilst very young children will be very unlikely to become involved in gang activity they may potentially be put at risk by the involvement of others in their household in gangs, such as an adult sibling or a parent/carer. Designated persons should be familiar with their LSP guidance and procedures in relation to safeguarding children affected by gang activity and ensure this is followed where relevant.

### **Forced marriage/Honour based violence**

Forced marriage is a marriage in which one or both spouses do not consent to the marriage but are forced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent coercion is not required for a marriage to be forced. A forced marriage is distinct from an arranged marriage. An arranged marriage may have family involvement in arranging the marriages, but crucially the choice of whether to accept the arrangement remains with the prospective spouses.

Forced marriage became criminalised in 2014. There are also civil powers for example a Forced Marriage Protection Order to protect both children and adults at risk of forced marriage and offers protection for those who have already been forced into marriage.

Risks in relation to forced marriage are high and it is important that practitioners ensure that anyone at risk of forced marriage is not put in further danger. If someone is believed to be at risk it is helpful to get as much practical information as possible, bearing in mind the need for absolute

discretion, information that can be helpful will include things like, names, addresses, passport numbers, national insurance numbers, details of travel arrangements, dates and location of any proposed wedding, names, and dates of birth of prospective spouses, details of where and with whom they may be staying etc. Forced marriage can be linked to honour-based violence, which includes assault, imprisonment, and murder. Honour based violence can be used to punish an individual for undermining what the family or community believes to be the correct code of behaviour.

In an emergency police should be contacted on 999.

Forced Marriage Unit can be contacted either by professionals or by potential victims seeking advice in relation to their concerns. The contact details are below.

- Telephone: +44 (0) 20 7008 0151

- Email: [fmufco.gov.uk](mailto:fmufco.gov.uk)

Email for outreach work: [fmufcooutreach@fco.gov.uk](mailto:fmufcooutreach@fco.gov.uk)

## **06 Safeguarding children, young people, and vulnerable adults' procedures**

### **06.2 Allegations against staff, volunteers, or agency staff**

Concerns may come from a parent, child, colleague, or member of the public. Allegations or concerns must be referred to the designated person without delay - even if the person making the allegation later withdraws it.

#### **Identifying**

An allegation against a member of staff, volunteer or agency staff constitutes serious harm or abuse if they:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child in a way that indicates they may pose a risk of harm to children

#### **Informing**

- All staff report allegations to the designated person.
- The designated person alerts the designated officer. If the designated officer is unavailable the designated person contacts their equivalent until they get a response- which should be within 3-4 hours of the event. Together they should form a view about what immediate actions are taken to ensure the safety of the children and staff in the setting, and what is acceptable in terms of fact-finding.

- It is essential that no investigation occurs until and unless the LADO has expressly given consent for this to occur, however, the person responding to the allegation does need to understand what explicitly is being alleged.
- The designated person must take steps to ensure the immediate safety of children, parents, and staff on that day within the setting.
- The Local Authority Designated Officer (LADO) is contacted as soon as possible and within one working day. If the LADO is on leave or cannot be contacted the LADO team manager is contacted and/or advice sought from the point of entry safeguarding team/mash/point of contact, according to local arrangements.
- A child protection referral is made by the designated person if required. The LADO, line managers and local safeguarding children's services can advise on whether a child protection referral is required.
- The designated person asks for clarification from the LADO on the following areas:
  - what actions the designated person must take next and when and how the parents of the child are informed of the allegation
  - whether or not the LADO thinks a criminal offence may have occurred and whether the police should be informed and if so, who will inform them
  - whether the LADO is happy for the setting to pursue an internal investigation without input from the LADO, or how the LADO wants to proceed
  - whether the LADO thinks the person concerned should be suspended, and whether they have any other suggestions about the actions the designated person has taken to ensure the safety of the children and staff attending the setting
- The designated person records details of discussions and liaison with the LADO including dates, type of contact, advice given, actions agreed and updates on the child's case file.
- Parents are not normally informed until discussion with the LADO has taken place, however in some circumstances the designated person may need to advise parents of an incident involving their child straight away, for example if the child has been injured and requires medical treatment.
- Staff do not investigate the matter unless the LADO has specifically advised them to investigate internally. Guidance should also be sought from the LADO regarding whether suspension should be considered. The person dealing with the allegation must take steps to ensure that the immediate safety of children, parents and staff is assured. It may be that in the

short-term measures other than suspension, such as requiring a staff member to be office based for a day, or ensuring they do not work unsupervised, can be employed until contact is made with the LADO and advice given.

- The designated person ensures staff fill in 06.1b Safeguarding incident reporting form.
- If after discussion with the designated person, the LADO decides that the allegation is not obviously false, and there is cause to suspect that the child/ren is suffering or likely to suffer significant harm, then the LADO will normally refer the allegation to children's social care.
- If notification to Ofsted is required the designated person will inform Ofsted as soon as possible, but no later than 14 days after the event has occurred. The designated person will liaise with the designated officer about notifying Ofsted.
- The designated person ensures that the 06.1c Confidential safeguarding incident report form is completed and sent to the designated officer. If the designated officer is unavailable their equivalent must be contacted.
- Avenues such as performance management or coaching and supervision of staff will also be used instead of disciplinary procedures where these are appropriate and proportionate. If an allegation is ultimately upheld the LADO may also offer a view about what would be a proportionate response in relation to the accused person.
- The designated person must consider revising or writing a new risk assessment where appropriate, for example if the incident related to an instance where a member of staff has physically intervened to ensure a child's safety, or if an incident relates to a difficulty with the environment such as where parents and staff are coming and going and doors are left open.
- All allegations are investigated even if the person involved resigns or ceases to be a volunteer.

### **Allegations against agency staff**

Any allegations against agency staff must be responded to as detailed in this procedure. In addition, the designated person must contact the agency following advice from the LADO

### **Allegations against the designated person**

- If a member of staff has concerns that the designated person has behaved in a way that indicates they are not suitable to work with children as listed above, this is reported to the designated officer who will investigate further.
- During the investigation, the designated officer will identify another suitably experienced person to take on the role of designated person.
- If an allegation is made against the designated officer, then the owners/directors/trustees are informed.

## **Recording**

- A record is made of an allegation/concern, along with supporting information, using 06.1b Safeguarding incident reporting form; normally by the practitioner who has observed the incident. This is then entered on the file of the child, and the 06.1a Child welfare and protection summary is completed and placed in the front of the child's file.
- If the allegation refers to more than one child, this is recorded in each child's file
- If relevant, a child protection referral is made, with details held on the child's file.

## **Disclosure and Barring Service**

- If a member of staff is dismissed because of a proven or strong likelihood of child abuse, inappropriate behaviour towards a child, or other behaviour that may indicate they are unsuitable to work with children such as drug or alcohol abuse, or other concerns raised during supervision when the staff suitability checks are done, a referral to the Disclosure and Barring Service is made.

## **Escalating concerns**

- If a member of staff believes at any time that children may be in danger due to the actions or otherwise of a member of staff or volunteer, they must discuss their concerns immediately with the designated person.
- If after discussions with the designated person, they still believe that appropriate action to protect children has not been taken they must speak to the designated officer.
- If there are still concerns then the whistle blowing procedure must be followed, as set out in 06.1 Responding to safeguarding or child protection concerns.

**EYFS – 3.5 Safeguarding and Welfare Requirement.**

## **Recruitment**

- It will be made clear to applicants for posts within the nursery that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
- All applicants for work within the nursery, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide at least two references. All such references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought.
- All appointments, both paid and voluntary, will be subject to a probationary period and will not be confirmed unless the nursery is confident that the applicant can be safely entrusted with children.

## **Seek and supply training**

In relation to safeguarding children and promoting their welfare it is defined in 'Working together to safeguard children' as:

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

To meet these definitions, we regularly seek out training opportunities for all adults involved in the group to ensure that they recognise the signs and symptoms of all possible abuse. Therefore, all staff must complete one of the following external training courses

- ✓ Introduction to Safeguarding Children
- ✓ Awareness of Child Abuse and Neglect

Followed by in-house training delivered by the designated Safeguarding Officer to clarify our settings procedure for safeguarding.

To maintain a good understanding of safeguarding policy and procedures further information sharing and refresher training is a standard part of all training days throughout the year.

### **Prevent abuse by means of good practice**

- Staff/Committee/Students that have not completed the DBS procedure will not be left unsupervised with the children and not permitted to take children to the toilet/changing areas.
- Children will be encouraged to develop a sense of autonomy and independence through adult support, making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- The staffing in the nursery permits constant supervision of all children all the time.
- Every year all staff must complete a Staff Suitability Declaration (See the following Suitability and Disqualification Factsheet).

### **Respond appropriately to suspicions of abuse**

- The first concern will be the child. Children whose condition or behaviour has given cause for concern will be listened to, reassured and helped to understand that they themselves are valued and respected and have not been at fault.
- Changes in children's behaviour/appearance will be investigated.
- Carers will normally be the first point of reference, but if they are not in a position to allay any legitimate anxieties, the matter will also be taken up with Herefordshire M.A.S.H. In exceptional circumstances, Herefordshire M.A.S.H will be the first point of reference.
- All such suspicions and investigations will be kept confidential, shared only with those who need to know. The people most commonly involved will be the member of staff, the nursery manager and the Committee Chairperson.
- If a volunteer or member of staff is accused of any form of child abuse, s/he will be interviewed immediately by the person in charge of the group after speaking to the Local Authority Designated Officer (LADO). The person accused may choose to attend the interview accompanied by a friend or colleague and to seek advice from a union representative. The interview will usually be with the Nursery Manager, but if the allegation is

against the Manager, the interview may be conducted by the Committee Chairperson. The person against whom the allegation is made will be informed of the allegation and depending on circumstances be suspended on full pay while an investigation is made. Investigations will be in line with Herefordshire M.A.S.H and conducted in conjunction with the Herefordshire Safeguarding Children Board Procedures. Confidential records will be kept of the allegation and of all subsequent proceedings.  
(Please refer to the Allegations against Staff Procedure for more details)

### **Keep records**

- Whenever worrying changes are observed in a child's behaviour, physical condition or appearance, a specific and confidential record will be set up, separate from the usual on-going records of children's progress and development. The record will include, in addition to the name, address and age of the child: timed and dated observations, describing objectively the child's behaviour/appearance, without comment or interpretation; where possible, the exact words spoken by the child; the dated name and signature of the recorder. A chronological log will be set up as part of the filing system.
- Such records will be kept in a separate file and will not be accessible to people other than the Nursery Management, Committee Chairperson and key worker if appropriate. Requests for copies of a child's records will not be permitted, although records would be made available to any governing body, solicitor or court if requested in writing.

### **Photography**

- Any Nursery Camera's/Video Recorders are Nursery property and cannot be removed, if staff use their own cameras they must have a Nursery SIM card that stays on site and is never taken home.
- Video and photo taking can only be taken with the above mentioned cameras and recorders.
- Video's and photos can only be downloaded onto the Nursery computer (which stays on site) and then automatically deleted from the recording equipment.
- Photographs are printed for observation books, displays etc.
- Photograph's stay on the computer whilst the child is still in Nursery, when the child has left they are deleted.
- The Nursery computer has a password, only accessed by staff.
- Photographs used for advertising would have had consent from parents on the admission forms.
- Photographs are never taken in the toilet/changing area.
- No photographs are taken of children undressing except when they are putting on/off dressing up costumes with their original clothes staying on or putting on/off coats.
- Staff mobile phones are to be kept in their pigeon holes whilst on the premises.

### **Liaise with other bodies**

- The nursery operates in accordance with guidelines laid down by the registering authority. Confidential records kept on children about whom the nursery is anxious will be shared with Herefordshire M.A.S.H if the nursery feels that adequate explanations for changes in the child's condition have not been provided.
- The group will maintain ongoing contact with the registering authority, together with names, addresses and telephone numbers of all the individual professionals involved, to ensure that

it would be easy, in any emergency, for the Nursery and individual professionals to work well together.

- Records will also be kept of the local NSPCC contact, or other contact(s) as appropriate.

## Support

- The nursery will provide support including counselling if appropriate for the member of staff who identified the situation.
- The nursery will take every step in its power to build up trusting and supportive relationships between families, staff and volunteers in the group.
- Where abuse at home is suspected, the nursery will continue to welcome the child and family while investigations proceed.
- It is made clear that all involved understand that the care and safety of the child must always be paramount; the Nursery will do all in its power to support and work with the child's family.

## Prevent Duty

- We have a clear approach to implementing the 'Prevent Duty' and keeping children safe from the dangers of radicalisation and extremism. We promote fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

## Behaviour Management

**Named Practitioners-** Mrs Sheers

**EYFS Requirements-** 3.52 'Providers are responsible for managing behaviour in an appropriate way.

3.51 'Providers **must** not give corporal punishment to a child. Providers **must** take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, **must** keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

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

## Statement of Intent

Kimbolton Nursery believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

## Procedure

- We have one named practitioner who has overall responsibility for issues concerning behaviour. We require all staff, volunteers and students to provide a positive model of behaviour, treating children, parents and each other with friendliness, care and courtesy.
- We guide children by setting clear, consistent, fair limits for behaviour and model skills that help children solve problems peacefully, encouraging them to talk about their feelings and frustration.
- Positive behaviour will be reinforced with praise and encouragement.
- Negative behaviour will be challenged in a calm but assertive manner. Staff will use positive strategies for handling inappropriate behaviour or conflict. These are appropriate for the children's ages and stages of development.
- Adults are aware that some kinds of behaviour may arise from a child's special needs. Kimbolton Nursery SENCO will be consulted with, when needing advice on behavioural strategies. Also the area SENCO if required.
- We begin our teaching of Managing Behaviour by firstly agreeing our **'Rules of the setting'** agreeing which behaviours we want to see and which we do not with the children and setting up our **British Values board**. We encourage positive role models by using post its and photographs posted on these boards when we observe a child being 'kind' 'sharing' or 'including others' for example.
- If a child exhibits challenging behaviour, in the first instance **'Distraction/humour'** will be used, to diffuse the situation, followed by **'Active ignoring'** **praising good behaviour'** by another child. If a child hurts another child we focus on the child that is hurt and model caring and making sure she/he is alright. We encourage the child who has hurt the other to come over and see how the child is feeling, naming the emotion to help the child make the link between emotion and expressing it. The child that hurt the other will be taken for **Time in**, moving away from the group for a few minutes, but staying alongside the child avoiding any interaction. After the few minutes is over we will start again and support the child to manage his feelings, sharing within play/ using puppets or stories. This enables it to be a learning experience for all involved and provide the children with the tools they need to manage strong emotions in a way that does not hurt others. We continue to refer to our **'Rules of the setting'** and our **'British values'** by posting instances of good examples of these alongside a photograph of a child that has exhibited good behaviour.
- No child is subject to any form of physical ill treatment or corporal punishment. We do not shout in a threatening way, we use a firm controlled voice to respond to the children's behaviour.
- In cases of serious misbehaviour, such as racial, cultural or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. Positive models will be used to reinforce this such as the use of stories and role play.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and or serious damage to property by our designated 'Team Teach' trained practitioners where possible. Details of such an event are brought to the attention of the Nursery Manager. These are recorded on a yellow 'Incident Sheet'. A parent is informed on the same day and signs the 'Incident Sheet' to indicate they have been informed; this sheet is then filed within the child's blue personal file.

We are there to support a child and his/her family to manage challenging behaviour in partnership. We can offer behaviour management support setting up a 'Behaviour can change plan' to enable consistency with the way the children learns to manage his/her emotions. We can access support from the local Health visiting team/ children's centre or the speech and language support team. We will set up parent workshops if the need is there to enable families to share experiences and a forum for discussion.

## **09 Childcare practice procedures**

### **09.12 Promoting positive behaviour**

Positive behaviour is located within the context of the development of children's personal, social and emotional skills and well-being. A key person who understands children's needs, their levels of development, personal characteristics, and specific circumstances, supports this development. This ensures children's individual needs are understood and supported. Settling into a new environment is an emotional transition for young children especially as they learn to develop and master complex skills needed to communicate, negotiate, and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they struggle to deal with powerful emotions and feelings. During minor disputes, key persons help children to reflect and regulate their actions and, in most instances, children learn how to resolve minor disputes themselves. However, some incidents are influenced by factors, requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the SENCO/key person using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm.

This is an unsettling time for young children. Practitioners are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, practitioners take into consideration the many factors that may be affecting them. This is done in partnership with the child's parents/carers and the principles of this procedure are adhered to

The setting manager/SENCO will:

- ensure that all new staff attend training on behaviour management such as *Understanding and Addressing Behaviour in the Early Years* (EduCare)
- help staff to implement procedure 09.12 Promoting positive behaviour in their everyday practice
- advise staff on how to address behaviour issues and how to access expert advice if needed

#### **Rewards and sanctions**

Children need consistent messages, clear boundaries, and guidance to intrinsically manage their behaviour through self-reflection and control.

Rewards such as excessive praise and stickers may provide immediate results for the adult but do not teach a child how to act when a 'prize' is not being given or provide the skills to manage situations and emotions themselves. Instead, a child is taught to be 'compliant' and respond to meet adult expectations to obtain a reward (or for fear of a sanction). If used the type of rewards and their functions must be carefully considered.

Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in 'time out' or on a 'naughty chair'. If a child is distressed or causing harm to others, it may help to remove them from the immediate environment where the incident occurred. They should be taken to a quiet area by their key person for up to 5 minutes to help them calm down. If appropriate, the key person can use this time to help the child reflect on what has happened. Physical punishment of any kind is never used or threatened which could adversely affect a child's well-being. If staff become aware that another person has given corporal punishment to a child, they follow 06 Safeguarding children, young people and vulnerable adults, procedures. Physical intervention to safeguard a child/children must be carried out as per the guidance in this procedure.

### **Step 1**

- The setting manager, SENCo and other relevant staff members are knowledgeable with, and apply the procedure 09.12 Promoting positive behaviour.
- Unwanted behaviours are addressed using an agreed and consistently applied approach to deescalate situations
- Behaviours that result in concern for the child and/or others must be discussed by the key person, SENCo/setting manager. During the meeting the key person must use their all-round knowledge of the child and family to share any known influencing factors such as a new baby in the family, child and/or parental illness, underlying additional needs to help place the child's behaviour into context.
- Appropriate adjustments to practice must be agreed within the setting. If relevant, a risk assessment should be carried out.
- If the adjustments are successful and the unwanted behaviour does not reoccur, or cause concern then normal monitoring can resume.

### **Step 2**

- If the behaviour remains a concern, then the key person and SENCo must liaise with the parents to try to discover possible reasons for the behaviour and to agree next steps. If relevant

and appropriate the views of the child must be sought and considered to help identify a cause.

- If a cause for the behaviour is not known or only occurs whilst in the setting, then the setting manager/SENCo must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the ABC approach, i.e., Antecedents – what happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event.
- If a trigger is identified, then the SENCo and key person must meet with the parents to plan support for the child through a graduated approach via SEN support.
- Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation using the agreed initial intervention approach. If the behaviour has been significant or may have a detrimental effect on the child, the parents of the victim of the behaviour and the parents of the perpetrator must be informed. If the setting has applied a physical intervention, they must follow the guidance as set out below. The designated person completes 6.1b Safeguarding incident reporting form and contact Ofsted if appropriate. A record of discussions is recorded, and parents are asked to sign.
- Parents must also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.
- If relevant, actions for dealing with the behaviour at home are agreed with parents and incorporated into the action plan. Other staff are informed of the agreed interventions and help implement the actions. The plan must be monitored and reviewed regularly by the key person/SENCo until improvement is noticed.
- Incidents and intervention relating to unwanted/challenging behaviour by children must be clearly and appropriately logged on 09.13b SEN Support - Action plan.

### **Step 3**

If despite applying initial intervention to deescalate situations and focused interventions to identify triggers the child's behaviour continues to occur and/or is of significant concern, the SENCo and key person invite the parents to a meeting to discuss external referral and next steps for supporting the child. It may be agreed that the setting request support from the Early Help team and/or other specialist services such as the Area SENCo. This will help, address most developmental or welfare concerns. If the behaviour is part of other welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm, safeguarding procedures 06 Safeguarding children, young people and vulnerable adults procedures must be followed immediately.

- Advice provided by external agencies is incorporated in 09.13b SEN Support: Action Plan and regular multi-disciplinary meetings held to review the child's progress.

- If a review determines a statutory assessment may be needed then all relevant documentation must be collected in preparation for an Education Health and Care Assessment which may lead onto an Education, Health and Care Plan.

### **Use of physical intervention**

Staff will already use different elements of physical contact with a child as part of their interaction in the setting especially when they are comforting a child or giving first aid. However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances.

The EYFS states that physical intervention from a staff member towards a child may be used for the purposes of “averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if it is absolutely necessary”.

Staff must do all they can to avoid using a physical intervention because this is not the preferred way of addressing children’s behaviour.

To offer protection to children a range of appropriate graded interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff. In other situations, an intervention can be applied through mechanical and environmental means such as locking doors and stair gates. This usually stops a situation escalating. However, there will be some situations where a child places themselves or others in danger which requires an immediate need for the use of both verbal and physical intervention. If a single or persistent incident requires a physical intervention such as physical handling from a staff member towards a child, then this is used intentionally to restrict a child’s movement against their will. In most cases this can be applied through the use of the adult’s body gently and safely blocking the child from access to danger or to prevent danger.

To physically intervene, a practitioner may use “reasonable force” to protect a child from injuring themselves or others. Legally a practitioner may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.

If a situation arises which requires urgent physical hands-on intervention this is best applied by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention.

## Physical handling

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child's safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child's ability to breathe
- side-by-side contact with the child
- no gap between theirs or the child's body
- keeping the adults back as straight as possible
- avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting)
- only holding the child by their 'long' bones to avoid grasping at the child's joints where pain and damage are most likely to occur
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened
- only applying a physical intervention on a disabled child if training or preferred method is provided from a reputable external source e.g. British Institute of Learning Disabilities  
[www.bild.org.uk/](http://www.bild.org.uk/)

## Risks

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them. However, there are also risks to children associated with not intervening physically; for instance, if a practitioner did not take hold of a child by the wrist, they may have run into the path of a fast-moving car.

Before intervening physically to protect a child from immediate harm a practitioner needs to decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

- What is the immediate risk to this child if I do not intervene now?

- What might the risks be if I do intervene? If this was my child, what would I want someone looking after them to do in this situation?
- What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

### **Recording**

Any instance of physical intervention is fully recorded immediately and reported to the designated person as soon as possible on 6.1b Safeguarding incident reporting form, ensuring that it is clearly stated when and how parents were informed. Parents are asked to sign a copy of the form which is then kept on the child's file. The designated person decides who will notify the parent and when, ensuring that the parent signs to say they have been notified. An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.

### **Temporary suspension (fixed term)**

Any decision to temporarily suspend a child must be carefully considered lawful, reasonable and fair. If despite following the stepped approach for behaviour it is necessary to temporarily suspend a child, for no more than five days, on the grounds of health and safety, the following steps are followed.

- The setting manager provides a written request to suspend a child to their line manager; the request must detail the reason why the child must be suspended and the length of time of the proposed suspension.
- If the line manager approves, the parents must be invited to a meeting to discuss next steps. Parents are invited to bring a representative along. Notes must be taken at the meeting and shared later with the parents. The meeting must aim for a positive outcome for the child and not to suspend.
- If no acceptable alternative to suspension is found then the setting manager must give both verbal and written notice of time related suspension to the parent, meanwhile the setting manager must ensure that continued resolution is sought and suitable adjustments are in place for the child's return.

### **Suspension of a disabled child**

We have a statutory duty not to discriminate against a child on the basis of a protected characteristic. This includes suspending a child based on a disability. Ignorance of the law or claiming it was unknown that a child was disabled is no defence. However, if the child's behaviour places themselves or others at risk then the setting must take actions to avoid further

harm. Time limited suspension may be applied to keep the child and/or others safe whilst finding a solution. Suspension is only used if reasonable steps and planned adjustments are first used to help resolve the situation. Without this action, suspension of a child with SEND may constitute disability discrimination (Equality Act 2010). A decision to suspend a disabled child must be clearly evidenced, specific, measurable, achievable, realistic and targeted. Plans and intervention must be recorded on the child's file and 9.12b SEN Support - Action plan. If little or no progress is made during the suspension period, the following steps are taken.

- The setting manager sends a written/electronic invite to the parents, a local authority representative and any relevant external agencies to attend a review meeting. Each attendee must be made aware that the meeting is to avoid the situation escalating further and to find a positive solution.
- After the meeting the setting manager continues to maintain weekly contact with the parents and local authority to seek a solution.
- Suitable arrangements offer the parent continued support and advice during the suspension. The setting manager reviews the situation fortnightly and provides their line manager with a monthly update.

### **Expulsion**

In some exceptional circumstances a child may be expelled due to:

- a termination of their childcare agreement as explained in 9.1d Childcare terms and conditions
- if despite applying a range of interventions (including reasonable adjustments), the setting has been unable to adequately meet the child's needs or cannot protect the health, safety and well-being of the child and/or others.

### **Challenging unwanted behaviour from adults in the setting**

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes or action towards any individual/group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises. Where a parent makes discriminatory or prejudice remarks to staff at any time, or other persons while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent is asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a

written agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.

## **Complaints Procedure**

At Kimbolton Nursery we believe that children and parent are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our nursery and will give prompt and serious attention to any concerns about the running of the nursery. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

### **Aim**

We aim to bring all concerns about the running of our nursery to a satisfactory conclusion for all of the parties involved.

### **Methods**

To achieve this, we operate the following complaints procedure.

#### *Stage 1*

Any parent who is uneasy about any aspect of the nursery provision, talks over, first of all, his/her worries and anxieties with the Nursery Manager/Deputy Manager.

#### *Stage 2*

If this does not have satisfactory outcome, or if the problem recurs, the parent moves to stage two of the procedure by putting the concerns or complaint in writing to the nursery manager and the chair of the management committee. This is then investigated and notification of the outcome is presented to the parent with 28 days of complaint being received.

Most complaints should be able to be resolved informally at stage one or stage two.

#### *Stage 3*

The parent requests a meeting with the nursery Manager and the chair of the management committee; the parent can have a friend or family member present. An agreed written record of the discussion is made. All of the parties present at the meeting sign the record and receive a copy of it.

This signed record signifies that the procedure has concluded.

#### *Stage 4*

If at the stage three meeting the parent and nursery cannot reach agreement, an external mediator is invited to help settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can define the problem, review the action so far and suggest further ways in which it might be resolved.

Staff and volunteers within the Pre – School Alliance are appropriate persons to be invited to act as mediators.

The mediator keeps all discussions confidential. S/he can hold separate meetings with the nursery personnel (nursery Manager, chair of the nursery committee) and the parent, if this is decided to

be helpful the mediator keeps and agreed written record of any meetings that are held and of any advice s/he gives.

*Stage 5* - When the mediator has concluded his/her investigations, a final meeting between the parent, the nursery Manager and the chair of the nursery committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with this complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

A record of this meeting, including the decision on the action to be taken, is made. Everyone presents at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

## **10 Working in partnership with parents and other agencies procedures**

### **10.2 Complaints procedure for parents and service users**

There is a fair way of dealing with issues as they arise in an informal way, but parents may wish to exercise their right to make a formal complaint. They are informed of the procedure to do this and complaints are responded to in a timely way. The same procedures apply to agencies who may have a grievance or complaint.

#### **Parents**

- If a parent is unhappy about any aspect of their child's care or how he/she feels he/she has been treated, this should be discussed with the child's key person. The key person will listen to the parent and acknowledge what he/she is unhappy about. The key person will offer an explanation and an apology if appropriate. The issue and how it was resolved is recorded in the child's file and Complaint Investigation Record. The recording will also make clear whether the issue being raised relates to a concern about quality of the service or practice, or a complaint. For allegations relating to serious harm to a child caused by a member of staff or volunteer procedure 6.2 Allegations against staff, volunteers or agency staff will be followed.
- If the parent is not happy with the key person's response or wishes to complain about the key person or any other member of staff, he/she will be directed to the setting manager. Some parents will want to make a written complaint; others will prefer to make it verbally; in which case the setting manager writes down the main issues of the complaint using the Complaint Investigation Record and keeps it in the child's file.
- The setting manager will investigate the complaint and provide time to feedback to the parent within 28 days. A confidential written report of the investigation is kept in the child's file if the complaint relates directly to a child.

- If the parent is still not satisfied, or if the complaint is about the setting manager, the setting manager is asked to forward their complaint verbally or in writing to their line manager.
- If the parent is still not satisfied, then he/she is entitled to appeal the outcome verbally or in writing to the setting manager's line manager who will pass the matter on to owners/directors/trustees for further investigation, who will respond to the parent within a further 14 days.
- If the complainant believes that the matter has not been resolved and there has been a breach of the EYFS requirements they are entitled to make a complaint to Ofsted. The manager will assist in any complaint investigation as well as in producing documentation that records the steps that were taken in response to the original complaint.
- The setting manager ensures that parents know they can complain to Ofsted by telephone or in writing at any time as follows:

Applications, Regulatory and Contact (ARC) Team, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD or telephone: 0300 123 1231

## **Agencies**

- If an individual from another agency wishes to make a formal complaint about a member of staff or any practice of the setting, it should be made in writing to the setting manager.
- The complaint is acknowledged in writing within 10 days of receiving it.
- The setting manager investigates the matter and meets with the individual to discuss the matter further within 28 days of the complaint being received.
- An agreement needs to be reached to resolve the matter.
- If agreement is not reached, the complainant may write to the setting manager's line manager, who acknowledges the complaint within 5 days and reports back within 14 days.
- If the complainant is not satisfied with the outcome of the investigation, they are entitled to appeal and are referred to the owners/directors/trustees.

## **Ofsted complaints record**

- Legislation requires settings to keep a record of complaints and disclose these to Ofsted at inspection, or if requested by Ofsted at any other time.
- The record of complaints is a summative record only.

A record of complaints will be kept for at least 3 years.

- In all cases where a complaint is upheld a review will be undertaken by the owners/directors/trustees to look for ways to improve practice where it is required.

This procedure is displayed on Parent Notice Board.

**Further guidance** - Complaint Investigation Record (Pre-school Learning Alliance 2015)

### **The role of the Office For Standards in Education, Early Years Directorate (OFSTED)**

Parents may approach OFSTED directly at any stage of this complaint's procedure. In addition, where there seems to be a possible breach of our registration requirements it is essential to involve OFSTED as the registering and inspection body.

The address and telephone number of our OFSTED regional centre is:

**COMPLAINTS  
OFSTED  
National Business Unit  
Piccadilly Gate  
Stone Street  
Manchester  
M1 2WD  
Tel: 0300 123 1231**

These details are displayed on the nursery notice board.

If a child appears to be at risk, the nursery follows the procedures of the Herefordshire Safeguarding Children's Board.

In these cases both the parent and the nursery are informed and the nursery manager works with OFSTED or the Herefordshire Safeguarding Children's Board to ensure a proper investigation of the complaint followed by appropriate action.

We will provide Ofsted, on request, with a written record of all complaints made during any specified period and the action which was taken as a result of each complaint.

### **Records**

A record of complaints against our nursery and or the children and or the adults working in our nursery is kept, including the date, the circumstances of the complaint and how the complaint was managed.

**Full policies and procedures are kept in the main entrance in nursery, they are there for you to look at and read at your own pleasure.**

