Wisbech Day Nursery & Out of School Club

Policies, Aims and Values of *Wisbech Day Nursery
Latest Reviewed August 2026

*Wisbech Day Nursery is
the trading name of First Steps Childcare (Cambridgeshire) Limited.

OUR VISION, VALUES AND AIMS

OUR VISION

All staff share a vision of what we want the children to achieve at Wisbech Day Nursery:

- to provide a safe, happy, caring, secure and stimulating environment for your child
- to be curious in their learning, seeking out new experiences and willing to have a go at new challenges.
- to help all children to prepare for the future as lifelong learners.

Wisbech Day Nursery is a place where "*children learn to play, and play to learn".*

OUR VALUES

We have a clear understanding of our values at Wisbech Day Nursery:

- **Partnership working**- to be reflective and learn from parents as partners, and develop strong relationships with or families.
- **Respect** – promoting a culture of acceptance of others' views and opinions, inclusion, diversity and equality.
- **Engagement** – being involved, responsive and interested in learning.
- **Achievement** - Highest quality, high expectations and aiming high. Developing our children's skills for life, learning and work.
- **Communication** – being genuine, open, and honest with everyone we work with, children, parents, extended families and other professionals.
- **Happiness and Wellbeing** – Showing kindness to each other and helping each other.

OUR AIMS

All staff share the aims of Wisbech Day Nursery

- Wisbech Day Nursery aims to provide high quality, inclusive childcare and education for children aged between three months and five years, in a suitable and safe environment.
- We maintain these aims through our policies and procedures and through the continued training of staff.

CURRICULUM INTENT

At Wisbech Day Nursery, our curriculum is guided by the **Early Years Foundation Stage (EYFS) 2026** and is designed to support every child to thrive, flourish and reach their full potential.

We provide a **safe, nurturing, inclusive and stimulating environment** where children learn through play, exploration and meaningful experiences. Our curriculum is responsive to children's individual interests, needs and stages of development.

We build strong, positive relationships with children and families, recognising that these are fundamental to children's emotional wellbeing, confidence and learning. Every child has a key person who supports their individual development, learning and transition.

Our curriculum promotes the **seven areas of learning**:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning is supported through **continuous provision, child-led play and carefully planned adult-led experiences**. Practitioners skilfully interact with children, modelling language, extending thinking and providing appropriate challenge to develop independence, confidence and resilience.

We recognise the **Characteristics of Effective Learning** by encouraging children to play and explore, become actively involved in their learning, and develop their ability to think critically, solve problems and persevere.

We work closely with parents, carers and external professionals where appropriate to ensure children receive the support they need. Through a holistic approach, we aim to develop **curious, confident, resilient and independent learners** who feel valued, secure and ready for their next stage of learning.

WISBECH DAY NURSERY POLICIES

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Glossary

The following terms are used throughout these Policies and refer to:

Early Years Foundation Stage (EYFS) – the statutory framework for care and early learning in England. A revised framework was published in March 2017 and came into force from 3 April 2017. This has been periodically revised with the latest revision in January 2024. It is mandatory for all early year's providers including maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register; and all providers registered with an early year's childminder agency.

Ofsted – is the Office for Standards in Education, Children's Services and Skills and regulates and inspects early years providers in England against the EYFS.

Parents – refers to mothers, fathers, legal guardians and the primary carers of looked-after children. There may also be other significant adults in children's lives and other relatives who care for them. You may want to adapt the example documents to use the terminology you feel most comfortable with.

Practitioner – Any adult who works with children in a nursery.

Key Person – The named member of staff with whom a child has more contact than other adults. This adult shows a special interest in the child through close personal interaction on a day-to-day basis.

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Safeguarding and Child Protection Policy

Introduction

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

First Steps Childcare (Cambs) Limited fully recognises the responsibility to have arrangements in place to safeguard and promote the welfare of all children. Our policy applies to all staff, paid and unpaid, working in the setting, including agency staff, volunteers, and students, all of whom have a vital role in safeguarding children. Concerned parents may also contact the setting's Designated Safeguarding Leads for Child Protection.

This policy sets out how the setting complies with their statutory responsibilities relating to safeguarding and promoting the welfare of children who attend the setting. The policy will be reviewed regularly, annually as a minimum.

This policy must be read alongside setting's Safeguarding and Child Protection Policy Appendix A; which provides staff, including agency staff, volunteers, students, and parents/carers with details about specific safeguarding concerns that may change on the welfare of children in their care or living locally. As a society we all have a duty to safeguarding children, but it is particularly important that those working or volunteering with children remain vigilant to the signs and indicators of abuse, neglect, and exploitation. Staff, agency staff, volunteers and students should be familiar with the safeguarding procedures within the setting and know how to respond to concerns about children or adults.

Designated Safeguarding Lead(s) in our setting:

Name: Sarah Vick

Name: Jasmin West

Name: Naomi Benefer

Name: Ellie Lovegrove

Name: Danielle Rowe

We recognise that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult help to protect children. The setting will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are actively listened to.

- Ensure children know that there are adults in the setting whom they can approach if they feel worried or in difficulty

- Identify concerns early, provide help for children, and prevent concerns from escalating.

Safeguarding Practice in our Setting

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Designated Safeguarding Leads for Child Protection (DSL)

- A trained DSL is always available and on site (wherever possible) when the setting is open to be able to access relevant records and take necessary action. Contingency arrangements will be put in place should the DSL not be available (another DSL will be on site).
- Adequate and appropriate cover arrangements for any out-of-hours/out-of-term activities will also be arranged. Out of Hours Contact Number Sarah Vick 07825575225
- All DSLs will refresh their training every two years. In addition, DSLs knowledge and skills will be refreshed regularly (at least annually) via information sources such as the DSL Knowledge Hub, Child Protection Information Networks, further relevant training and Cambridgeshire and Peterborough Safeguarding Children Partnership Board.
- The importance of the role of the DSL is acknowledged by ensuring they have the appropriate status, authority, skills, time and training to undertake their duties.
- The Cambridgeshire and Peterborough Safeguarding Children Partnership Board procedures, Working Together to Safeguard Children, 2026 and What to Do if You are Worried a Child is Being Abused, 2015 are adhered to. The DSL has contact details for Cambridgeshire Children's Social Care and the Early Help Hub readily accessible for use when needed. Bordering county Social Care and Early Help contact details are available, as required, for children who live outside of Cambridgeshire.
- The designated safeguarding lead (DSL) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partners (LSPs).

Staff Members, Volunteers and Students

- Have a robust induction which includes all relevant aspects of safeguarding practice
- Know the names of the DSLs and what their role includes.
- Know how to record and pass on concerns about a child or adult.
- Understand emergency evacuation procedures and health and safety issues.
- Understand their individual responsibility to refer child protection concerns to relevant agencies as a matter of urgency if there is no DSL present and/or they feel the child remains at risk of significant harm.
- Staff Members: Attend basic child protection training every two years as a minimum and within 6 weeks of commencing employment. Training will contain details of the local safeguarding procedures within Cambridgeshire and support staff to identify signs of possible abuse, neglect, and exploitation at the earliest opportunity and to respond to these in a timely and appropriate way.
- Receive regular and relevant updates on safeguarding practice, usually from their DSL at least annually, or as required.
- Understand the setting policy on babysitting for families who attend the setting.
- Ensure they are fully aware of the Use of Mobile phone, Camera's and Technological Devices Policy and support the setting in safeguarding children online.

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Management
The owner fully recognises their responsibilities regarding safeguarding and promoting the welfare of children. They will:

- Ensure that this policy is annually reviewed in conjunction with the setting's DSLs.
- Complete Safer Recruitment training (at least one person who has recruitment responsibility).

Training
The setting recognises the importance of thorough and regular safeguarding training opportunities for all staff and is supported in embedding this into practice.

- The setting's safeguarding training is delivered by Sarah Vick, Jasmin West, Naomi Benefer or the Local Authority.
- Practitioners are supported to embed this into their day-to-day practice with *Regular safeguarding updates from DSL during the following:*
    - *Supervision and Appraisal*
    - *Group training sessions*
    - *Staff meetings with a safeguarding focu*s
    - *Safeguarding questions quiz pack,*
    - *daily opportunities to discuss concerns/annual updates*
- All staff will be trained in line with the criteria set out in Annex C of Early years Foundation Stage statutory framework 2026 and are supported and confident to implement the settings safeguarding policy and procedures on an ongoing basis

Liaison with other agencies
The setting will:

- Work to develop effective links with relevant services to promote the safety and welfare of all children.
- Co-operate as required, in line with Working Together to Safeguard Children 2026, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- Notify the relevant Social Care team immediately if there is an unexplained absence or there is any change in circumstances to a child who is subject to a Child Protection Plan.
- Notify the relevant Social Care team immediately if there are any further abuse or neglect concerns (such as fresh marks, bruises, or injuries) where a child is already subject to a Child Protection Plan or Child in Need Plan. It will not be assumed that Social Care are already aware of these additional concerns.
- Respond to requests for information about children in the setting's care from the Education Navigator or social worker at the Multi-Agency safeguarding Hub (MASH) or a Social Worker (within a district team) in a timely manner.
- Link with Designated Safeguarding Leads in other settings and schools where we share families.
- Attend as required, meetings regarding a child or family's welfare such as Child Protection Conference or Strategy discussion. If the DSL is unable to attend or send an appropriate representative then notification will be sent to the chair and a report will be submitted in the DSLs absence.

Record keeping
The setting will:
Keep clear, detailed written records of concerns about children's welfare using the Log of Concern Form. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.
- Records will be kept in individual child welfare files.
- Records will be stored securely and confidentially.

- Records will distinguish between observed concerns, professional opinion, and historic information.
- During registration of each new child, ask for information about other settings the child currently or previously attended. The DSL will make contact to request relevant safeguarding and welfare information is shared. This will be ongoing where children attend more than one setting concurrently.
- Unless it would place the child at risk of significant harm, parents will be informed that a Log of Concern Form has been completed, where it will be stored and what will happen to it when the child leaves the setting.
- Parents do not have an automatic right to access child welfare records and consideration will be given as to what the consequences of information sharing might be (in line with Information Sharing Guidance, 2024).

When a child leaves or moves to another setting
Their individual child welfare file will be transferred to the receiving school or setting using the following protocol:

- The file will be sent as soon as possible after the child has moved setting and marked 'Confidential, Addressee Only' and sent to the named DSL, if known, of the receiving setting/school. The file will be delivered by hand if possible; otherwise sent by delivery that can be tracked and signed for.
- The setting will contact the receiving setting/school DSL by telephone to make them aware that there is a child welfare file and, once sent, ask them to confirm they have received the file. The setting will keep a record that the file has been received to be able to identify its location.
- Parents will be made aware that child welfare records will be transferred unless this would place the child at risk of acute harm.
- The setting will not keep a copy of transferred records, unless there are younger siblings for whom there are similar concerns about but will keep a record of the current file location and date the file was transferred.
- If individual child welfare files cannot be transferred for any reason, the setting will archive them for 25 years from the child's date of birth.
- All actions and decisions will be led by what is considered to be in the best interests of the child and rationales are included for all discussions and decisions made.

Confidentiality and information sharing
Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. The DSL will be guided by the the Department for Education (DfE) Guidance Information sharing duty - draft statutory guidance

Fears about sharing information will not stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. The UK General Data Protection Regulations (UK GDPR) and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe:

- 'Information will be shared legally without consent, if the DSL or a member of staff is unable to or cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.'
- relevant personal information will be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional, or mental harm, or if it is protecting their physical, mental, or emotional well-being.'

(Information Sharing)

What information will be shared?
When taking decisions about what information to share, the DSL will consider how much information they need to release and the impact of disclosing information on the information subject and any third parties. Information should be proportionate to the need and level of risk. Only information that is relevant to the purposes will be shared with those who need it. This allows others to do their job effectively and make informed decisions.

Information sharing decisions must be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom. If the decision is not to share, the DSL will record the reasons for this decision and discuss them with the person requesting the information.

If a child discloses information that may indicate that they are at risk of abuse or neglect, the staff member will be clear that they cannot promise to keep the information a secret. The staff member will be honest with the child and explain that it will be necessary to tell someone else in order to help them and to keep them safe.
A note will be made of what information has been shared and with whom.

Communication with Parents
The setting will:

- Undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances may put the child at further risk of harm.
- Contact Children's Social Care first if the setting believes that notifying parents about a safeguarding concern may place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime. Further guidance on this can be found in the 'Cambridgeshire Threshold Document: Continuum of Help and Support'

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- Ensure that all parents/carers understand the responsibility placed on the setting and staff for safeguarding and child protection by ensuring that they receive a copy of this policy when registering their child at the setting.
- Record on the log of concern form what discussions have taken place with parents and if a decision was made not to discuss the matter with parents, the reason why not (circumstances may include if the DSL is unable to or cannot be reasonably expected to gain consent from the individual, or if gaining consent could place a child at risk of harm such as potential physical or sexual abuse).

Supporting Children

We recognise that any child may be subject to abuse or witness abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Children may also find it difficult to develop a sense of self-worth and trust those around them. Some children may adopt inappropriate or abusive behaviours and that these children may be referred on for appropriate support and intervention.

The setting will support children through:

- Activities to encourage self-esteem, self-motivation, and resilience.
- An ethos that actively promotes a positive, supportive, and secure environment that values people.
- A behaviour policy aimed at supporting all children. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the child's sense of self-worth. The setting will ensure that the child knows that some behaviour is unacceptable, but she/he is valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies which support the child and family such as Children's Social Care and District Teams and Early Help/ Targeted Support.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Recognition that children living in a home environment where there is domestic abuse/violence, mental ill-health or substance misuse may be more vulnerable and in need of additional support and protection.
- Monitoring children's welfare, keeping records and seeking advice or making a referral to other agencies, e.g., Children's Social Care, when necessary.

Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more. The setting will follow the mandatory duty to inform the Local Authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

Promoting a protective ethos
The setting will create an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk, and they are listened to.
This will be achieved in the following ways:

- All staff, including the DSLs, are trained regularly to ensure skills and knowledge are up to date.
- Staff know how to respond to child protection concerns.
- Contribution to an inter-agency approach to child protection by working effectively and supportively with other agencies.
- Raising children's awareness and actively promoting self-esteem building, so that children have a range of strategies and contacts to ensure their safety.
- Using personal safety programmes, such as Protective Behaviours and the NSPCC PANTS campaign.
- Working with parents to build an understanding of the setting's responsibility to the welfare of the children.
- Ensuring the relevant policies are in place, i.e., the use of mobile phones and cameras, behaviour management, intimate care, whistleblowing, absence and attendance, social networking.
- Being vigilant to the inappropriate behaviour of staff or adults working with children and ensuring that all staff and volunteers know the allegations procedure, and this is actively supported within the setting.
- Staff acting as positive role models to children and young people.
- Ensuring staff are aware of the need to maintain appropriate and professional boundaries in their relationships with children and parents/carers in line with our setting's staff code of conduct/behaviour policy.
- Ensuring the Designated Safeguarding Leads keep themselves up to date with safeguarding concerns in the local area and disseminates this to the staff as relevant.

Preventing unsuitable people from working with children and young people
The setting has a duty to ensure that people looking after children are suitable to fulfil the requirements for their role. The setting will follow safer recruitment practices including verifying qualifications and ensuring appropriate DBS and reference checks are undertaken. The setting will not allow people, whose suitability has not been checked, to have unsupervised contact with children.
The setting follows the statutory requirements found within the Early Years Foundation Stage statutory framework 2026 with regards to obtaining suitable references prior to recruitment.

Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). This is checked and recorded during supervisions to ensure ongoing suitability.

These members of staff have undertaken Safer Recruitment training:

Sarah Vick

Jasmin West

Whistleblowing
The setting has a separate Whistleblowing Policy which aims to help and protect both staff and children by:

- Preventing a problem getting worse;
- Safeguarding children and young people;
- Reducing the potential risks to others.

The earlier a concern is raised, the easier and sooner the setting can take action. The responsibility for expressing concerns about unacceptable practice or behaviour rests with all staff, students, and volunteers.

The setting will ensure staff are aware of the setting's whistleblowing procedures and must ensure all staff feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously by the senior leadership team.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they should use the other channels open to them: The NSPCC whistleblowing advice line is available, staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH. • Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk).

Allegation against a person who works or volunteers with children

An allegation may relate to a person who works or volunteers with children who has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If an allegation is made against a person who works or volunteers with children, the following action will be taken (refer to: 'Allegation against a person who works or volunteers with children' flowchart and guidance):

- The setting will ensure the immediate safety of the children.
- The setting will **not** start to investigate but will immediately contact the Local Authority Designated Officer (LADO): 01223 727967.
- If the LADO decides the matter is a child protection case, external/internal agencies (e.g., police) will be informed by the LADO and the setting will act upon the advice given to ensure that any investigation is not jeopardised.
- The setting will notify Ofsted of a significant event

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- It may be necessary for the employer to suspend the alleged perpetrator. Suspension is a neutral act to allow a thorough and fair investigation.
- If it is agreed that the matter is not a child protection case, the setting will investigate the matter themselves, gaining HR advice as required.

The setting will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the setting and that notification of any concerns is made to the relevant agencies, the Disclosure and Barring Service (DBS) and included in references where applicable. For further information, refer to the setting's safer recruitment policy.

Adoption and annual review of the policy

This policy was adopted at a meeting of: *Wisbech Day Nursery*

held on: 9th October 2018

Signed on behalf of the Proprietor: *Sarah Vick*

This policy was reviewed on: *28/8/2026*

Useful contacts

Children's Social Care:

Contact Centre (for telephone referrals)	*0345 045 5203*
Emergency Duty Team (out of office hours)	*01733 234724*

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NSPCC Whistleblowing Support Line: 0800 0280285

Early Help Hub	01480 376666
Local Authority Designated Officer (LADO)	01223 727967
Ofsted	0300 123 1231
Senior Adviser Intervention and Safeguarding (Gemma Hope)	01223 714760
Early Service Safeguarding Team	**EY.Safeguarding@cambridgeshire.gov.uk**
Early Years' Service	earlyyears.service@cambridgeshire.gov.uk

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Police and related contacts	
Emergency police	999
Non-emergency police	101
Child exploitation and online protection (CEOP)	Online contact only
DfE counter-extremism helpline	020 7340 7264
Other useful contacts	
NSPCC Child Protection Helpline	0808 800 5000
Childline	0800 1111
Kidscape	020 7823 5430
National Domestic Abuse helpline	0808 2000 247
Modern slavery helpline	08000 121 700
Crimestoppers	0800 555 111
Internet Watch Foundation (IWF)	01223 20 30 30
Information Commissioners Office (ICO)	0303 123 1113

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Safeguarding Flowchart

Safeguarding concern or concern about a child's welfare

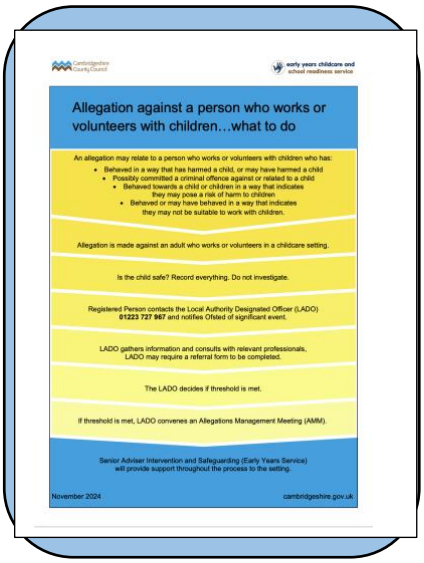
Concern logged and passed immediately to the Designated Person (DSL) for Child Protection

DSL will decide what action to take, which may include a referral to Children's Social Care
0345 045 5203 & Written referral form completed on SGPB page

If the DSL is unavailable or not contactable, for any reason, and you have immediate concerns about a child's welfare, contact Children's Social Care:
0345 045 5203

Allegation made against member of staff.

Follow the Allegation against a person who works or volunteers with children Flow Chart and Guidance (Nov 2024)



No safeguarding concern, but emerging needs of the child indicate that additional services or support may be required.

Discuss with the setting manager or DSL.

Manager/SENCO/DSL will consider completing an Early Help Assessment (EHA) after gaining parental consent and contacting the Early Help Hub for further advice:
01480 376666

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Safeguarding and Child Protection Policy - Appendix A

Appendix A must be read alongside the setting's Safeguarding and Child Protection Policy. The following information provides staff, agency staff, volunteers and students with details about specific safeguarding concerns that may impact on the welfare of children in their care or living locally. As a society we all have a duty to safeguarding children, but it is particularly important that those working or volunteering with children remain vigilant to the signs and indicators of abuse and neglect. Staff, agency staff, volunteers and students should be familiar with the safeguarding procedures within the setting and know how to respond to concerns about children or adults.

General signs and indicators of abuse and neglect may include:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being.
- Unexplained bruising, marks, injuries or other signs of abuse or neglect.
- Children's comments during their play or otherwise which give cause for concern.
- Pattern of absences or frequent absences.
- Any other reasons to suspect neglect or abuse outside the setting for example in the child's home, online or in their community.
- Inappropriate behaviour displayed by other members of staff or any other person working with the children.

Domestic Abuse (DA)
The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse (DA) on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness, and be adversely affected by, domestic abuse in the context of their home life where DA occurs between family members. Experiencing DA and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience DA within their own intimate relationships. This form of Child-on-Child abuse is sometimes referred to as 'teenage relationship abuse.' Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial, and emotional, coercive or controlling behaviour. Pet abuse within a household can be a critical warning sign of escalating domestic abuse. Perpetrators may harm or threaten pets to exert control, intimidate, or emotionally manipulate

victims - especially when the victim has a strong bond with the animal. This behaviour often precedes or accompanies abuse toward human members of the household and can affect a victim's emotional wellbeing and behaviour at work.

The setting will follow the procedures outlined in this policy if DA concerns arise. The DSL will monitor vigilantly the welfare of children living in DA households, offer support to them and their parents/carers and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.
The setting will have awareness of the Statutory Domestic Abuse Guidance -July 2022 and have shared with practitioners.

Early Years Settings - DA
Our setting is working in partnership with the Police and Cambridgeshire County Council (CCC) to identify and provide appropriate support to children who have experienced DA; this scheme is called Operation Encompass.

To achieve this, CCC Education Safeguarding Team will share Police information of all DA incidents to the DSL or DA Lead, to which Police have been called where a child (attending our setting) was present. On receipt of any information, the DSL will decide on the appropriate support the child may require.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings'.

If our setting understands that a sibling/s of the child attend other provision such as a breakfast club, after school club or holiday scheme, we will contact the DSL in this setting to share relevant and proportionate information about the DA concern.

Bruising, marks or injuries in pre-mobile babies
Research indicates that severe child abuse is six times more common in babies aged under one year than in children aged one to 4 years, and 120 times more likely than in the 5 – 13-year-old age group. Our setting adheres to the Bruising in Pre-Mobile Babies Protocol published by Cambridgeshire and Peterborough Safeguarding Children Partnership Board and has a copy onsite which all staff are aware of.

Bruising, marks, or injuries are the most common presenting features in physical abuse in children. The younger the child the higher the risk that the bruising, mark, or injury is non-accidental, especially where the child is under the age of 6 months. Bruising, marks, or injury in any child who is 'not independently mobile' should be taken as a matter for inquiry and concern by the DSL. This is also relevant to older children who are not independently mobile by reason of a disability.

It is accepted that marks could be the result of birth trauma, birth marks or areas of skin pigmentation such as 'Mongolian Blue Spots.' The setting will ensure that

parents/carers are requested upon registration to inform them of any distinguishing marks that the child may have.

The setting recognises that concerns may be raised about pre-mobile babies or older children, who are not independently mobile by reason of a disability, who do not attend the setting. These concerns may arise when younger siblings are present during drop off or collection of children who attend the setting. The above protocol will also be used as required in these circumstances.

Children with Special Educational Needs and/or Disabilities (SEND)
We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties, and disabilities are most vulnerable to abuse. Setting staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

Children with communication difficulties are also vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or other signs and indicators of abuse. Staff will be trained to recognise these indicators. Where necessary, the setting will seek advice from other professionals and specialist services and provide additional training to staff in the use of Makaton, PECS, BSL or other communication systems.

Parents/Carers Misusing Drugs and/or Alcohol
Misuse of drugs and/or alcohol is strongly associated with the risk of significant harm to children, particularly when combined with other features such as domestic violence. If the setting has concerns about drug and/or alcohol abuse by a child's parents/carers they will follow appropriate procedures. This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- Children exposed to unsuitable caregivers or visitors, e.g., customers or dealers.
- The effects of drugs and/or alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- Chaotic drug and/or alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- Disturbed moods as a result of withdrawal symptoms or dependency.
- Unsafe storage of drugs and/or alcohol or injecting equipment.
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

Children Misusing Drugs or Alcohol
The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceeding. The setting will consider such action in the following situations: When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse

- To believe the young person's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- Where the misuse is suspected of being linked to parent/carer substance misuse
- Where the misuse indicates an urgent health or safeguarding concern
- Where the young person is perceived to be at risk of harm through any substance associated criminality

Children with Family Members in Prison
The setting is committed to supporting children/young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child. The setting recognises that children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation, poor mental health and poor attendance. The setting will treat information shared by the family in confidence and it will be shared on a 'need to know' basis. The setting will work with the family and the child to minimise the risk of the child not achieving their full potential.

Young Carers
The setting recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

The setting will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help/Targeted Support or Social Care as required if concerns arise.

Online Safety
It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world. Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to all fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks to their well-being.

The issues can be categorised into four areas of risk:
- **Content** – being exposed to illegal, inappropriate or harmful material.
- **Contact** – being subjected to harmful online interaction with other users.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm.
- **Commerce -** risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Best practice:
- **Whole setting approach** – staff recognise and are aware of e-safety issues and the management team make online safety a priority.
- **Policies** – online safety policies and procedures are in place and implemented.

- **Monitoring and evaluation** – risk assessment is taken seriously and used to promote online safety. There are appropriate filters and monitoring systems in place to protect children from harmful online material.
- **Management of Personal Data** – data is managed securely and in accordance with the requirements of the UK GDPR and Data Protection Act 2018.

The setting will act proactively should they become concerned about children's exposure to inappropriate content or risks online

Honour- Based Abuse (HBA):
So called 'honour-based' abuse encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including:

- Female Genital Mutilation
- Breast Ironing
- Forced Marriage

The setting takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

Female Genital Mutilation (FGM)
FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DP, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the child or young person's wishes. The Multi-agency statutory guidance on female genital mutilation, 2020 will be followed

In accordance with the Female Genital Mutilation Act, it is a statutory duty for professionals to report 'known' cases of FGM in under-18s which they identify in the course of their professional work, to the police.

Breast Ironing
Breast ironing also known as 'Breast Flattening' is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education. Much like FGM, Breast Ironing is a harmful cultural practice and is child abuse and is classified as physical abuse.

Forced Marriage
Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full

and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The legal age of marriage was raised in February 2023 to 18 years. It means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

Child Abuse linked to faith or belief: Abuse linked to faith or belief is not confined to one faith, nationality or ethnic community. Concerns for a child's welfare are identified and could be caused by a belief in witchcraft, spirit or demonic possession, ritual or satanic abuse features; or when practices linked to faith or belief are harmful to a child. Any abuse that takes place against those who are branded (or labelled) either as a witch or having been possessed by an evil spirit is unacceptable. Significant harm (including murder) can occur because of concerted efforts to 'excise' or 'deliver' evil from a child (or vulnerable adult). Spotting the signs that this abuse exists can prevent escalation from 'subtle' harms that may go unnoticed, to 'extreme' situations where there is loss of life. Witchcraft beliefs are used to blame a person (rather than circumstances) for misfortune that happens in life.

Child Exploitation:
Extremism and Radicalisation
In 2010 the Government published The Prevent Strategy. This highlighted the need to safeguard children, young people and families from violent extremism and radicalisation.

The setting recognises that children and young people are susceptible to extremist ideology and radicalisation and that protecting children from this risk forms part of the setting's safeguarding procedures. The Prevent Duty: safeguarding learners vulnerable to radicalization (2023) and Prevent Duty Guidance: for England and Wales,' HM Government (2024) will be followed.

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. The committee/owner will ensure that the all staff have undertaken Prevent training (online), which is refreshed every two years. The setting DSLs should be aware of local procedures for making a Prevent referral.

Child Sexual Exploitation (CSE)
CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the

sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. (Child Sexual Exploitation, Definition and Guide: DFE, 2017)

CSE can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Potential indicators of CSE will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of CSE arise.

Child Criminal Exploitation (CCE)
CCE is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. CCE can occur even if activity appears to be consensual.

The setting will address indicators of CCE with staff through training. Staff will follow the procedures outlined in this policy if concerns of CCE arise.

The DSL will complete the Safeguarding Partnership Board Exploitation Risk Assessment and Management Tool and refer to Children's Social Care if there is a concern that a young person may be at risk of CCE.

Child Sex Trafficking (CST)
CST is a repeated process involving two or more adults in which a child is recruited and transferred to a location in order to be sexually exploited.

Child on Child Abuse
Children and young people may be harmful to one another in a number of ways, this is classified as Child on Child abuse this can can include:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual bullying
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos
- Sexual violence and sexual harassment
- Abuse within intimate partner relationships
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting – where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention

of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

The setting will:

- Be clear that child on child abuse, sexual violence and sexual harassment will not be tolerated.
- Provide training for staff on how to manage and report concerns.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe.
- Record any risk assessments and keep them under review.
- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations
- Liaise closely with external agencies, including police and social care, when required.
- Ensure staff are aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Sexual Violence and Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary age and beyond. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect them and will be exacerbated if the alleged perpetrator(s) attends the same setting. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

The setting will:

- Be clear that sexual violence and sexual harassment will not be tolerated.
- Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe.

- Record any risk assessments and keep them under review.
- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- Liaise closely with external agencies, including police and social care, when required.

Further information can be gained from:
- Keeping Children Safe in Education - Part Five, 2026
- Sharing nudes and semi-nudes: advice for education settings working with children and young people, UKCIS, December 2020
- Safeguarding Partnership Board: Child Sexual Behaviour Assessment Tool

- Chaotic drug and/or alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- Disturbed moods as a result of withdrawal symptoms or dependency.
- Unsafe storage of drugs and/or alcohol or injecting equipment.
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

Children Misusing Drugs or Alcohol
The discovery that a young person is misusing legal or illegal substances or reported. evidence of their substance misuse is not necessarily sufficient in itself to initiate child. protection proceeding. The setting will consider such action in the following situations: When there is evidence or reasonable cause:
- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse.
- To believe the young person's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults.
- Where the misuse is suspected of being linked to parent/carer substance misuse
- Where the misuse indicates an urgent health or safeguarding concern
- Where the young person is perceived to be at risk of harm through any substance associated criminality

Children with Family Members in Prison
The setting is committed to supporting children/young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child. The setting recognises that children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation, poor mental health and poor attendance. The setting will treat information shared by the family in confidence and it will be shared on a 'need to know' basis. The setting will work with the family and the child to minimise the risk of the child not achieving their full potential.

Young Carers
The setting recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

The setting will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

Online Safety
It is important that children and young people receive consistent messages about the safe use of technology and can recognise and manage the risks posed in both the real and the virtual world. Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to all fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks to their well-being.

The issues can be categorised into three areas of risk:

- **Content** – being exposed to illegal, inappropriate or harmful material.
- **Contact** – being subjected to harmful online interaction with other users.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm.

Best practice:

- **Whole setting approach** – staff recognise and are aware of e-safety issues and the management team make online safety a priority.
- **Policies** – online safety policies and procedures are in place and implemented.
- **Monitoring and evaluation** – risk assessment is taken seriously and used to promote online safety. There are appropriate filters and monitoring systems in place to protect children from harmful online material.
- **Management of Personal Data** – data is managed securely and in accordance with the requirements of the GDSLR and Data Protection Act 2018.

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

All children can suffer injuries during their early years as they explore and develop. If an explanation of how a child received their injury doesn't match the injury itself or if a child's injuries are a regular occurrence or there is a pattern to their injuries, then we will report our concerns.

Sexual abuse
Sexual abuse involves forcing, or enticing, a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative

acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse; women can also commit acts of sexual abuse, as can other children.

Action must be taken if a staff member witnesses an occasion(s) where a child indicates sexual activity through words, play, drawing, has an excessive preoccupation with sexual matters; or has an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. This may include acting out sexual activity on dolls/toys or in the role-play area with their peers; drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words.

If a child is being sexually abused staff may observe both emotional and physical symptoms.

Emotional signs:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Personality changes such as becoming insecure or clingy.
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys.
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate.
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a career.
- Becoming worried about clothing being removed
- Suddenly drawing sexually explicit pictures or acting out actions inappropriate for their age
- Using sexually explicit language.

Physical Signs:

- Bruises
- Bleeding, discharge, pains or soreness in their genital or anal area
- Sexually transmitted infections
- Pregnancy

Any concerns about a child or family will be reported to the children’s social care team.

Emotional abuse (2026) defines emotional abuse as ‘the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development’. It may involve conveying to a child that they are

worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

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

Signs and indicators may include:

- Physical, mental and emotional development lags
- Sudden speech disorders
- Overreaction to mistakes
- Extreme fear of any new situation
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression
- Appear unconfident or lack self-assurance.

Action will be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection. Children may also experience emotional abuse through witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

Neglect

Working Together to Safeguard Children (2026) defines Neglect as 'the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development'. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

a. Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
b. Protect a child from physical and emotional harm or danger.
c. Ensure adequate supervision (including the use of inadequate caregivers)
d. Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in, or a

child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g., a child may not be receiving the attention they need at home and may crave love and support at nursery. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

Action will be taken if the staff member has reason to believe that there has been any type of neglect of a child.

Honour- Based Abuse (HBA):
So called 'honour-based' abuse encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including:

- Female Genital Mutilation
- Breast Ironing
- Forced Marriage

The setting takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

Female Genital Mutilation (FGM)
FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the child or young person's wishes. The multi-agency statutory guidance on female genital mutilation, 2020 will be followed.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for professionals to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police.

Breast Ironing
Breast ironing also known as 'Breast Flattening' is the process whereby young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education. Much like FGM, Breast Ironing is a harmful cultural practice and is child abuse and is classified as physical abuse.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.
The legal age of marriage was raised in February 2023 to 18 years. It means that 16- and 17-year-olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

Child Exploitation:

Extremism and Radicalisation
In 2010 the Government published The Prevent Strategy. This highlighted the need to safeguard children, young people and families from violent extremism and radicalisation.

The setting recognises that children and young people are susceptible to extremist ideology and radicalisation and that protecting children from this risk forms part of the setting's safeguarding procedures. The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015) will be followed.

Staff are required to be alerted to changes in children's behavior which could indicate they need help or protection. The committee/owner will ensure that the whole staff have undertaken Prevent training (online), which is refreshed every 2 years. The setting's DSL should be aware of local procedures for making a Prevent referral.

Child Sexual Exploitation (CSE)
CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. (Child Sexual Exploitation, Definition and Guide: DFE, 2017)

CSE can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Potential indicators of CSE will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of CSE arise.

Child Criminal Exploitation (CCE)

CCE is a form of harm that is a typical feature of **County Lines** activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. CCE can occur even if activity appears to be consensual.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

County Lines

The National Crime Agency (NCA) describe county lines as a term used to describe gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of 'deal line.' Customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Signs and indicators to be aware of include:

- Changes in the way young people you might know dress.
- Unexplained, sometimes unaffordable new things (e.g., clothes, jewellery, cars etc.)
- Missing from home or schools and/or significant decline in performance
- New friends or relationships with those who don't share any mutual friendships with the victim or anyone else.
- May be carrying a weapon.
- Receiving more texts or calls than usual
- Sudden influx of cash, clothes or mobile phones
- Unexplained injuries
- Significant changes in emotional well-being
- Young people seen in different cars/taxis driven by unknown adults.
- Young people seeming unfamiliar with your community or where they are.
- Truancy, exclusion, disengagement from school
- An increase in anti-social behaviour in the community
- Unexplained injuries
- Gang association or isolation from peers or social networks.

The setting will address indicators of CCE with staff through training. Staff will follow the procedures outlined in this policy if concerns of CCE arise.

The DSL will complete the Safeguarding Partnership Board Exploitation Risk Assessment and Management Tool and refer to Children's Social Care if there is a concern that a young person may be at risk of CCE.

Cuckooing
Cuckooing is a form of county lines crime in which drug dealers take over the home of a vulnerable person in order to criminally exploit them as a base for drug dealing, often in multi-occupancy or social housing properties. Signs that this is happening in a family property may be an increase in people entering or leaving the property, an increase in cars or bikes outside the home; windows covered, or curtains closed for long periods, family not being seen for extended periods; signs of drug use or an increase in anti-social behaviour at the home. If we recognise any of these signs, we will report our concerns as per our reporting process.

If staff have any concerns regarding county lines/cuckooing, they will be reported in the usual way.

Peer on Peer Abuse
Children and young people may be harmful to one another in a number of ways, this is classified as peer-on-peer abuse this can can include:
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.

- Sexual bullying
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos
- Sexual violence and sexual harassment
- Abuse within intimate partner relationships.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Up skirting – where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

The setting will:
- Be clear that peer on peer abuse, sexual violence and sexual harassment will not be tolerated.
- Provide training for staff on how to manage and report concerns.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe.
- Record any risk assessments and keep them under review.
- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- Liaise closely with external agencies, including police and social care, when required.
- Ensure staff are aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Sexual Violence and Harassment
Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary age and beyond. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect them and will be exacerbated if the alleged perpetrator(s) attends the same setting. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

The setting will:

- Be clear that sexual violence and sexual harassment will not be tolerated.
- Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe.
- Record any risk assessments and keep them under review.
- Consider the welfare of both the victim(s) and perpetrator(s) in these situations.
- Liaise closely with external agencies, including police and social care, when required.

Further information can be gained from:

- Keeping Children Safe in Education - 2026
- Sexual violence and sexual harassment between children in schools and colleges, DfE, September 2021
- Sharing nudes and semi-nudes: advice for education settings working with children and young people, UKCIS, December 2020

Child abuse linked to Faith and Belief

For the purposes of this policy the term *'abuse linked to faith or belief'* includes belief in witchcraft, spirit possession, demons or the devil, the evil eye or djinns, dakini, kindoki, ritual or muti killings and use of fear of the supernatural to make children comply with, for example, being trafficked for domestic slavery or sexual exploitation. Genuine beliefs can be held by children, families, carers and religious leaders that evil forces have entered the child and are controlling him or her. Abuse may occur when an attempt is made to 'exorcise' the child.

The beliefs which are the focus of this policy/ procedure are not confined to one faith, nationality or ethnic community.

Risks

The number of known cases suggests that only a small minority of people who believe in witchcraft or spirit possession go on to abuse children. However, the children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.

Abuse may happen anywhere, but it most commonly occurs within the child's home. Such abuse generally occurs when a carer views a child as being 'different', attributes this difference to the child being 'possessed' or involved in 'witchcraft' and attempts to exorcise him or her. The attempt to 'exorcise' may involve severe beating,

burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives although it may also occur in a place of worship.

A range of factors can contribute to the abuse of a child for reasons of faith or belief. Some of the most common ones are listed below:

- **Belief in evil spirits:** Belief in evil spirits that can 'possess' children is often accompanied by a belief that a possessed child can 'infect' others with the condition. This could be through contact with shared food, or simply being in the presence of the child.
- **Scapegoating:** A child could be singled out as the cause of misfortune within the home, such as financial difficulties, divorce, infidelity, illness or death.
- **Bad Behaviour:** Sometimes bad or abnormal behaviour is attributed to spiritual forces. Examples include a child being disobedient, rebellious, overly independent, wetting the bed, having nightmares or falling ill.
- **Physical differences:** A child could be singled out for having a physical difference or disability. Documented cases include children with learning disabilities, mental health issues, epilepsy, autism, stammers and deafness.
- **Gifts and uncommon characteristics:** If a child have a particular skill or talent, this can sometimes be rationalised as the result of possession or witchcraft. This can also be the case if the child is from a multiple or difficult pregnancy.
- **Complex family structure/changes in family structure:** Research suggests that a child living with extended family, non-biological parent or foster parents is more at risk. In these situations, they are more likely to have been subject to trafficking and made to work in servitude.

Indicators

In working to identify such child abuse it is important to remember every child is different. Some children may display a combination of indicators of abuse whilst others will attempt to conceal them. In addition to the factors above, there are a range of common features across identified cases. These indicators of abuse, which may also be common features in other kinds of abuse, include:

- a child's body showing signs or marks, such as bruises or burns, from physical abuse
- a child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children.
- a child's personal care deteriorating, for example through a loss of weight, being hungry, turning up to school without food or lunch money, or being unkempt with dirty clothes and even faeces smeared on to them.
- it may be directly evident that the child's parent or carer does not show concern for or have a close bond with the child.
- a child's attendance at school becoming irregular or the child being taken out of school altogether without another school place having been organised, or a deterioration in a child's performance at school.
- a child reporting that they are or have been accused of being 'evil', and/or that they are having the 'devil beaten out of them'.

Everyone should be alert to the indicators above and should be able to identify children at risk of this type of abuse and intervene to prevent it.

Up skirting

Up skirting involves taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate, or distress, the individual. This is a criminal offence, and any such action would be reported following our reporting procedures.

Fabricated illness

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The parent or carer may seek out unnecessary medical treatment or investigation; they may exaggerate a real illness and symptoms or deliberately induce an illness through poisoning with medication or other substances or they may interfere with medical treatments. Fabricated illness is a form of physical abuse, and any concerns will be reported, in line with our safeguarding procedures.

Protection and action to be taken.

All practitioners who come in to contact with children should be able to recognise evidence that a child is being abused or neglected, and know what to do to safeguard and promote the welfare of a child. This may be the crucial intervention that protects the child from further abuse or neglect. In any situation in which there are concerns for the safety and welfare of a child the Setting Referrals Procedure must be followed.

Adoption and annual review of the policy

This policy was adopted at a meeting of: *Wisbech Day Nursery*

held on: 9th October 2018

Signed on behalf of the Proprietor: *Sarah Vick*

This policy was reviewed on: *17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Whistle Blowing Policy

The whistle blowing procedure aims to help and protect both staff* and children. By following the procedure, you are acting to:

- ***prevent a problem getting worse,***
- ***safeguard children and young people, and***
- ***reduce the potential risks to others.***

The earlier you raise a concern, the easier and sooner it is possible for the setting to take action.

Throughout this policy the term staff includes paid staff, agency staff, volunteers and students.

Whistleblowing definition
Whistleblowing is the term used when a worker passes on information concerning wrongdoing.

Introduction

Wisbech Day Nursery is committed to the highest possible standards and recognises that its staff, students and volunteers are often the first to realise that there may be something wrong within the setting. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or they may fear harassment or victimisation. In these circumstances, it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The Public Interest Disclosure Act 1998 protects workers who raise concerns from victimisation or harassment. In accordance with that Act and its commitment to the highest standards of service delivery, the setting actively encourages its workers with concerns about any aspect of the setting's practice or any adult's, volunteer's or student's conduct to come forward and voice those concerns, in confidence, within the setting rather than overlooking a problem.

Objective
The aim of this policy and associated procedures is to establish an internal procedure that will encourage and enable staff, students and volunteers to raise concerns about any aspect of the setting's practice, (which do not meet the criteria for being dealt with as a complaint, grievance or allegation), in confidence and without fear of reprisals, to ensure that the setting continues to work within best practice and safeguard children and young people.

Scope

Concerns that should be raised via the Whistle Blowing Policy may be in relation to the actions/behaviours of other staff, students or volunteers, or about something that is perceived as:

- unlawful
- failing to comply with the setting's policy and procedures.
- poor practice
- improper conduct.

Principles

This policy is based on the following fundamental principles:

- All staff, students and volunteers have the right to raise concerns about perceived unacceptable practice or behaviour.
- The responsibility for expressing concerns about unacceptable practice or behaviour rests with all staff, students and volunteers.
- The setting will not tolerate harassment or victimisation and will take action to protect workers when they raise a concern in good faith.
- The setting will do its best to protect a whistle blower's identity when he/she raises a concern and does not want his/her name to be disclosed. However, if the concern raised needs to be addressed through another procedure, e.g., disciplinary procedure, the worker may be required to provide a signed statement as part of the evidence.
- In some circumstances the setting may have to disclose the identity of the worker without his/her consent, although this will be discussed with the worker first.
- Appropriate advice and support will be made available to staff, students and volunteers who raise concerns.
- Those who raise concerns will be kept informed of the progress and outcome of any investigation.
- The setting will not tolerate malicious allegations, this may be considered as a disciplinary offence.

Procedures

Procedures for reporting and investigating 'whistle blowing' concerns have been developed to ensure that:

- *Staff, students and volunteers can raise concerns (no matter how small they may appear) internally as a matter of course and receive feedback on any action taken.*
- *Concerns are taken seriously and dealt with quickly and appropriately.*
- *Staff and volunteers are reassured that they will be protected from reprisals or victimisation for whistle blowing in good faith*
- *Staff and volunteers can take the matter further if they are dissatisfied with the setting response and seek external advice and guidance.*

- *Issues raised are addressed via other procedures and policies as appropriate, e.g., safeguarding policy, allegations against an adult working in a setting, grievance, disciplinary, health and safety.*
- *Appropriate records are maintained for monitoring purposes.*

Raising a Concern

Staff, students and volunteers should raise concerns with the manager or management committee. Concerns should be raised in writing and include:

- reference to the fact that it is a whistle blowing disclosure.
- the background and history of the concerns
- names, dates and places (where possible)
- the reasons why the individual is concerned about the situation.

Staff who feel unable to put concerns in writing, can telephone or meet either the manager or a member of the management committee.

Who should you contact?

You should contact one of the following people in confidence:

Sarah Vick
Jasmin West

Investigation

The action taken will depend on the nature of the concern. All matters raised, **with the exception of allegations of abuse against a staff member, or unlawful activity**, will be investigated internally.

The appropriate person/s will investigate the concerns thoroughly, ensuring that a written response can be provided within ten working days.

The response should include details of how the matter was investigated, conclusions drawn from the investigation, and whom to contact should the staff member be unhappy with the response and wish to raise the matter.

If the investigation cannot be completed within the timescale above, the staff member should receive a response that indicates:

- progress to date
- how the matter is being dealt with
- how long it will take to provide a final response.

In order to protect individuals, initial enquiries (usually involving a meeting with the individual raising the concern), will be made to decide whether an investigation is appropriate and, if so, what form it should take. Concerns or allegations that raise issues that fall within the scope of other policies/procedures, will be addressed under those procedures.

Some concerns may be resolved at this initial stage simply, by agreed action or an explanation regarding the concern, without the need for further investigation.

If you do not feel that the complaint has been dealt with effectively or you still have concerns, you have a right to refer your concerns to Ofsted.

***Allegations of abuse against adults who work or volunteer in the setting**

If an allegation is made against a staff member or volunteer, the following action will be taken (as per the 'Allegations of Abuse against Adults who Work or Volunteer in a Childcare Setting' flowchart and guidance):

- The setting will ensure the immediate safety of the children.
- The setting will not investigate and immediately contact the Early Years Safeguarding Manager (if the Early Years Safeguarding Manager is not contactable, the Local Authority Designated Officer (LADO) should be contacted direct).
- The setting will notify Ofsted of a significant incident.
- The Early Years Safeguarding Manager will notify the LADO, who will decide if it could be a child protection concern.
- If the LADO decides that there is a child protection concern, external/internal agencies (e.g., police) will be informed by the LADO and the setting will act upon the advice given to ensure that any investigation is not jeopardised.
- It may be necessary for the employer to suspend the alleged perpetrator. Suspension is a neutral act to allow a thorough and fair investigation.
- If it is agreed that there is not a child protection concern, the setting will investigate further and feedback the outcome of the investigation to the Early Years Safeguarding Manager and Ofsted.

Useful contacts

Senior Adviser Intervention and Safeguarding (Gemma Hope)	*01223 714760*
Local Authority Designated officer (LADO)	*01223 727967*
Ofsted	*0300 123 1231*

<u>Further Advice and Support</u>

The National Society for the Prevention of Cruelty to Children (NSPCC) whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their setting. Staff can: call 0800 028 0285, the line is available from 9:00am to 6:00pm, Monday to Friday or email: help@nspcc.org.uk

It is recognised that whistle blowing can be difficult and stressful. Advice and support are available from your line manager and your HR provider.

"Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong". Sounding the Alarm - Barnardo's

Adoption and annual review of the policy

This policy was adopted at a meeting of:	*Wisbech Day Nursery*
held on:	Reviewed 17/8/2026

 Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Prevent Duty and Radicalisation policy.
(Please read in conjunction with the Safeguarding Policy)

EYFS: 3.4, 3.6, 3.7

Extremism – the Prevent Duty

Working Together to Safeguard Children (2026) defines extremism. It states *"Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.*

Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist".

Under the Counterterrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a cause for concern relating to a change in behaviour of a child, family member or adult working with the children in the setting, comments causing concern or actions that lead staff to be worried about the safety of a child in their care.

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act, and document all concerns when reporting further.

The NSPCC states that signs of radicalisation may be:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views.
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

We will tackle radicalisation by:

- Training all staff to understand what is meant by the Prevent Duty and radicalisation.
- Ensuring staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate.
- Ensure our nursery is an inclusive environment, tackle inequalities and negative points of view and teach children about tolerance through British Values
- Using the Government document Prevent Duty Guidance for England and Wales[1]

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
1st November 2020	*S Vick*	*71/8/2026*

[1] https://www.gov.uk/government/publications/prevent-duty-guidance

 Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Domestic Abuse, Honour Based Violence and Forced Marriage policy.
(Please read in conjunction with the Safeguarding Policy)

EYFS: 3.4, 3.6, 3.7

This policy should be read alongside our Safeguarding policy:

- Safeguarding Children Child Protection Policy
- Data Protection and Confidentiality
- GDSLR Privacy Notice.

The official definition of domestic abuse is: “any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. In practice domestic abuse is the abuse of power and control over one person by another and can take many different forms, including physical, sexual, emotional, verbal and financial abuse.

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity, and domestic abuse can happen at any stage in a relationship.

We aim to develop staff knowledge of recognising the signs and symptoms of domestic violence. These signs may include:

- Changes in behaviour: for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.
- Visible bruising or single, or repeated, injury with unlikely explanations
- Change in the manner of dress: for example, clothes that do not suit the climate which may be used to hide injuries.
- Partner or ex-partner stalking employee/parent in or around the workplace; this may include excessive phone calls or messages.
- Partner or ex-partner exerting an unusual amount of control or demands over work schedule.
- Frequent lateness or absence from work.

We will raise awareness of domestic abuse within our setting by:

- Sharing information with external organisations that can offer support with incidents of domestic violence. The information will be displayed in visible spaces within the setting.
- Providing all staff with the telephone number for the free 24-hour National Domestic Violence Helpline (0808 2000 247)
- Sharing our domestic abuse policy and Child Protection and Safeguarding policies with all staff and families.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

The Domestic Violence, Crime and Victims Act 2004 extended provisions to help stop domestic abuse. It created a new offence "causing or allowing the death of a child or vulnerable adult". This Act was amended in 2012 (Domestic Violence, Crime and Victims (Amendment) Act 2012) to include 'causing or allowing serious physical harm (equivalent to grievous bodily harm) to a child or vulnerable adult'.

If we are concerned that domestic violence is happening within a home and a child is at risk, we will follow our safeguarding policies' reporting procedures (see Child Protection policy).

Where incidents of domestic violence are shared by an employee or parent/carer, we will always respect confidentiality and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

Honour based violence.
Honour based violence (HBV) can be described as 'a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour'; such as being held against their will, sexual or psychological abuse, threats of violence, assault or forced marriage.

Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no honour or justification for abusing the human rights of others.

We aim to develop staff knowledge of recognising the signs and symptoms of HBV. These signs may include:

- Changes in how they dress or act, they may stop wearing 'western' clothing or make-up.
- Visible injuries, or repeated injury, with unlikely explanations.
- Signs of depression, anxiety or self-harm
- Frequent absences
- Restrictions on friends or attending events.

We will raise awareness of domestic abuse within our setting by:

- Sharing information with external organisations that can offer support with incidents of HBV. The information will be displayed in visible spaces within the setting.
- Sharing our HBV, child protection and safeguarding policies with all stakeholders.

Where incidents of HBV are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

Forced Marriage
A forced marriage is defined as ‘a marriage in which one, or both spouses, do not consent to the marriage but are coerced 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’.

If we suspect or receive information about a forced marriage being planned, then we will follow our safeguarding reporting procedures. If the person concerned is under the age of 18 years, then we will report the incident to the children’s social care team.

If we believe a person is in imminent danger of being forced into a marriage, we may contact the Police and the Governments Forced Marriage Unit (FMU) on 020 7008 0151.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
1st November 2020	*S Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Modern Slavery and Human Trafficking Policy
(Please read in conjunction with the Safeguarding Policy)

EYFS: 3.6, 3.7

Legislation
The Modern Slavery Act received Royal Assent on 26 March 2015. The act consolidates slavery and trafficking offenses and introduces tougher penalties and sentencing rules.

Background
Child trafficking and modern slavery is becoming a more frequent form of child abuse. Children are recruited, moved, transported and then exploited, forced to work or are sold on.

Modern slavery is a term that covers:

- Slavery
- Servitude and forced or compulsory labour.
- Human trafficking.

Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. This policy should be used alongside the following policies to ensure all children, staff, parents and visitors are fully safeguarded:

- Safeguarding and child protection
- Whistleblowing
- Equality and inclusion

For an adult or child to have been a victim of human trafficking there must have been:

- *Action* (e.g., recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation)
- *Means* (threat or use of force, coercion, abduction, abuse of power or vulnerability) There does not need to be “means” for children as they are not able to give informed consent.
- *Purpose* (e.g., sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs).

Signs of abuse
Action should be taken if they appear to have some of these possible signs including under the control of someone else and reluctant to interact with others, the victim has few personal belongings and wear the same clothes every day or wear unsuitable clothes for work. The victim is not able to move around freely and is reluctant to talk to strangers or the authorities including appearing frightened, withdrawn, or show signs of physical or psychological abuse.

Procedure
When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure. If the child (or adult) is at risk of immediate harm then the police will be called, otherwise the local authority will be contacted, and the referral process will be followed as per the safeguarding procedure.
If we suspected and it wasn't possible to have a confidential conversation, we wouldn't confront them or cause a scene, as this will likely lead to increased harm for them. Instead, we would inform the relevant authorities, or organisations, working in the field.

If you are in the UK and suspect someone might be in slavery, you have several options:

- Call the Modern Slavery Helpline on 08000 121 700 or fill out an online form.
- Contact Crime Stoppers on 0800 555 111
- Contact the Police or local children social care teams.

This policy was adopted on	**Signed on behalf of the nursery**	**Date Reviewed**
November 2020	*S Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Use of mobile phones, cameras, Smart glasses and technological devices policy

**** Throughout this policy the term non-staff may include children, parents, visitors and contractors.***

1. Use of personal mobile phones, cameras, Smart glasses and other technological devices by staff, volunteers or students

First Steps Childcare (Cambs) Limited **recognises that staff, volunteers and students may wish to have their personal mobile phones at work for use in case of emergency. It is acknowledged that staff may also have other technological devices in their possession or within their personal belongings.**

However, safeguarding of children within the setting is paramount and it is recognised that personal mobile phones and technological devices, including Smart glasses have the potential to be used inappropriately or distract from the safe supervision of the children. The setting management has implemented the following policy:

- Personal mobile phones and other technological devices, should only be used outside of working hours and not when children are present. All devices with imaging and sharing capabilities including Smart glasses and watches should have messaging and camera modes turned off if worn when working directly with children.
- Personal mobile phones and technological devices should be stored in staff lockers or in the staff room. The setting will need to consider where devices will be stored if lockers are not available given the potential safeguarding risks.
- In very unusual circumstances, such as a family emergency, staff and volunteers should seek permission from the manager or employer to use their mobile phone or a technological device.
- If a staff member, student or volunteer must use their mobile phone or technological device (see above) this should be away from the children and ensuring that staff supervision levels are not compromised.
- Consideration will be given to Staff or children who have a technological device to record medical needs such in the case of recording blood sugar levels. This will be risk assessed recognising the unique need of this device and the clear use of it for the individual.
- Staff, students or volunteers who ignore this policy and use a mobile phone or other technological device on the setting premises without permission may face disciplinary action.
- The setting's main phone number can be used for emergencies by staff or volunteers or by people who need to contact them.
- In circumstances such as outings and off-site visits, staff will agree with their manager the appropriate use of mobile phones in the event of an emergency. The setting will consider purchasing an additional phone/s to be used on off-site trips and in emergencies when evacuation of the premises is required (such as fire emergencies).

- Where there is a suspicion that the material on a mobile phone or technological device may be unsuitable and may constitute evidence relating to a criminal offence,
  The 'Allegations of Abuse' process will be followed (please refer to the setting's 'Safeguarding and Child Protection Policy').
- Staff, students or volunteers remain responsible for their own property and will bear the responsibility of any losses.

2. Use of personal mobile phones, cameras, Smart glasses and other technological devices by non-staff*

First Steps Childcare (Cambs) Limited recognises that visitors may wish to have their personal mobile phones, Smart glasses and technological devices with them.

However, safeguarding of children within the setting is paramount and it is recognised that personal mobile phones, Smart glasses and other technological devices, have the potential to be used inappropriately and therefore the setting management has implemented the following policy:

- Staff and student mobile phones, Smart glasses and technological devices must only be used away from the children and kept in the staff room, or off site.
- The setting's main phone number can be used for emergencies.
- Photos of children must not be taken without prior discussion with the setting manager and in accordance with the UK General Data Protection Regulation and Data Protection Act 2018 (UKGDPR) and using the 'Use of images consent form' (please refer to the setting's document 'Guidance for settings on the use of images').
- In circumstances where there is a suspicion that the material on a mobile phone, Smart glasses or other technological device may be unsuitable and provide evidence relating to a criminal offence, the 'Allegations of Abuse' process will be followed (please refer to the setting's 'Child Protection and Safeguarding Policy').
- Visitors are required to store their mobile phone in the mobile phone locker in the entrance hallway.
- Visitors remain responsible for their own property and will bear the responsibility of any losses.
- Exceptions may be made when visitors need to use their device for medical recording such as in the case of recording sugar levels for a diabetic. The setting will risk assess the use of the device in this instance and remind the visitor of the strict use of the device for only this purpose.

3. Use of the setting's mobile phone, camera and technological devices

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* *The setting will also need to consider children's possession and use of mobile phones, Smart glasses and other technological devices brought to the setting and agree a clear protocol.*

First Steps Childcare (Cambs) Limited **provides a mobile phone and camera for staff to use to support their work with children. To ensure the appropriate use of this equipment, and to safeguard children, the following policy applies:**

- Only the camera and other technological devices belonging to the setting may be used to take appropriate and relevant images of children, i.e. observations, photographs of setting events and off-site trips.
- Images must be used in accordance with the UK GDPR and Data Protection Act 2018.
- Cameras and technological devices should only be used where two or more staff members are present.
- The setting's mobile phone used for off-site trips must be used only for work-related matters and must not have any social media apps installed.
- Where there is a safeguarding concern where abuse is suspected, the setting should not take images of a child's injury, bruising or similar even if requested by Children's Social Care. (Guidance for safer working practice for those working with children and young people in education settings, February 2022). The 'Log of Concern and Body Map' must be used to record all factual observations where abuse is suspected.
- In circumstances where there is a suspicion that the material on the setting's mobile phone or technological devices may be unsuitable and provide evidence relating to a criminal offence, the 'Allegations of Abuse' process will be followed (please refer to the setting's 'Child Protection and Safeguarding Policy').
- The setting's mobile phone and other technological devices remain the property of the setting at all times and should not be taken off the premises (except for outings or other off-site trips).
- The setting Designated Safeguarding Lead will be responsible for filtering and monitoring the use of devices within the setting, ensuring that they seek support from an IT specialist should there be concerns about the device and content.
- Recommendations for more information can be found from the UK Safer Internet Centre.
- Further consideration must be given to requirements within the Early Years Online Safety Considerations for Managers, UK Council for Internet Safety.

1. Use of personal technological devices by staff and volunteers

Wisbech Day Nursery recognises that staff, students and volunteers may wish to have their personal mobile phones at work for use in case of emergency. It is acknowledged that staff may also have other technological devices in their possession or within their personal belongings.

However, safeguarding of children within the setting is paramount and it is recognised that personal mobile phones and technological devices have the potential to be used inappropriately or distract from the safe supervision of the children. The setting management has implemented the following policy:

- Personal mobile phones and other technological devices should only be used outside of working hours and in the staff room, or off premises at break times.

- Watches that have a camera facility can only be worn in the setting if the staff member's mobile phone is stored in the safe in the manager's office or securely in the staff room. **Any smart watch must be set to do not disturb mode whilst the staff member is working in the playrooms.**
- Personal mobile phones and technological devices should be stored in staff lockers or in the staff room on the first floor of the building.
- Consideration will be given to Staff or children who have a technological device to record medical needs such in the case of recording blood sugar levels. This will be risk assessed recognising the unique need of this device and the clear use of it for the individual.
- Staff, students or volunteers who ignore this policy and use a mobile phone or other technological device on the setting premises without permission may face disciplinary action.
- The setting's main phone number can be used for emergencies by staff or volunteers or by people who need to contact them.
- In circumstances such as outings and off-site visits, staff will agree with their manager the appropriate use of mobile phones in the event of an emergency. The setting will consider purchasing an additional phone/s to be used on off-site trips and in emergencies when evacuation of the premises is required (such as fire emergencies).
- Where there is a suspicion that the material on a mobile phone or technological device may be unsuitable and may constitute evidence relating to a criminal offence,
  The 'Allegations of Abuse' process will be followed (please refer to the setting's 'Safeguarding and Child Protection Policy').
- Staff, students or volunteers remain responsible for their own property and will bear the responsibility of any losses.

2. Use of personal mobile phones, cameras and technological devices by non-staff**

***Wisbech Day Nursery* recognises that visitors may wish to have their personal mobile phones and technological devices with them.**

However, safeguarding of children within the setting is paramount and it is recognised that personal mobile phones and technological devices have the potential to be used inappropriately and therefore the setting management has implemented the following policy:

- Mobile phones and technological devices must only be used away from the children and where possible, off site.

* *The setting will also need to consider children's possession and use of mobile phones and technological devices and agree a clear protocol*

- In exceptional circumstances, such as a family emergency, visitors should seek permission from the setting manager to use the nursery land line telephone number.
- The setting's main telephone number can be used for emergencies.
- Photos of children must not be taken without prior discussion with the setting manager and in accordance with the General Data Protection Regulation (GDSLR) and Data Protection Act 2018 and using the 'Use of images consent form' (please refer to the setting's document 'Guidance for settings on the use of images.
- In circumstances where there is a suspicion that the material on a mobile phone or technological device may be unsuitable and provide evidence relating to a criminal offence, the 'Allegations of Abuse' process will be followed (please refer to the setting's 'Child Protection and Safeguarding Policy').
- Visitors remain responsible for their own property and will bear the responsibility of any losses.
- Exceptions may be made when staff or students need to use their device for medical recording such as in the case of recording sugar levels for a diabetic. The setting will risk assess the use of the device in this instance and remind the student/staff/family member of the strict use of the device for only this purpose.

3. Use of the setting's mobile phone, camera and technological devices

Wisbech Day Nursery **provides a mobile devices for staff, students and volunteers to use to support their work with children. To ensure the appropriate use of this equipment, and to safeguard children, the following policy applies:**

- Only the camera and technological devices belonging to the setting may be used to take appropriate and relevant images of children, i.e., observations, photographs of setting events.
- Images must be used in accordance with the GDSLR and Data Protection Act 2018.
- Cameras and technological devices should only be used where two or more staff members are present.
- It is not appropriate to take photographs of bruising or injuries on a child for child protection concerns. The 'Logging Concern Form and Body Map' must be used to record factual observations.
- The setting's mobile devices must only be used for work related matters.
- In circumstances where there is a suspicion that the material on the setting's mobile phone or technological devices may be unsuitable and provide evidence relating to a criminal offence, the 'Allegations of Abuse' process will be followed (please refer to the setting's 'Child Protection and Safeguarding Policy').
- The setting's technological devices remain the property of the setting at all times and should not be taken off of the premises (with the exception of visits and

outings but this must be agreed with the senior person on site before they any taken off premises).

- The setting Designated person will be responsible for filtering and monitoring the use of devices within the setting, ensuring that they seek support from an IT specialist should there be concerns about the device and content.
- Recommendations for more information can be found from the Safer Internet Centre.

Adoption and annual review of the policy

This policy was adopted at a meeting of: *Wisbech Day Nursery*

held on: *20th January 2019*

Signed on behalf of the Proprietor: *Sarah Vick*

This policy was reviewed on: *28/8/2026*

Useful contacts

Education Safeguarding Team	*ecps.general@cambridgeshire.gov.uk*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Online Safety Policy

Scope of the policy

This policy applies to everyone - staff, children, parents/carers, visitors, and contractors accessing the internet or using technological devices on the premises. The policy is also applicable where staff or individuals have been provided with setting issued devices for use off-site, for example setting organised visits and trips.;

We aim to:

- Raise awareness amongst staff and parents/carers of the potential risks associated with online technologies, whilst also highlighting the many learning and social benefits.
- Maintain a safe and secure online environment for all children in our care.
- Provide safeguarding protocols and rules for acceptable use to guide all users in their use of technology and online experiences
- Ensure all adults are clear about sanctions for misuse of any technologies both within and beyond the setting.

1. Hardware and provision use

Where staff have been issued with a device (e.g., setting laptop or iPad) for work purposes, personal use whilst off site is not permitted unless authorised by the provider/manager. The settings laptop/devices should be used by the authorised person only. Only technology owned by the setting will be used on the premises and on visits or outings. This includes mobile devices for everyday use, and, in case of emergency, a mobile phone is provided. Staff taking photographs or recording with technology not owned by our setting is specifically not allowed.

All staff have a shared responsibility to ensure that children are supervised when using the internet and related technologies to ensure appropriate and safe use as part of the wider duty of care and responding or reporting promptly issues of concern.

Setting issued devices only should be used for work purposes and, if containing sensitive information or photographs of children, should not leave the premises unless encrypted.

Online searching and installing/downloading of new programs and applications is restricted to authorised staff members only. Children should not be able to search or install anything on a setting device.

Setting issued devices should not leave the premises unless encrypted and this must be acknowledged in the policy. In the case of an outing, all data must be transferred/deleted from the setting's camera/device before leaving the setting.

2. Data Storage and Management

No electronic documents that include children's names or digital images will be transported out of the setting e.g., on Fobs, memory sticks.

Setting issued devices should not leave the premises unless encrypted. In the case of an outing, all data must be transferred/deleted from the setting's camera/device before leaving the setting.
Cybercriminals can damage a business, cause a temporary shutdown, expose confidential information, and access finances. The reputational damage could be huge and could lead to an investigation by the Information Commissioner's Office, resulting in hefty fines. Strong passwords that are reviewed regularly will be used to control access. The setting will ensure that all devices have protective software from viruses and malware and keep those up to date.

3. Email

The setting has access to a professional email account to use for all work-related business, including communication with parents/carers. This allows for email content to be monitored and protects staff from the risk of allegations, malicious emails or inappropriate contact with children and their families.

Staff must not engage in any personal communications (i.e., via Hotmail or Yahoo accounts etc.) with children who they have a professional responsibility for. This also prohibits contact with children who previously attended the setting.

Staff should not participate in any material that is illegal, obscene, and defamatory or that is intended to annoy or intimidate another person or persons.

All emails should stay professional in tone and be checked carefully before sending, just as an official letter would be. Care should be taken when forwarding emails from others.

Designated Safeguarding Leads and SENCOs will be provided an appropriate professional email address to receive and send confidential information regarding the care and wellbeing of a child. The DSL and SENCO should ensure an alternative, confidential email address is provided in times of leave, to ensure a timely response.

4. Social Networking

Employees must not access personal blogs/social networking sites on work premises or use the setting's internet systems or email address for their own use, without prior agreement or in accordance with the setting's policy.

The setting does not condone employees writing about their work on social networking sites or web pages. If employees choose to do so, they are expected to follow the following rules:

Staff must not:

- disclose any information that is confidential to the setting or any third party or disclose personal data or information about any individual child, colleague, or service user, which could be in breach of the UK General Data Protection Regulation (UKGDPR) and Data Protection Act 2018.
- disclose the name of the setting or allow it to be identified by any details at all. This includes posting photos of children and young people, the premises, or events with work colleagues.
- link their own blogs/personal web pages to the setting's website.

- make defamatory remarks about the setting, colleagues, or service users.
- misrepresent the setting by posting false or inaccurate statements.

Remember that anything posted online could end up in the public domain to be read by children, parents, or even future employers – so be careful what you post and who you post it to. For example, posting explicit pictures of yourself could damage your reputation and that of your profession and organisation. Parents and employers may also question your suitability to care for children.

Staff should not: send social networking site 'friend requests' to, or accept them from, children, young people or parents who use the setting. All communication with children and young people should always take place within clear and explicit professional boundaries. Staff should avoid any misinterpretation of their motives or any behaviour that could be construed as grooming. Failure to adhere to the rules and guidelines in this policy may be considered misconduct and could lead to disciplinary and/or criminal investigations.

Setting social media sites
Setting social networking sites containing information about children attending the setting must be "closed" i.e. the users of the site are accepted and monitored by the manager/administrator. No staff, families or children's personal information will be accessible by users of the site and the manager/administrator will ensure that users' profiles are kept private. The manager/administrator will moderate all postings to the site; they will review, and quality assure these before they appear, for example, to ensure they do not reveal personal information.

Safety Guidelines if using devices with children within the setting
Children will always be supervised when using devices and this will be used as a learning opportunity. All websites, apps and search results will be checked prior to children having access to them and safety and privacy settings are always kept at the highest level.
Staff will model the safe use of devices and online learning including activities away from devices that may support children's understanding of the risks online (further information on these activities can be found via Uk Safer Internet Centre)
Children will not use staff personal devices at any time. Any devices brought in from home will be securely stored for the duration of the child's attendance unless prior consent has been given by management. Any medical devices needed for the child's personal use will be risk assessed and managed with safety as a priority.

6. Sanctions
Misuse of technology or the internet may result in:
- the logging of an incident
- disciplinary action
- reporting of any illegal or incongruous activities to the appropriate authorities
- the allegations of harm process being followed using the relevant flowchart.

7. Children's Screen Use

Our setting, staff and employees follow the Screen Use requirements introduced in the EYFS 2026. Evidence shows that screens can have a big impact on children and their development in the early years.

Screen use should be avoided for under 2s and limited to up to an hour a day for children aged 2 to 5. We take a precautionary approach to using screens in our setting by limiting screen use for children and only use it carefully and intentionally, for specific learning and development aims.

In the setting for children under 2 years, we will avoid screen time altogether other than in exceptional circumstances such as a video call with parents and carers.

Screen time for 2–5-year-olds will be limited to 1 hour a day, less if possible. We are aware that screen time may be used at home so we will inform parents/carers if the setting has utilised screen time to support learning to enable parents to make an informed decision on any possible further use outside of the setting.

- All digital content will be supported by experienced practitioners in co-engagement and will be checked to ensure it is suitable for early years children, prior to showing it to the children
- slow-paced, repetitive and predictable – we will avoid fast-paced, over-stimulating content - this includes content which has a lot of cuts, movement and flashing on screen, complex audio with lots of fast-talking characters or overlapping music and dialogue, or complex plots
- It will be advert-free, as young children cannot discern between advertisements and other content
- free of scrolling and autoplay features, to ensure children are not inadvertently exposed to inappropriate content or able to access content for longer than planned use - this includes algorithm-driven content, such as video platforms

Filtering and Monitoring

DSLs and managers will ensure that the setting has appropriate filtering and monitoring systems in place and that a review of their effectiveness is carried out on a regular basis.

The people responsible for filtering and monitoring devices in our setting are;

Jasmin West. – Nursery Manager

Sarah Vick - Director

9.Other relevant policies and guidance

- Policy on the use of mobile phones, Smart glasses and technological devices
- Guidance for settings on the use of images and technological devices
- Safeguarding Children and Protecting Professionals in Early Years Settings: Online Safety Considerations for Managers (UK Council for Internet Safety, 2019)
- Safeguarding Children and Protecting Professionals in Early Years Settings: Online

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

- Safety Guidance for Practitioners (UK Council for Internet Safety, Feb 2019)

This policy should be read in conjunction with the Use of mobile Phones, cameras, Smart glasses and technology devices

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
1 November 2020	*S Vick*	*29/8/2026*

 Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Acceptable Internet Use Policy

Introduction

This guidance is designed to offer practical advice to settings to help them achieve a balance between safeguarding the children and young people in their care and ensuring families can celebrate in their children's achievements through the use of technology.

Settings are advised to have a clear policy which outlines the safety guidelines for the use of photography and mobile phones within the setting (3.4 Early Years Foundation Stage Safeguarding and Welfare Requirements)

The use of images can be divided into three categories:

- Images taken by the setting i.e., observations
- Images taken by parents at setting events
- Images taken by third parties

Ensuring images of children and young people are protected is not only about compliance or reputation but, most importantly, safeguarding. The duty to safeguard children and young people includes online spaces. Therefore, to further protect children we will consider primarily if the image of a child is necessary in this instance to either promote an activity, event or the setting. We aim to

- remove any identifying data
- Replacing images that directly show a student face-on
- using alternative angles or group shots where possible.
- Avoid names or full names.
- Limit public visibility of student images (e.g. closed groups rather than open platforms).
- Ensure all image metadata is stripped before publication.
- Use lower resolution images to reduce risk of misuse.
- Share clear information with parents and carers about potential risks and the processes in place to protect student imagery.
- Consider protective software solutions (e.g. watermarking, metadata scrubbing or "immunisation" tools) to reduce the risk of unauthorised alteration or misuse of student imagery.
- Replace images of any children or young people who are no longer members of the setting

Staff **must not** use personal technological devices (including mobile phones and cameras) to take images of children that attend the setting. The setting must consider the appropriate use of staff technological devices and should have a clear policy which outlines the agreed protocol.

The UK General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018 affect the use of photography. An image of a child is personal data and it is, therefore, a requirement that consent is obtained from the parent/carer of a child for

any images made such as those used for setting websites, observations, outings and events or other purposes. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

A signed consent form should be obtained from the child's parent/carer, and should be kept on the child's file, covering all cases where images of children are to be used – see Appendix A. Settings should annually review consent to ensure that parents and young people, who have previously given consent, can choose to opt out if they no longer wish to be included.

Where parents/carers have refused permission for their child/young person to be photographed or have not returned a completed and signed consent form, the child's image must not be recorded.

Where a parent/carer has given consent, but a child or young person declines to have an image taken, it should be treated as consent not having been given and other arrangements should be made to ensure that the child/young person is not photographed/filmed.

The setting will never exclude a child from an activity if consent is not given.

Care should be taken in relation to particularly vulnerable children such as Children in Care, recently adopted or those who have fled domestic abuse.

We will avoid using names during publication of images, and using only first names if we do need to identify them.

We will never publish personal information or disguising information about the child.

All images used will be of children wearing appropriate clothing and avoiding full face or body shots of any children taking part in activities such as swimming where there is heightened risk of them being misused.

We will promote the positives of activities in our images.

Examples:
*A photograph of a child is taken as part of their Learning and Development record and consent has been gained from parents/carers. The images are likely to be securely stored electronically with other personal data and the terms of the GDPR and Data Protection Act **will** apply.*

*A small group of children are photographed during an outing and the photo is to be used in the setting newsletter. This will be personal data but **will not** breach the UK GDPR and Data Protection Act 2018 if the children and/or their parents/carers have given their consent and the context in which the photo will be used.*

Parents and Carers Taking Photographs or Videos at Setting Events

Parents and carers may take photographs or videos of their own child at setting events, such as concerts, nativity plays, sports days or special celebrations. The UK

GDPR and Data Protection Act 2018 do **not** prevent parents or carers from taking images for their own **personal and private use**.

However, parents and carers must be respectful of the privacy of other children and families. Images or videos that include other children should **not be shared publicly or uploaded to social media without the appropriate permission**from the parents/carers of those children.

Examples

Personal use:
A parent takes a photograph of their child, along with some friends, during a sponsored fun walk and keeps the photograph in their family photo album. This is considered personal use, and the UK GDPR and Data Protection Act 2018 do **not** apply to that personal use.

Sharing on social media:
Grandparents attend the setting's nativity play and record a video of the performance. Keeping the video for their own personal use is permitted. However, if they intend to share the video on social media, such as Instagram or Facebook, they should ensure that they have permission from the parents/carers of any other children who can be identified in the recording.

When Can Parents Take Images?

The **Setting Manager** will decide when and where parents and carers may take photographs or videos at setting events.

Parents and carers will be informed in advance of any arrangements or restrictions relating to photography and filming. Where appropriate, the setting may ask parents and carers to:

- Only photograph or film their **own child**.
- Avoid deliberately photographing or filming other children.
- Not use flash photography where this may be distracting or disruptive.
- Keep mobile phones and recording devices secure and under their control.
- Not upload, post or share images or videos containing other children on social media or other public platforms without the appropriate permission.
- Follow any specific instructions given by staff during an event.

The setting reserves the right to ask a parent or carer to stop taking photographs or videos if this is necessary to protect children's privacy, safety or wellbeing.

By attending a setting event, parents and carers are expected to respect the privacy of all children, families and staff and to use images responsibly.

Third parties
Staff should challenge anyone who is using a camera, mobile phone or video recorder at the setting whom they do not recognise.

Images taken by the press
If a child is photographed by a newspaper, the photo becomes the property of the newspaper who has the final say as to how it is used. (N.B. images can be placed by editors on the newspaper's website). Generally, newspaper photos of groups of 12 or more children do not have the names of the children attached. Photos of smaller groups might include the full name of the child in the accompanying caption; however, the setting/parents are not obliged to provide children's names and it is recommended that they do not do so. The setting will collect the name and details of the person taking photographs onsite as a visitor and they will be escorted at all times.

Example:
A photograph is taken by a local newspaper of a setting event. As long as the setting has agreed to this, and the children and/or their guardians are aware that photographs of those attending the event may appear in the newspaper and given permission, this will not breach the GDPR and Data Protection Act 2018.

Images taken by an external photographer/videographer
If an event is being photographed by a hired professional photographer or an external person who has been asked to formally take image, the setting will ensure the photographer is provided with a clear brief about appropriate content, and the photographer is escorted at all times, whilst being correctly signed into the provision as a visitor. Parents, carers and children will be informed of the photographer's presence and all and any concerns will be reported as necessary.

Storage of images
The setting has a duty of care to safeguard images so that they cannot be used inappropriately, or outside the agreed terms under which consent has been obtained. Images can be stored digitally, on videotape, in prints or negatives, or electronically, provided the storage is secure.

Images must be maintained securely for authorised setting use only, and disposed of either by return to the child, parents, or by shredding. The Images taken will be stored for the length of time required and no longer than the child remains in attendance at the provision.

Consideration must be given to the use of doorbell recording devices, Alexa and other technological device that may hold images or voices of children. Doorbell footage will only be accessed by staff whilst on the property and not from an outside source without prior consent from management. These devices will be included in the DSL's filtering and monitoring processes that are in place. Further advice can be sought from the devices own Safeguarding policy.

Transfer of images
There is a risk, however small, that images may be lost while in the process of being transferred by either traditional or electronic methods. Therefore, there is the risk that

an individual who would use them inappropriately may obtain the images. This risk should be explained to parents and carers.

Publishing or displaying photographs or other images of children
The Department for Education advises that if the photograph is used, avoid naming the child. Whatever the purpose of displaying or publishing images of children care should always be taken to avoid the possibility that people outside the setting could identify and then attempt to contact children directly.

- Where possible, general shots of group activities rather than close up pictures of individual children should be used
- Children should be in suitable dress
- An article could be illustrated by including the children's work as an alternative to using an image of the child

Useful sources of information

The Information Commissioner Office website	https://ico.org.uk/
Guidance to the General Data Protection Regulation (GDPR) https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation	
Child Exploitation and Online Protection	www.ceop.gov.uk

Legislation
- Data Protection Act 2018
- General Data Protection Regulation (Regulation (EU) 2016/679)

Related Policies
- Whistleblowing
- Social Networking
- Safeguarding Children/Child Protection
- Online Safety

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Photography and Filming Children Policy

At **Wisbech Day Nursery** we wish to share and celebrate our children's achievements, including images of activities, experiences and opportunities they enjoy. Photographs and videos help us document children's learning, communicate with families and, where appropriate, promote our setting through our website, social media channels and other publications.

This policy should be read in conjunction with the Access, storage and retention of records policy, Critical incident policy, General data protection regulation (GDPR) privacy notice, Mobile phone and electronic device use policy, Online safety policy, Safeguarding children and child protection policy, Social networking policy and Supervision of visitors policy.

The safety and wellbeing of every child is our highest priority. This policy explains how we take, use, store and share images of children safely, lawfully and respectfully.

The purpose of this policy is to:

- Protect babies and children, specifically those where photographs and videos may be taken
- Set out the overarching principles that guide our approach to photographs/videos being taken of babies and children
- Ensure that we operate in line with our values and within the law when creating, using and sharing images of babies and children.

We have a responsibility to promote the welfare of all babies and children through taking, sharing and using images of children safely so that they do not inadvertently experience abuse through:

- Images being misused out of context or modified using AI, for example to create child abuse images
- A child being identified for the purpose of future grooming and abuse
- A vulnerable child being identified by an existing perpetrator of abuse
- A child or family being located or targeted, such as for identity theft or impersonation.

We recognise that:

- Sharing photographs and films of our activities can help us celebrate the successes and achievements of our children, provide a record of our activities and raise awareness of our organisation
- There are potential risks associated with sharing images of children online and the welfare of the children attending our setting is paramount
- Children and their parents have a right to decide whether their images are taken and how these may be used, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- Consent to take images of children is only meaningful when children and their parents understand how the images will be used and stored and are fully aware of the potential risks associated with the use and distribution of these images.

 Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

We will seek to keep our babies and children safe by:

- Asking parents to sign a permission form, supplying written consent to use children's images, such as for learning journeys
- Clearly explaining how images will be used, stored and shared, including informing parents that once an image has been published online, it may not be possible to remove it if consent is later withdrawn
- Not naming the children whose images are being used in our published material
- Never publishing personal information about individual children and disguising any identifying information (for example, our setting name, uniform or logo)
- Reducing the risk of images being copied and used inappropriately by:
    - Only using images of children in appropriate clothing, including no nursery branded clothing
    - Avoiding full face and body shots of children; where close-ups are used, we aim to use images that capture children side on
    - Using images that capture an activity from a distance, or exclude the child's face by capturing images of their engagement in the activity, e.g. just their hands
    - Using images that positively reflect children's involvement in the activity, experience or event and avoid images that may be prone to misinterpretation or misuse
    - Where children/s faces are visible we will reduce the resolution of images to limit the potential for them to be repurposed
    - Regularly reviewing the photo and video content on our website and social media platforms to assess if they meet the guidelines; where necessary, replace images of children with more generic visuals or illustrations
- Following our reporting procedures if we become aware of the abuse or misuse of images of our children.

Photography and/or filming for personal use:

- We do not allow parents to take any pictures or videos while in the nursery or at nursery events

Photography and/or filming for setting use:

- Staff must only take images or videos using the setting's own devices, as per the Mobile phone and electronic device use policy
- If we hire a photographer for an event, we will seek to keep our children safe by:
    - Providing the photographer with a clear brief about appropriate content and behaviour
    - Ensuring the photographer has a written agreement with the setting covering copyright, permitted use, secure transfer and deletion of images once received by the setting

- Ensuring the photographer has a relevant DBS check
- Ensuring the photographer wears identification at all times
- Informing children and their parents that a photographer will be at the event and ensuring they give written consent to images which feature their child being taken and shared
- If a parent does not consent to photographs/videos being taken, we will respect their wishes and make arrangements which will be agreed in advance with the photographer so they are aware not to take images of the child, ensuring that this is done in a way that does not single out the child or make them feel isolated. We will never exclude a child from an activity because we don't have consent to take their image
- Ensuring the photographer does not have unsupervised access to children
- Reporting concerns regarding inappropriate or intrusive photography following our child protection procedures.

We will store photographs and videos of children securely, in accordance with our safeguarding policy and data protection law.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
September 2025	Sarah Vick	*17/8/2026*

 Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Safeguarding guidance for intimate care

1. What is intimate care?

Intimate care encompasses areas of personal care, such as nappy/pads changing, wiping, washing and dressing.

2. Our approach to best practice

Support for children/young people with intimate care needs will be carefully planned and the setting will ensure that:

- Staff who provide intimate care are appropriately trained to meet the needs of individual children.
- All staff adhere to the setting's safeguarding and child protection policy and related procedures.
- Staff should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.
- The setting will consider the appropriateness of any areas of the setting which may place staff or children in vulnerable situations and alternative areas will be strongly considered. This includes situations where staff carry out intimate care procedures in an unsupervised and/or isolated area.
- *Mobile phones, cameras and technological devices are not used by children or staff in areas where intimate care is carried out.*
- Staff carrying out intimate care are appropriately supported and known to the child.
- Staff should be aware of their own limitations, only carrying out procedures they understand and feel competent and confident to carry out, if in doubt staff should ask.
- Suitable equipment and facilities are made available.
- Every intimate care procedure will be completed within an atmosphere of total respect and dignity both for the individual receiving care and for the person involved in giving the care.
- The number of adults engaged in the care should only reflect the minimum needed to perform the task safely and respectfully. Each situation should reflect both the safety and vulnerability of children/young people and staff.
- Intimate care is discussed and agreed with parents and carers beforehand.
- The needs and wishes of the child/young person are taken into consideration.
- An appropriate written plan for intimate personal care is discussed, agreed and shared with the child or young person and their family, signed by all involved and reviewed regularly.
- Every plan supporting intimate care must demonstrate how the child/young person can be enabled to develop their independence as far as is reasonably practical.
- Staff should ensure that the child or young person's privacy and modesty is respected and always protected.
- Staff should speak to the child personally by name so that they are aware of being the focus of the activity and seek their consent, where possible, to the intimate care about to take place.

- Staff must always communicate in an age-appropriate way taking into account the child's developmental level and preferred communication method.
- Staff should enable the child to be prepared for or anticipate events while demonstrating respect for her/his body, e.g. by giving a strong sensory or verbal cue such as using a sponge or pad to signal intention to wash or change.
- Staff should have knowledge and understanding of any religious and cultural sensitivities related to aspects of intimate care and take these fully into account.
- Staff should agree with the child and their family appropriate terminology for private parts of the body and functions. Best practice in personal safety work would be to use the correct anatomical names for intimate body parts.
- Intimate care is logged and recorded, and records logged in writing onto the online care diary. The written record will include the date and time the intimate care was carried out and by whom. Written records will be kept for 1 academic term.
- Staff should keep records where relevant, of a child's responses to intimate care and any changes in behaviour.
- The setting has procedures and plans in place for the day-to-day intimate care needs of a child or young person, but further consideration and risk assessment will need to be taken in good time before a trip, outing or an activity.
- Equal opportunities legislation is taken into account.

Intimate care – safeguarding children
If a member of staff has any concerns about physical or behavioural changes in a child/young person's presentation, e.g. marks, bruises, soreness, becoming watchful and wary, freezing, gaze aversion, they will immediately log and pass their concerns to the Designated Person for Child Protection in their setting.

Children and young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. An appropriate level of supervision to safeguard children and young people and/or to satisfy health and safety considerations will be implemented. This supervision should be appropriate to the needs and age of the child or young person concerned and sensitive to the potential for embarrassment.

Research has shown that whilst all children are vulnerable to abuse, young children and children and young people with disabilities are especially vulnerable. It is important to remember that some individuals may choose this line of work to gain access to vulnerable children in order to abuse them. One to one situation has the potential to make children/young people more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one situations with children/young people may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situation happen, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and young people and the adults who work with them.

The setting will ensure that intimate care practices including risk assessments are reviewed at least annually and staff are supported with their implementation and understanding of these. Adults will be encouraged to be vigilant about their own behaviour at all times, ensuring they strictly follow agreed procedures and be mindful of the needs of the children and young people with whom they care for. In the event

of an allegation being made against a member of staff, volunteer or student, the procedures for an Allegation of Abuse (as per the guidance and flow chart) will be followed.

Part of creating a protective ethos in settings involve raising awareness among staff and children as appropriate about the process of targeting and grooming used by sex offenders.

Targeting is the process offenders use to identify a victim. Children most likely to be targeted are those in groups identified as 'vulnerable'. They may fall into one or some of these categories: children with troubled or unsettled lives; with identified behavioural or emotional problems; who are separated from parents; who are known to have been previously abused; who are insecure with low self-esteem; who are isolated, socially or geographically; with disabilities or SEN.

Grooming is the process by which an offender manipulates the environment to increase the likelihood of offending without being caught. Some areas to consider in relation to grooming are:

- It involves adults and children.
- The more protective adults a child has in their network the less likely they will be successfully targeted.
- It is subtle and it may be carried out in such a way as to have an 'innocent' explanation.
- It is manipulative and deliberate.
- It may be seen as warmth and helpfulness making the person extremely plausible.
- It can be a slow process.
- Children become entrapped and feel responsible and guilty.
- Children are coerced to keep secrets.

Staff need to know that if they have concerns about the behaviour of a member of staff or volunteer within the setting, they must report their concerns immediately to the Manager or DSL. If the concerns are about the Manager or DSL they should speak immediately to the owner or committee chair.

Whistle blowing.
Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Staff and volunteers who use the setting Whistle Blowing Policy should be made aware that their employment rights are protected.

Staff and volunteers should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

Useful contacts and references

Early Years' Service	earlyyears.service@cambridgeshire.gov.uk
Guidance for Safer Working Practice for those working with children and young people in education settings, Safer Recruitment Consortium, February 2022 EYFS 2026	Particularly: Part 13: Physical contact (page12) Part 14: Other activities that require physical contact-Intimate care (pages 14-15) Part 15: Intimate/Personal care Section 3.88; Toilets and intimate hygiene

Guidance Reviewed 17/8/2026

 Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Safe and Respectful Care Guidance

EYFS: 3.1, 3.6

At **Wisbech Day Nursery** we believe that all children need to feel safe, secure and happy. This involves nursery staff being responsive to children's needs, whilst maintaining professionalism. This includes giving children cuddles and changing children's nappies or clothes.

To promote good practice and to minimise the risk of allegations we have the following guidelines:

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice.
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them, and we advise staff to report any such observed practice.
- Staff are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks.
- All staff are aware of the whistleblowing procedures and the manager carries out random checks throughout the day to ensure safe practices.

If a parent or member of staff has concerns or questions about safe care and practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the manager at the earliest opportunity. Management will challenge inappropriate behaviour in line with the supervision/ disciplinary or whistleblowing procedures. If the concern relates to the manager and/or nursery owner, then parents should contact:

Early Years Safeguarding Team	*01223 714760*
Local Authority Designated officer (LADO)	*01223 727967*
Ofsted	*0300 123 1231*

Guidance reviewed 29/4/25.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Child Absence Policy

1. Purpose of policy

The purpose of this guidance is to support further improvements in the wellbeing of children in the Early Years Foundation Stage (EYFS), especially in keeping them safe and supporting their learning and development. Whilst there is no national guidance for children of non-statutory school age, this guidance has been developed in line with the statutory guidance with the EYFS (Early Years Foundation Stage), DfE (Department for Education) and the Ofsted Early Years Inspection Toolkit

Early Years Attendance Guidance

By following this guidance, you contribute to safeguarding children and ensuring they receive an education. Many schools and settings have good practices and procedures in promoting, supporting, recording and monitoring the attendance of children in EYFS. This includes keeping accurate records of the daily times or arrival and departure of each child. It is clearly in the best interests of children and families that all schools and settings are aware of effective practice.

Staff Awareness and Compliance

All staff within your early years setting should be familiar with this guidance or your provision's attendance policy. If you choose to implement your own attendance policy, ensure it includes all relevant safeguarding and compliance measures. Staff must clearly understand the importance of good attendance and the necessity of maintaining best practices.

Children's Rights and Early Years Framework

Children of non-statutory school age have the right to health and early years services that support their full potential. The EYFS statutory framework outlines providers' responsibilities in partnership with parents/carers to promote learning, development, and school readiness. Practitioners must actively promote good attendance in line with EYFS requirements. Inspectors will assess whether staff are vigilant to potential safeguarding concerns, including:

- Poor or irregular attendance
- Persistent lateness
- Children missing from education
- Prolonged Absence (PA) Monitoring

From September 2025, (EYFS 2026, sec.3.11 & 12) under new EYFS guidance, all early year's settings must monitor and track prolonged absences (PA) as part of safeguarding.

 Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Conversations with Parents Regarding Poor Attendance
Discussing attendance concerns with parents of non-statutory school-age children can be challenging, as parents may assert that their child is not legally required to be in education. While this is correct, it is essential to remind parents of the benefits of regular attendance, as outlined above. Good attendance establishes positive habits, prepares children for school, fosters secure relationships, and builds self-esteem.

Additionally, if a parent is claiming funding for a child who is not attending or has prolonged absences, this must be addressed. Parents should be informed that both Local Authorities (LAs) and early years settings have a safeguarding duty to follow up on poor attendance and confirm the child's whereabouts.

This guidance specifically aims to help settings to use good attendance practice to:
• Ensure Safeguarding for children
• Raising outcomes for all children and supporting behaviours and attitudes to education.
• Ensure that children and families are supported effectively and undertake Early Help assessment and/or Children's Social Care referrals as required.

Why good attendance is important
Even for very young children, there are positive benefits to be gained from regular attendance, whatever the weekly pattern of childcare. This includes not only coming to every planned session but also being there on time. It is important that all staff understand the principles of good attendance practice and the importance of good attendance by children.

Benefits include the following:
Good habits
• It builds in young children the idea that getting up and going to school or pre-school is simply what you do.

• Children who attend every planned session develop a feel for the rhythm of the week and gain a sense of security from some regular elements, even when the actual pattern or focus of their learning or activity may vary widely from week to week.

Secure relationships
• Young children find it easier to build and sustain a range of social relationships when they regularly attend their childcare setting, according to the pattern agreed with the family.

• For some families, particularly at times of stress, the child's regular attendance at the setting allows parents to get other things done and helps them enjoy spending time with the child when he or she is at home.

Self - esteem
• Children who rarely miss sessions at the setting and come on time are more likely to feel good about themselves. This is because they know what goes on and what to

expect, feel more confident with adults and other children and have more opportunities to be valued and praised for their own special contribution.

• Children who regularly miss sessions or are generally late, can frequently experience a sense of having to try a little bit harder just to understand what is going on and what other children are talking about or doing.

• Regular attendance on time helps many young children to separate from their parents or carers at the start of the day and settle more readily into daily life in their setting.

Some children may need some flexibility when they first start attending to settle in but there should be a clear, time-bound plan in place to ensure the attendance patterns are normalised as soon as possible.

Learning and development

• Staff carefully plan every session for each child in their care and want to take every opportunity to help them thrive; experiences gained in one session are often developed further following the sessions.

• Children learn in many different ways; through playing with others and through being in the company of staff who actively support their learning and development.

• Underachievement is often linked to lower attendance. Good attendance and coming to the setting on time is important for every child, but especially those for whom specific factors make them more vulnerable to disengagement or underachievement.

Most children are well supported by their families and continue to thrive, whatever their background or circumstances, however, there may be factors in children's lives which make it more likely that they could experience some difficulties. So, it is particularly important to pay close attention to the patterns of attendance for potentially vulnerable groups of children, including, for example:

• Children facing difficult family circumstances e.g., housing problems, bereavement, separation/ divorce.
• Children from families experiencing some degree of financial hardship, e.g., in receipt of benefits.

• Children with additional needs, learning difficulties or disabilities.

• Children with English as an Additional Language (EAL)

• Children about whom other agencies have raised concerns, including those supported. through Early Help.

If any child's attendance starts to cause concern, it should be discussed with any other staff who work with any of the child's siblings who attend other settings and with the manager/DSL. This helps establish whether there are issues only for an individual child or if the family may be going through a challenging time.

In Our Setting, We Will:

Promote, Record and Monitor Attendance

Regular attendance is important for every child. Good attendance supports children's learning, development, wellbeing and, importantly, their safety. Monitoring attendance can help the setting identify children who may be vulnerable or whose circumstances may have changed.

When a child starts at the setting, parents/carers will be informed about the importance of regular attendance. They will also be made aware of how the setting records and monitors attendance and the steps that may be taken if concerns arise.

We will:

- Maintain **accurate and up-to-date attendance records** for every child, in accordance with the requirements of the EYFS.
- Ensure that attendance is recorded **clearly and accurately** for every session, whether registers are maintained electronically or manually.
- Maintain full registration details for every child, including relevant contact information and details of parents/carers and other authorised adults who may collect the child.
- Obtain **at least two emergency contacts** for each child wherever possible and ensure that contact details are kept up to date.
- Know which children are expected to attend each session. Knowing whether a child is present or absent provides important information to help keep children safe.
- **Follow up all unexplained absences promptly**, including considering the attendance of siblings where appropriate, and maintain clear records of explanations provided by parents/carers and any actions taken.
- Be **rigorous and persistent in monitoring attendance**, identifying and analysing patterns of absence, lateness or missed sessions.
- Pay particular attention to **changes or deterioration in a child's attendance**, including repeated absences, frequent lateness or unexplained non-attendance.
- Ensure that attendance concerns are shared with the **Designated Safeguarding Lead (DSL)** where appropriate and considered alongside any other safeguarding information known about the child or family.
- Ensure that senior leaders and the **Setting Manager/Owner** routinely monitor attendance and registers and take responsibility for identifying and addressing concerns.
- Ensure that staff understand their responsibilities for recording attendance and know what action to take if a child is absent, late or cannot be accounted for.
- Maintain appropriate records of attendance concerns, including **attempts to contact parents/carers, explanations received, actions taken and any referrals or advice sought**.

- Provide appropriate support to families where a child has an **extended absence for medical or other significant reasons**, taking account of the individual needs of the child and family.
- Where appropriate, work with parents/carers and relevant professionals to agree a **supported or phased return**following an extended absence, where this is in the child's best interests.
- Ensure that attendance information is available to support safeguarding, early identification of concerns and, where necessary, **multi-agency working**.
- Ensure that all staff know **where to seek advice and support** and who to contact if attendance concerns develop or if they have concerns about a child's safety or welfare.

Attendance monitoring will always be carried out **sensitively and without judgement**. We recognise that there may be genuine reasons why a child is absent or their attendance changes. Our priority is to work positively with families while ensuring that any safeguarding concerns are identified and responded to promptly.

- **If a child has been absent for four weeks within the same funding period, the Provider must contact the Early Years Funding Team.**

Managing Children's Attendance and Absence

The setting will take a proactive and persistent approach to monitoring children's attendance and following up unexplained or concerning absences.

We will:

- Be **rigorous and persistent in seeking and recording explanations for absence**, while always approaching families sensitively and without judgement.
- Develop **positive and respectful relationships with families**, ensuring that appropriate methods of communication are used to meet the individual needs of each family.
- Ensure that, through **staff induction and regular safeguarding reminders**, all staff understand what they must do and who they must inform if:
    - a child is absent or arrives late;
    - a child's attendance or punctuality shows a **changeable, irregular or deteriorating pattern**; or
    - a child is **missing from the setting** or cannot be accounted for.
- Ensure that staff understand the setting's procedures for **following up unexplained absences, persistent lateness and changes in attendance patterns** and know when concerns should be escalated to the Designated Safeguarding Lead (DSL).
- Ensure that the setting knows **where to seek advice, guidance or support** and whom to contact or alert if safeguarding concerns arise.
- Record attendance concerns and actions taken appropriately, ensuring that **patterns or emerging concerns are identified and responded to promptly**.
- Consider attendance and absence alongside other information known about the child and family. Where appropriate, concerns will be shared with the DSL

and relevant safeguarding agencies in accordance with the setting's safeguarding procedures.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
September 2026	Sarah Vick	

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Monitoring Staff Behaviour Policy

EYFS: 3.4-3.18, 3.19, 3.21, 3.22

Wisbech Day Nursery take the safety and welfare of our children and staff seriously. This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care. Within this policy we will also ensure that any changes to staff behaviours or ways of working are closely monitored, discussed and supported to ensure all children are safeguarded throughout their time here.

Expected staff behaviour.

Within our nursery we expect our staff to:

- Put our children first, their safety, welfare and ongoing development is the most important part of their role.
- Behave as a positive role model for the children in their care by always remaining professional and demonstrating caring attitudes to all.
- Work as part of the wider team, cohesively and openly.
- Be aware of their requirements under the EYFS Statutory Framework and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development.
- React appropriately to any safeguarding concerns quickly and concisely in accordance with the nursery / Local authority procedures and training received.
- Not share any confidential information relating to the children, nursery or families using the facility
- Maintain the public image of the nursery and do nothing that will pull the setting into disrepute.
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional.
- Report to management immediately any changes in personal life that may impact on the ability to continue the role. These may include (but not limited to) changes in police record, medication, people living in the same premises, any social service involvement with their own children.

Monitoring staff behaviour

Within the nursery we:

- Conduct regular peer observations using all staff and management, during which we will look at interactions with children and their peers.
- Have regular supervisions with all staff in which ongoing suitability will be monitored and recorded.
- Use a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues.
- Operate staff suitability forms and clauses in staff contracts to ensure any changes to their suitability to work with children are reported immediately to management.

- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the safeguarding policy.

Some behaviours that may cause concern and will be investigated further:

- Change in moods.
- Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation)
- Changes in the way of acting towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours
- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping.
- Extreme changes in appearance.

Procedures to be followed:
If we have a concern about changes in staff behaviour within the nursery, an immediate meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate.

Ultimately, we are here to ensure all staff can continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern about the safety or welfare of the children then the procedure on the safeguarding policy will be followed as in the case of allegations against a team member and the Local Authority Designated officer (LADO) will be called.

All conversations, observations and notes on the staff member will be logged and kept confidential.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	Sarah Vick	*Reviewed 17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Lone Working Policy

EYFS: 3.4-3.18, 3.19, 3.21, 3.22

At **Wisbech Day Nursery** we aim to ensure that no member of the team is left alone working in a room alone. However, there may be occasions when this isn't always possible due to:

- Toilet Breaks
- Nappy changes
- Comforting a child that may be unwell in a quiet area.
- Following a child's interest, as this may lead staff away with a child to explore an area.
- Supporting children in the toilet area that may have had an accident.

We always ensure that our staff: child ratios are maintained.

It is the responsibility of both the employee and their manager to identify the hazards and minimise the risks of working alone.

Considerations when deciding on lone working include how lone workers manage with a variety of tasks such as talking to parents and supervising activities whilst maintaining the safety and welfare of children and ensuring that each member of staff required to work alone has the training and/or skills for the role; e.g. paediatric first aid certificate, child protection/safeguarding training and competency, food hygiene training and if children younger than school reception age are present; hold a level 3 qualification.

Public liability insurance for lone working will be sought where applicable.

Employees/managers' responsibilities when left in a room alone include ensuring:

- To complete a risk assessment for staff working alone
- Ratios are maintained.
- There is someone to call on in an emergency if required.
- The member of staff and children are safeguarded at all times (relating to additional policies as above).

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

 Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Inclusion and Equality Policy

EYFS: 1.6, 1.7, 2.3, 3.20, 3.27, 3.28, 3.67, 3.73

Statement of intent

At **Wisbech Day Nursery** we take great care to treat everyone as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our nursery.

We do not tolerate discriminatory behaviour and take action to tackle discrimination, including taking all reasonable steps to prevent harassment and sexual harassment of our employees, including harassment from third parties, such as visitors to the premises.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Sarah Vick Nursery Manager at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be invoked under the nursery's disciplinary policy.

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2024
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.

The nursery and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity/paternity.
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according

to their individual circumstances, and the nursery's ability to provide the necessary standard of care.
- Making reasonable adjustments for children with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families.
- Providing a secure environment in which all our children can flourish, and all contributions are valued.
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote, and value diversity and difference and that the policy is effective, and practices are non-discriminatory.
- Making inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

Admissions/service provision
The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment
Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. Shortlisting should be done by more than one person if possible.

All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.
Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process.

Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

Staff
It is the policy of Wisbech Day Nursery not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Staff will follow the 'Dealing with Discriminatory Behaviour' policy where applicable to report any discriminatory behaviours observed.

Training
The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy. The nursery will strive towards the provision of inclusion, equality and diversity training for all staff on an annual basis.

Early learning framework
Early learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Identifying a key person to each child who will ensure that each child's care is tailored to meet their individual needs and continuously observe, assess and plan for their learning and development
- Listening to children's verbal and non-verbal communication and making children feel included, valued and good about themselves
- Ensuring that we know what each child knows and "can do" and has equal access to tailored early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect
- Supporting children to talk about their feelings and those of others, manage emotions and develop empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Knowing children well, being able to meet their needs and know when they require further support
- Establishing strategies that consistently enhance the opportunities and experiences of disadvantaged children, those with SEND, those who are known

(or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of all children are met and help children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

Information and meetings
Information about the nursery, its activities and their children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed on**
October 2018	*Sarah Vick*	*17/8/2026*

 Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Special Consideration for Employee's

At **Wisbech Day Nursery** we recognise that certain employees such as young persons, new and expectant mothers and persons with a disability may require special consideration.

Legal requirements
The nursery follows the legal requirements set out in The Management of Health and Safety at Work Regulations 1992 and the Equality Act 2024. Our Health and Safety Policy has regard to any employees requiring special consideration at the commencement of employment and during the course of it. The following procedure is followed.

Procedure
The Company Directors:

- Assesses any employee requiring special consideration in conjunction with the individual on induction to the nursery or when their condition or disablement comes to light.
- Carries out any risk's assessments relating to the occupation of such workers.
- Agrees with the worker any necessary special measures such as training and supervision, arrangements, modifications and medical surveillance.
- Carries out further assessments and reviews at least annually, or if and when any changes to the special circumstances or environment occur.

Disabilities
If you are disabled or become disabled, we encourage you to tell us about your condition so that we can consider what reasonable adjustments or support may be appropriate.

Part-time and fixed-term work
Part-time and fixed-term employees should be treated the same as comparable full-time or permanent employees and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

This policy was adopted on	Signed on behalf of the nursery	Date reviewed
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Special Educational Needs and Disabilities (SEND)

EYFS: 31.6, 1.7, 2.3, 2.5, 3.20, 3.27, 3.28, 3.67, 3.73

Statement of intent

At **Wisbech Day Nursery** we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs, and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

Where we that believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared.
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.

All children will be given a full settling in period when joining the nursery according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on the identification and assessment of any needs not being met by the universal service provided by the nursery.

 Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

- Include all children and their families in our provision.
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice.
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies.
- Ensure that children who learn quicker, e.g., gifted and talented children are also supported.
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required.
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day in accordance with their individual needs and abilities.
- Encourage children to value and respect others.
- Challenge inappropriate attitudes and practices.
- Promote positive images and role models during play experiences of those with additional needs wherever possible.
- Celebrate diversity in all aspects of play and learning.

Our nursery Special Education Needs, and Disabilities Co-ordinator (SENCO) is Jasmin West.

The role of the SENCO is to take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO should also ensure that appropriate records are kept including a record of children's SEN support and those with Education, Health and Care plans. The child's keyworker will remain responsible for working with the child daily and for planning and delivering an individualised programme. Using advice from the professionals involved with the child and the setting SENCO. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action (code of practice 2015).

The keyworker works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs practice and policy of the nursery, always making sure plans and records are shared with parents.

Methods

We will:

- Designate a named member of staff to be Special Educational Needs and Disability Co-ordinator (SENCO) and share her name with parents.
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals.
- Ensure that the provision for children with special educational needs and/or disabilities is the responsibility of all members of staff in the nursery.
- Ensure that our inclusive admissions practice includes equality of access and opportunity.
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities.
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education.
- Provide parents with information on sources of independent advice and support.
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- Use the graduated response system (see explanation below) for identifying, assessing and responding to children's special educational needs and disabilities.
- Provide a broad and balanced early learning environment for all children with special educational needs and/or disabilities.
- Provide differentiated activities to meet all individual needs and abilities.
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Care Plans (ICPs) for children with special educational needs and/or disabilities and discuss these with parents.
- Review ICPs regularly and hold review meetings with parents at this time.
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, considering their levels of ability.
- Use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and/or disabilities.
- Provide resources (human and financial) to implement our SEND policy.
- Ensure the privacy of children with special educational needs and/or disabilities when intimate care is being provided.
- Use the local authorities Assessment Framework
- Provide in-service training for practitioners and volunteers.

- Raise awareness of any specialism the setting has to offer, e.g., Makaton trained staff.
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g., ICP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g., large print, additional languages.
- Monitor and review our policy annually.

Effective assessment of the need for early help
Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g., education, health, housing, police) there should be an inter-agency assessment. These early help assessments (EHA) should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who. should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective:
- the assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them.
- a teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This

referral can be made by any professional. *Working together to safeguard children 2015/17.*

Special Educational Needs and Disability code of practice
The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

The nursery will undertake a Progress Check of all children at age two in accordance with the Code of Practice. The early year's provider will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns 5) to prepare an EYFS Profile of the child.

The Code of Practice recommends that, in addition to the formal checks above, the nursery should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Stage 1
Where a practitioner or SENCO identifies a child with special educational needs, the nursery will assess and record those needs and provide a number of key actions to help the child. As part of this process, the nursery will consult with parents and seek any additional information from external professionals. The targets for the child, any teaching strategies or changes to provision, are set out in an Individual Care Plan (ICP). The plan will be continually under review in consultation with the child and his/her parent(s). This stage will involve a cycle of assessment, planning and review in increasing detail, with increasing frequency, to identify the best ways of securing and maintaining progress.

Stage 2
The setting SENCO, in consultation with the child's parents, decide that external support services are required. The nursery SENCO will complete an Early Help Assessment with the family in order to involve the Cambridgeshire County Council SEND Team to support with appropriate strategies to help the child.

Statutory assessment
If the help given through an ICP is not sufficient to enable the child to progress satisfactorily, it may be necessary for the nursery, in consultation with the parents and any external agencies already involved, to request a statutory assessment by the local authority. This may lead to the child receiving an education, health and care plan.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

 Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Looked After Children

EYFS: 3.1, 3.2, 3.4, 3.6, 3.20

At **Wisbech Day Nursery** is committed to providing a welcoming and inclusive quality environment for all children and families.

Definition and legal framework
The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home.

The term 'looked after child' denotes a child's current legal status. The nursery never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act 2006
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014).

Our policy
Our nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with the carer before they start nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are several reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential. The nursery staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for where appropriate. Practitioners are supported by management at all times, and we have an open-door policy if they need to discuss any sensitive issues regarding the child.

Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate.

The designated persons for 'looked after children' is Sarah Vick and Jasmin West

Each child is allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages.

Where necessary we will develop a care plan with carers and professionals. This will include:

- The child's emotional needs and how they are to be met.
- How any emotional issues and problems that affect behaviour are to be managed?
- The child's sense of self, culture, language/s and identity - how this is to be supported.
- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- How any special needs will be supported?

In addition, the care plan may also consider:

- How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with any other organisation or professionals and how it will be recorded and stored
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be in the setting, when, where and what form the contact will take will be discussed and agreed.
- Who may collect the child from nursery and who may receive information about the child?
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in planning.
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, we will complete a Personal Education Plan (PEP) for any children aged three to five in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews. The key person and designated 'looked after' person will work together to ensure any onward transition to school, or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of artwork and mark making will be passed on to the carer at this stage.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Dealing with Discriminatory Behaviour

EYFS: 3.1, 3.2, 3.52

At **Wisbech Day Nursery** we do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents have a right to know if discrimination occurs and what actions the nursery will take to tackle it. We follow our legal duties in relation to discrimination and record all incidents any perceived or actual relating to discrimination on any grounds and report these where relevant to children's parents and the registering authority.

Definition and legal framework

Types of discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic.
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic.
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic.
- **Indirect discrimination** can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim.
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'.
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2024 or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity.

Incidents may involve a small or large number of persons; they may vary in their degree of offence and may not even recognise the incident has discriminatory

implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes.
- Graffiti and other written insults (depending on the nature of what is written)
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature.
- Threats against a person or group of people pertaining to the nine protected characteristics listed above.
- Discriminatory comments including ridicule made in the course of discussions.
- Patronising words or actions.

Our procedures

We tackle discrimination by:

- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour or bullying taking place
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members.
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery.
- Informing: the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see the policy on disciplinary procedures).

We record any incidents of discriminatory behaviour or bullying to ensure that:

- Strategies are developed to prevent future incidents.
- Patterns of behaviour are identified.
- Persistent offenders are identified.
- Effectiveness of nursery policies are monitored.
- A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding Policy in order to safeguard children and families concerned.

Nursery staff
We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery.

We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Health and Safety Policy

EYFS: 3.25, 3.28, 3.29, 3.30, 3.44, 3.45, 3.46, 3.47, 3.50, 3.51, 3.54, 3.55, 3.56, 3.57, 3.63, 3.64, 3.65, 3.66

At **Wisbech Day Nursery** we provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children and parents, we provide information, training and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

Legal framework
We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2026
- The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by Public Health England, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

Aims and objectives.
The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this, we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces.
- Establish and maintain safe working practices amongst staff and children.
- Make arrangements for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances.
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the nursery to avoid hazards and

contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training.
- Maintain a healthy and safe nursery with safe entry and exit routes.
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery.
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments.
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in
- Encourage all staff, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the nursery environment are low and we will maintain the maximum protection for children, staff and parents. The nursery will:

- Ensure all entrances and exits from the building, including fire exits are clearly identifiable and always remain clear.
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action.
- Ensure that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out.
- Have the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order.
- Ensure that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children.
- Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate.
- Ensure there are suitable hygienic changing facilities (see infection control policy)
- Prohibit smoking on the nursery premises.
- Prohibit any contractor from working on the premises without prior discussion with the Company Directors
- Encourage children to manage risks safely and prohibit running inside the premises unless in designated areas.
- Risk assesses all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery.
- Ensure all cleaning materials are placed out of the reach of children and kept in their original containers.
- Wear protective clothing when cooking or serving food.
- Prohibit certain foods that may relate to children's allergies, e.g., peanuts are not allowed in the nursery.
- We follow the EU Food Information for Food Consumers Regulations (EU FIC). These rules are enforced in the UK by the Food Information Regulations 2014 (FIR). We identify the 14 allergens listed by EU Law that we use as

ingredients in any of the dishes we provide to children and ensure that all parents are informed.
- Follow the allergies and allergic reactions policy for children who have allergies.
- Ensure risk assessments are undertaken on the storage and preparation of food produce within the nursery.
- Familiarise all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are.
- Provide appropriately stocked first aid boxes and check their contents regularly.
- Ensure children are supervised at all times.
- Ensure no student or volunteer is left unsupervised at any time.
- Ensure staff paediatric first aid certificates are on display (or made available to parents).

Responsibilities
The designated Health and Safety Officer in the nursery is **Barrie Vick**

The employer has overall and final responsibility for this policy being carried out at:
27 – 29 Lynn Road Wisbech Cambs PE13 3DD

The nursery manager/deputy nursery manager will be responsible in his/her absence.

All employees have the responsibility to cooperate with senior staff and the manager to achieve a healthy and safe nursery and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter (see separate policy on disciplinary procedures).

Whenever a member of staff notices a health or safety problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to the *senior member of staff in the area/*deputy manager/*manager.

Daily contact, staff meetings and health and safety meetings provide consultation between management and employees. This will include health and safety matters.

Health and safety training
Person responsible for monitoring staff training is **Barrie Vick**

Health and safety are covered in all induction training for new staff.

Area	Training required	Who
Paediatric First aid	External Training Course	All staff

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Dealing with blood	In house training/course	All staff
Safeguarding/Child protection	External course / In house	All staff
Care of babies	In house training/course	Half of the staff working with under 2's
Risk assessment	In house training/course	All staff
Fire safety procedures	In house training	All staff
Food hygiene Level 2	External Training Course	All staff
Allergy awareness	In house training/course	All staff
Manual handling	In house training/course	All staff
Stress awareness and management	In house training/course	All staff
Changing of nappies	In house training	All staff and students
Fire warden duties	In house training	Fire Warden
Medication requiring technical or medical knowledge e.g., Epi Pen	External course	As required
SENCO	External course	SENCO
Supervision and appraisal	External course	Managers, Deputy and Room Leaders

At at least one member of staff on duty MUST hold a full paediatric First Aid certificate in the nursery and when on outings. In addition to this, all newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting.

All trained first aiders must be listed in the first aid policy.

Health and safety arrangements

- All staff are responsible for general health and safety in the nursery.
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources and cleaning equipment.
- These are reviewed at regular intervals and when arrangements change.
- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our outings policy.
- All equipment, rooms and outdoor areas will be checked thoroughly by staff before children access them or the area. These checks will be recorded and initialled by the staff responsible. Unsafe areas will be made safe/removed

from the area by this member of staff to promote the safety of children. If this cannot be achieved the manager will be notified immediately

- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs, e.g., easy to access toilet area and fresh drinking water.
- The nursery will adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises.
- All staff and students will receive appropriate training in all areas of health and safety which will include risk assessments, manual handling and fire safety. We may also use benefit risk assessments for activities and resources for children.
- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident.
- We have a clear fire safety policy and procedure which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is to be shared with all staff, students, parents and visitors to the nursery.
- We review accident and incident records to identify any patterns/hazardous areas.
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Staff and parents will receive these updates, as with all policy changes, as and when they happen.
- Staff and parents can contribute to any policy through the suggestion scheme and during the regular meetings held at nursery.

Legionnaire's check: Appropriate health and safety checks will be conducted prior to reopening including legionnaires checks.

COSHH assessment: We will ensure that a COSHH assessment is completed for any intended use of bleach and disinfectant products used on site.

Essential supplies: We will ensure an adequate supply of essential supplies by ordering in advance. Contingency plans are in place to minimise the impact of any shortages of supplies. The setting will not be able to operate without essential supplies required for the management of infection control.

A monitoring system for the usage of PPE is essential to ensure that a supply of stock is available to all who require it, as and when required to meet the operational needs of the setting.

In case the supply of food is interrupted, procedures will be implemented to ensure appropriate and sufficient food alternatives are sourced, and normal food safety, and hygiene, processes are followed.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

The policy is kept up to date and reviewed especially when the nursery changes in nature and size. It is revised annually, or as and when required. We therefore welcome any useful comments from members of staff, parents and visitors regarding this policy.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Allergies and Allergic Reactions

EYFS: 3.47, 3.45

At Wisbech Day Nursery we are aware that children may have or develop an allergy resulting in an allergic reaction.

We aim to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

We ensure that:

- Children's food is prepared and provided in line with their individual needs, developmental stage and any agreed care or allergy plans
- Staff understand and consistently apply arrangements for managing allergies, food intolerances and dietary requirements.

Our procedures

- Our staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis.
- We ask parents to share all information about allergic reactions and allergies on child's registration form and to inform staff of any allergies discovered after registration.
- We share all information with all staff and keep an allergy register in every playroom.
- Where a child has a known allergy, Barrie Vick will carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting the nursery and shares this assessment with all staff.
- All food prepared for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type.
- The manager, nursery cook, and parents will work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or substituting specific meals on the current nursery menu.

- Seating will be monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies and the potential risks?
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a first aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the incident book and on the allergy register.
- If an allergic reaction requires specialist treatment, e.g., an EpiPen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child.

Food Information Regulations 2014
From 13 December 2014, we will incorporate additional procedures in line with the Food Information Regulations 2014 (FIR).

- We will display our weekly menus on the Parent Information Board and will identify when the 14 allergens are used as ingredients in any of our dishes.

Transporting children to hospital procedures
The nursery manager/staff member must:

- Call for an ambulance immediately if the allergic reaction is severe. DO NOT attempt to transport the sick child in your own vehicle.
- Follow the instructions from the 999 call handler.
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital.
- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter.
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together.
- Inform a member of the management team immediately.
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

This policy was adopted on	**Signed on behalf of the nursery**	**Date Reviewed**
1st November 2020	*S Vick*	*17/8/2026; August 2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Sickness and Illness

EYFS: 3.44, 3.45, 3.46

Wisbech Day Nursery promotes the good health of all children attending. To help keep children healthy and minimise infection, we do not expect children to attend nursery if they are unwell. If a child is unwell, it is in their best interest to be in a home environment with adults, they know well rather than at nursery with their peers.

Our procedures
In order to take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- If a child becomes ill during the nursery day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time, we care for the child in a quiet, calm area with their key person, wherever possible
- We follow the guidance given to us by Public Health England (formerly the Heath Protection Agency) in Guidance on Infection Control in Schools and other Childcare Settings and advice from our local health protection unit on exclusion times for specific illnesses, e.g., sickness and diarrhoea, measles and chicken pox, to protect other children in the nursery.
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to nursery until they have been clear for at least 48 hours.
- We notify Ofsted as soon as possible and in all cases within 14 days of an incident where we have any child or staff member with food poisoning which is believed to originate from the Nursery Meals.
- We inform all parents if there is a contagious infection identified in the nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection.
- We exclude all children on antibiotics for the first 24 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g., asthma and the child is not unwell) This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is non-negotiable.
- We make information/posters about head lice readily available, and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice, we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.

Meningitis procedure
If a parent informs the nursery that their child has meningitis, the nursery manager will contact the Infection Control (IC) Nurse for their area. The IC Nurse will give guidance and support in each individual case. If parents do not inform the nursery,

we will be contacted directly by the IC Nurse and the appropriate support will be given. We will follow all guidance given and notify any of the appropriate authorities including Ofsted if necessary.

Transporting children to hospital procedure
The nursery manager/staff member must:

- Call for an ambulance immediately if the sickness is severe. DO NOT attempt to transport the sick child in your own vehicle.
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital.
- Redeploy staff, if necessary, to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together.
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter.
- Inform a member of the management team immediately.
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/08/2026*

Infection Control

EYFS: 3.44, 3.45, 3.46

At **Wisbech Day Nursery** we promote the good health of all children attending through maintaining high hygiene standards and reducing the chances of infection being spread. We follow the Infection Control in Schools and other Childcare Settings guidance which sets out when and how long children need to be excluded from settings, when treatment/medication is required and where to get further advice from.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus, which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses. We follow the guidance below to prevent a virus or infection from moving around the nursery.

Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs, following “Catch it, Kill it, Bin” campaign.
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- Develop children’s understanding of the above and the need for good hygiene procedures in helping them to stay healthy.
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately.
- Clean and sterilise all potties and changing mats before and after each use.
- Clean toilets at least daily and check them throughout the day.
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this.
- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser or through washing in the washing machine.
- Wash or clean all equipment used by babies and toddlers as and when needed including when the children have placed it in their mouth.
- Store dummies in individual hygienic dummy boxes labelled with the child’s name to prevent cross-contamination with other children.
- Store toothbrushes (where applicable) hygienically to prevent cross-contamination.
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child.
- Provide labelled individual bedding for children that is not used by any other child and wash this at least once a week.

- Ask parents and visitors to remove all outdoor footwear or use shoe covers when entering rooms where children may be crawling or sitting on the floor.
- Where applicable wear specific indoor shoes or slippers whilst inside the rooms and make sure that children wear them as well
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are contagious.

In addition:

- The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery.
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery.
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises.
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Medication

EYFS: 3.19, 3.44, 3.45, 3.46

At **Wisbech Day Nursery** we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see sickness and illness policy). If a child requires medicine, we will obtain information about the child's needs for this and will ensure this information is kept up to date.

We follow strict guidelines when dealing with medication of any kind in the nursery and these are set out below.

Medication prescribed by a doctor, dentist, nurse or pharmacist.

- Prescription medicine will only be given when prescribed by the above and for the person named on the bottle for the dosage stated.
- Medicines must be in their original containers with their instructions printed in English.
- Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff who will then note the details of the administration on the appropriate form and another member of staff will check these details.
- Those with parental responsibility must give prior written permission for the administration of each medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
    1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g., if the course of antibiotics changes, a new form will need to be completed.
    2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed.
    3. Parents must notify us IMMEDIATELY if the child's circumstances change, e.g., a dose has been given at home, or a change in strength/dose needs to be given.
- The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist.
- The parent must be asked when the child has last been given the medication before coming to nursery; and the staff member must record this information on the medication form. Similarly, when the child is picked up, the parent or guardian must be given precise details of the times and dosage given throughout the day. The parent's signature must be obtained at both times.
- At the time of administering the medicine, a level 3 qualified member of staff will ask the child to take the medicine or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (It is important to note

that staff working with children are not legally obliged to administer medication)
- If the child refuses to take the appropriate medication, then a note will be made on the form.
- Where medication is “essential” or may have side effects, discussion with the parent will take place to establish the appropriate response.

Non-prescription medication *(these will not usually be administrated)*

- The nursery will not administer any non-prescription medication containing aspirin.
- The nursery will only administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought
- If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner.
- If a child needs liquid paracetamol or similar medication during their time at nursery, such medication will be treated as prescription medication with the onus being on the parent to provide the medicine, or Nursery will provide one specific type of medication should parents wish to use this, for example Calpol and Children’s Nurofen.
- On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given a specific type of liquid paracetamol or antihistamine in particular circumstances such as an increase in the child’s temperature or a wasp or bee sting. This form will state the dose to be given, the circumstances in which this can be given e.g., the temperature increase of their child, the specific brand name or type of non-prescription medication and a signed statement to say that this may be administered in an emergency if the nursery CANNOT contact the parent.
- An emergency nursery supply of fever relief (e.g., Calpol) and antihistamines (e.g., Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date.
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the nursery will make every attempt to contact the child’s parents. Where parents cannot be contacted then the nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, the circumstances surrounding the need for this medication and the medical history of the child on their registration form. Giving non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms, e.g., for an increase in temperature the nursery will remove clothing, use fanning, tepid cooling with a wet flannel. The child will be closely monitored until the parents collect the child.
- For any non-prescription cream for skin conditions e.g., Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child’s name.

- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form.
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given.
- The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.

Injections, pessaries, suppositories
As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication.

Staff medication

All nursery staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or too unwell to meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy. If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability they must inform their line manager and seek medical advice. The nursery manager will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept in the person's locker/separate locked container in the staff room or nursery room where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored out of reach of the children. If it must be kept in the first aid box in the playroom, this should be labelled with the name of the member of staff.

Storage

All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children.

Emergency medication, such as inhalers and EpiPen's, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach.

Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children.
All medications must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Immunisation

At **Wisbech Day Nursery** we expect that children are vaccinated in accordance with the government's health policy and their age[2]. We ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children/staff/parents in the best way possible. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age.

We make all parents aware that some children in the nursery may not be vaccinated, due to their age, medical reasons or parental choice. Our nursery does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations and ask parents to sign a disclaimer.

We record, or encourage parents to record, information about immunisations on children's registration documents and we update this information as and when necessary, including when the child reaches the age for the appropriate immunisations.

We recommend that children do not attend nursery for 24 hours after a childhood vaccination to ensure they have no adverse reaction.

Staff vaccinations policy

It is the responsibility of all staff to ensure they keep up to date with their vaccinations, as recommended by the NHS vaccination schedule and keep the nursery informed.

If a member of staff is unsure as to whether they are up to date, then we recommend that they visit their GP or practice nurse for their own good health.

Emergency information
We keep emergency information for every child. We regularly reminders to parents via newsletters and on the Parent Information Board to keep us informed of any changes.

Flu nasal vaccination.
Children having the nasal flu vaccination will be able to attend the nursery on the same day.

This policy was adopted on	Signed on behalf of the nursery	Date Reviewed
1 November 2020	*S Vick*	**17/8/2026**

[2] https://www.nhs.uk/conditions/vaccinations/nhs-vaccinations-and-when-to-have-them/

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Children's Well-Being at Nursery

EYFS 3.44

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the EYFS this is covered in the children's personal, social, emotional development and physical development. Both of which are prime areas of learning.

Physical well-being covers everything physical to do with the body:

- Growth and development
- Moving and keeping physically fit
- Caring for your health (e.g., washing, cleaning teeth, etc.)
- Eating a balanced and nutritious diet
- Rest and appropriate sleep patterns.

Mental and emotional well-being includes:

- Acknowledging, expressing and coping with feelings and emotions
- Thought processes
- Reducing stress and anxiety.

Social well-being includes:

- Relationships
- Family (close and extended)
- Friends
- The feeling of belonging and acceptance
- Compassion and caring approaches.

Spiritual well-being can cover the following:

- Value and beliefs held
- Personal identity and self-awareness.

At **Wisbech Day Nursery** we ensure that all children, families, staff and visitors are welcomed, and we are an inclusive setting. We support all to embrace their spiritual well-being and celebrate key events with them.

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of play inside and outside. We provide nutritionally balanced meals for the children and support our staff to make healthy choices in regard to their physical health.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines.

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Children are provided with quiet and calming areas for rest, sleep and relaxation. This enables them to recharge their batteries and supports both their physical and mental wellbeing

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We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children's mental and emotional well-being is supported. We provide activities in which children can recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they can't cope with just yet. We support children's self-regulation through carefully planned activities and resources. This includes supporting children to manage their own emotions and behaviours using rules and boundaries created by the children themselves. Staff use the promoting positive behaviour policy to ensure consistency.

Staff can recognise when a child may need support with their emotions and provide this one to one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age will support them throughout their life.

This policy was adopted on	**Signed on behalf of the nursery**	**To be Reviewed**
1st November 2020	*Sarah Vick*	*17/8/2026; August 2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Promoting Positive Behaviour

EYFS: 3.2, 3.52, 3.53

At **Wisbech Day Nursery** we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour always and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g., biting.
- Encourage self-discipline, consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Ensure that all staff act as positive role models for children.
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown.
- Work in partnership with parents by communicating openly.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent.
- Promote non-violence and encourage children to deal with conflict peacefully.
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families.
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate.
- Have a named person who has overall responsibility for behaviour management.

The Nursery Management team is responsible for managing behaviour will:

- Advise other staff on behaviour issues.
- Along with each room leader will keep up to date with legislation and research.
- Support changes to policies and procedures in the nursery.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

- Access relevant sources of expertise where required and act as a central information source for all involved.
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, by physically abusing another child or adult e.g., biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

When children behave in unacceptable ways:

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking.
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable.
- We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents.
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour, they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity.
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong

empathy skills and have a good understanding of why saying sorry is appropriate.

- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate.
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist.
- We support children in developing non-aggressive strategies to enable them to express their feelings.
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child.
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs.
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.

Anti-bullying

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure.
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way.

- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways.
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem.
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors and out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.
- We will ensure that this policy is available for staff and parents, and it will be actively publicised at least once a year to parents and staff.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Biting

At **Wisbech Day Nursery** follow a positive behaviour policy to always promote positive behaviour. However, we understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

Our procedures
The nursery uses the following strategies to help prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents.
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter. Complete an incident form to share with the parents at the end of the child's session.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g., tiredness or frustration.
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.
- Arrange for a meeting with the parent whose child has been bitten, particularly if the child has been bitten several times, to provide reassurance that the nursery is managing biting incidents effectively.
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out. In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g., in some cases of autism where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

128Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Overall Approach to Risk Assessment

EYFS: 3.64

At **Wisbech Day Nursery** we promote the safety of children, parents, staff and visitors by reviewing and reducing any risks.

Risk assessments.
Risk assessments document the hazards/aspects of the environment that needs to be checked on a regular basis, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how this will be monitored and checked and by whom.

The nursery carries out written risk assessments regularly (at least annually). These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g., a significant piece of equipment is introduced; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance.

All outings away from the nursery are individually risk assessed and adequately staffed with paediatric first aid trained practitioners. For more details refer to the visits and outings policy.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Complaints and Compliments

EYFS: 3.74, 3.75

At **Wisbech Day Nursery** we believe that parents are entitled to expect courtesy and prompt, careful attention to their individual needs and wishes. We hope that at all times parents are happy with the service provided and we encourage parents to voice their appreciation to the staff concerned.

We record all compliments and share these with staff.

We welcome any suggestions from parents on how we can improve our services and will give prompt and serious attention to any concerns that parents may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the nursery.

We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our *Safeguarding/Child Protection Policy.

Internal complaints procedure

Stage 1
If any parent should have cause for concern or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up with the child's key person or a senior member of staff/room leader.

Stage 2
If the issue remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery manager / director. The manager / director will then investigate the complaint and report back to the parent within 14 working days. The manager / director will document the complaint fully and the actions taken in relation to it in the complaint’s logbook.
(Most complaints are usually resolved informally at stage 1 or 2.)

Stage 3
If the matter is still not resolved, the nursery will hold a formal meeting between the manager / director, parent and a senior staff member to ensure that it is dealt with comprehensively. The nursery will make a record of the meeting and document any actions. All parties present at the meeting will review the accuracy of the record and be asked to sign to agree it and receive a copy. This will signify the conclusion of the procedure.

Stage 4
If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted at any time they have a concern, including at all stages of the complaint's procedure, and are given information on how to contact Ofsted. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the nursery's registration. Its risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the nursery. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, result of any investigations and any information given to the complainant including a dated response.

Parents will be able to access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

Contact details for Ofsted:

Email: enquiries@ofsted.gov.uk

Telephone: 0300 123 1231

By post:
Ofsted
Gate Street
Piccadilly
Manchester
M1 2WD

Parents will also be informed if the nursery becomes aware that they are going to be inspected and after inspection the nursery will provide a copy of the report to parents and/or carers of children attending on a regular basis.

This policy was adopted on	Signed on behalf of the nursery	Review Date
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Early Learning Opportunities Statement

EYFS: 1.1 – 1.12, 2.1-2.6

At **Wisbech Day Nursery** we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a positive play environment for every child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas needing further staff or parental assistance.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin year.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

Direct observation is supplemented by a range of other evidence to evaluate the impact that practitioners have on the progress children make in their learning including:

- evidence of assessment that includes the progress of different groups of children:

- assessment on entry (starting point), including parental contributions.

- two-year-old progress checks (where applicable)
- on-going (formative) assessments, including any parental contributions.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home.

We share information about the EYFS curriculum with parents and signpost them to further support via the following website:
www.foundationyears.org.uk/

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
1st November 2020	*S Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Early Education Funding (EEF) Policy

Early Education Funding ensures that eligible children benefit from quality early years education. Wisbech Day Nursery works with children, parents and the Local Authority's Early Education and Childcare Places Team to ensure that we deliver early education to a high standard and provide planned learning activities in line with children's interests which helps children's development progress and prepare them for their present and future education.

As an Early Education Provider, we are required to follow the guidelines set out in the Provider Agreement procedures and the Statutory Framework for the Early Years Foundation Stage (2024). We are required to ensure that children for whom we receive EEF attend regularly and must inform the Early Years and Childcare Sufficiency Team if children do not attend.

To comply with these requirements the nursery will:

- Require you to complete an Early Education Funding Parent / carer declaration before your child starts an EEF-funded place.
- Require a copy of the EEF funding confirmation letter including the entitlement code for Government Funded 2-year-old Targeted funded sessions (Free Two's)
- Require seeing a copy of the child's birth certificate.
- We will ask you to contact the nursery to inform us if your child is going to be absent or late and the reasons for this. We will record reasons given for the absence, late arrival or early departure on the daily attendance register and monitor its frequency.
- We expect that you inform the setting if your child will not be attending due to any reason, such as trips and holidays, etc.
- The nursery reserves the right to change a child's pattern of attendance giving a minimum of **two months' notice in writing** to the parent/guardian.
- There will be no exchange of Early Education Funded sessions due to the child's absence or closure days.
- If your child leaves the setting the nursery will require **4 weeks notice in writing** from the parent/guardian.

Government Funded Working Parents Childcare

Wisbech Day Nursery offers government-funded childcare for working parents on a stretched funding basis only. We off the following terms:

- Parents will be able to claim up to the maximum of 570 free funded hours by allocating a maximum of 11.4 hours per week x 50 weeks = 570 hours.

The sessions available for this funding are:

- Full day
- 7am – 1pm
- 1 – 6pm

- Free early education-funded hours will be allocated on a pro-rata basis. 11.4 hours/number of days attended.
  If only one full day is attended, then a maximum of 10 hours of free early education funding can be claimed. Wraparound charges will apply for the remaining 1.5 hours.

- Hours attended over the allocated free funding hours will be charged as wrap care at the required rate.
- Parents have the option to access nursery food or supply their own, nursery food will be charged at the required rate.
- Wisbech Day Nursery have the right to restrict the number of parents accessing free funded hours.
- Wisbech Day Nursery has the right to refuse a request for free funded hours only.
- Parents accessing full-day sessions will have priority of allocation of places.

Targeted 2 years old Government Funded Childcare (Free Two's)

Wisbech Day Nursery offers targeted funded sessions on the following terms:

- Children have the option of accessing 15 hours per week, term time or stretched funding of 11.4 hours per week.
- Session times are allocated at the discretion of the management.
- Hours attended over the allocated free funding hours will be charged as wrap care at the required rate.
- Parents have the option to access nursery food or supply their own, nursery food will be charged at the required rate.
- If only 1* full day attended, then a maximum of 10 hours of free early education funding can be claimed. Wraparound charges will apply for the remaining 1.5 hours.
- Wisbech Day Nursery have the right to restrict the number of parents accessing free funded hours.
- Wisbech Day Nursery has the right to refuse a request for free funded hours only.

Extended and Universal offer of Government Funded Education for children after their 3rd Birthday.

- Children have the option of accessing 15 hours per week, term time or stretched funding of 11.4 hours per week.

- Session's time are allocated at the discretion of the management.
- Hours attended over the allocated free funding hours will be charged as wrap care at the required rate.
- Parents have the option to access nursery food or supply their own, nursery food will be charged at the required rate.
- If only 1* full day attended, then a maximum of 10 hours of free early education funding can be claimed. Wraparound charges will apply for the remaining 1.5 hours.
- Wisbech Day Nursery have the right to restrict the number of parents accessing free funded hours.
- Wisbech Day Nursery has the right to refuse a request for free funded hours only.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
1/1/2024	*Sarah Vick*	*August 2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Section 2: Health and Safety

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Health and Safety in the Office & with Office Equipment

At First Steps Childcare (Cambs) Ltd we take the welfare of our employees seriously and put safeguards in place to help protect the health and safety of all employees. This includes any staff who are required to undertake office duties or use office equipment as part of their role including sitting at a computer.

We carry out risk assessments to assess any health and safety risks to employees carrying out office duties and provide appropriate equipment for their role.

Staff using computers can help to prevent health problems in the office by:

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen
- Maintaining a good posture
- Avoiding repetitive and awkward movements by using a copyholder and keeping frequently used items within easy reach
- Changing position regularly
- Using a good keyboard and mouse technique with wrists straight and not using excessive force
- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light.
- Adjusting the screen controls to prevent eyestrain.
- Keeping the screen clean
- Reporting to their manager any problems associated with use of the equipment.
- Planning work so that there are breaks away from the workstation.

Seating and posture for typical office tasks:

- Good lumbar support from the office seating
- Seat height and back adjustability
- No excess pressure on underside of thighs and backs of knees
- Foot support provided if needed.
- Space for postural change, no obstacles should be under the desk.
- Forearms approximately horizontal
- Minimal extensions, flexing or straining of wrists.
- Screen height and angle should allow for comfortable head position.
- Space in front of keyboard to support hand/wrists during pauses in typing.

If an employee requires additional support, please let the manager know as soon as possible.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Fire Safety

EYFS: 3.54, 3.55, 3.56

At Wisbech Day Nursery we make sure the nursery is a safe environment for children, parents, staff and visitors through our fire safety policy and procedures.

Barrie Vick makes sure the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises and seeks advice from the local fire safety officer as necessary.

Barrie Vick has overall responsibility for the fire drill and evacuation procedures. The Fire Alarm is tested weekly, and a full evacuation is carried out every 6 weeks or as and when a large change occurs, e.g., a large intake of children or a new member of staff joins the nursery. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

Barrie Vick is responsible for fire detection and control equipment and fire exits in line with the timescales in the checklist below.

Fire checklist.

	Who checks	How often	Location
Escape route/fire exits (all fire exits must be clearly identifiable)	All staff	Daily	Nursery Building
Fire Blankets	Lynn Fraser	Weekly	Kitchen
Evacuation pack	Room Leaders	Half Termly	Hallway
Smoke/heat alarms	Barrie Vick	Termly	Nursery Building
Fire alarms	Jasmin West	Weekly	Nursery Building
Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside	All Staff	Daily	Nursery Building

Registration

An accurate record of all staff and children present in the building must be always kept and children/staff must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the visitor's book. These records must be taken out along with the register and emergency contacts list in the event of a fire.

No smoking policy

The nursery operates a strict no-smoking policy – please see this separate policy for details.

140Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Fire drill procedure.
On discovering a fire:

- Calmly raise the alarm by pressing the nearest fire alarm call point and shout ‘Fire”
- Immediately evacuate the building under guidance from the Senior Person
- Using the nearest accessible exit lead the children out, assemble at far corner of the nursery garden, away from the building.
- Close all doors behind you wherever possible.
- Where possible, babies will be placed in the evacuation travel cot located in the nursery foyer and the cot will be carried outside by 2 members of staff.
- Do not stop to collect personal belongings on evacuating the building.
- Do not attempt to go back in and fight the fire.
- Do not attempt to go back in if any children or adults are not accounted for.
- Wait for emergency services and report any unaccounted persons to the fire service/police.

If you are unable to evacuate safely:

- Stay where you are safe.
- Keep the children calm and together.
- Wherever possible alert the manager of your location and the identity of the children and other adults with you.

The Room Leaders/Senior Person in room is to:

- Pick up the children’s register, staff register, mobile phone, keys, visitor book and fire bag/evacuation pack (containing nappies, wipes and blankets)
- In the fire assembly point area – check the children against the register.

The Senior Person is to:

- Telephone emergency services: dial 999 and ask for the fire service.
- Account for all adults: staff and visitors.
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

Remember

- Do not stop to collect personal belongings on evacuating the building.
- Do not attempt to go back in and fight the fire.
- Do not attempt to go back in if any children or adults are not accounted for.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Barrie Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Lockdown Policy

Go in, Stay in, Tune in

Invacuation procedure.

We will use the Lockdown procedure when the safety of the children and staff is at risk and we will be better placed inside the current building, with doors and windows locked and blinds/curtains drawn.

We will activate this emergency procedure in response to a number of situations, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- An intruder on the nursery site (with potential to pose a risk to staff and children in nursery)
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc.)
- A major fire or explosion in the vicinity of the nursery – as long as it is safer staying in the premises than leaving.

In this case the staff will be notified by the following action: WILL BE INITIATED BY "BY LOCKDOWN, LOCKDOWN, LOCKDOWN", ON THE INTERNAL WALKIE TALKIE SYSTEM.

All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, staff are to promptly and calmly direct children into the building, if this will not endanger them. Staff will make efforts to close and lock doors wherever safe to do so.

All individuals will keep away from the windows and doors and children will be occupied in the centre of the room, so they are not placed at risk or are able to see any situation developing outside.

The manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation via updates.

The manager on duty will manage the situation dependant on the situation and the information available. If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority, then the nursery will await further instructions.

Once all clear has been given externally, the manager will issue all clear internally using the code word "West Walton"

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

After this time the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events.

Any children showing worries or concerns will have one to one time with their key person to talk about these.

Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.

After the event a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully, and the procedure went as planned.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
1st November 2020	*Barrie Vick*	*17/8/2026; August 2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Safety Checks

EYFS: 3.54, 3.64, 3.65

At Wisbech Day Nursery we make sure the nursery is a safe environment for children, parents, staff and visitors by carrying out safety checks on a regular basis in accordance with the timescales set out in the nursery checklists. These include daily checks of the premises, indoors and outdoors, and all equipment and resources before the children access any of the areas. The checks are recorded to show any issues and solutions.

This policy should be read in conjunction with the fire safety, risk assessments, visits and outings and the equipment and resources policies. All staff should be aware of potential hazards in the nursery environment and monitor safety at all times.

Risk assessments.
Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how will this be monitored and checked and by whom.

The nursery carries out written risk assessments at least annually. These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g., a significant piece of equipment is introduced; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All outings away from the nursery are individually risk assessed. For more details refer to the visits and outings policy.

Electrical equipment

Who checks	How often	Location/Tel. no.
Registered person for PAT	Yearly	

- All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level.
- Electrical sockets are all risk assessed and any appropriate safety measures are in place to ensure the safety of the children.

Mains information
Locations of:
- Water stops tap: Car Park
- Gas point: Kitchen
- Fuse box: Baby milk kitchen, Portacabins, Kitchen entrance.
- Main electricity box**:** Cellar

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Dangerous substances
All dangerous substances including chemicals MUST be kept in locked areas out of children's reach. All substances must be kept in their original containers with their original labels attached. Safety Data Sheets (Control of Substances Hazardous to Health (COSHH)) and risk assessments must be kept for all substances and the appropriate personal protection taken and used e.g., gloves, apron and goggles.

Hot drinks and food
Hot drinks must only be consumed in the staff room. No canned drinks, sweets or crisps are to be kept or consumed in the nursery rooms.

Transport and outings.
The nursery has a comprehensive documented policy relating to outings, which incorporates all aspects of health and safety procedures including the arrangements for transporting and the supervision of children when away from the nursery.

Room temperatures
- Staff should be aware of room temperatures in the nursery and should ensure that they are suitable at all times and recorded on the appropriate sheet. There is a thermometer in each room to ensure this is monitored.
- Staff must always be aware of the dangers of babies and young children being too warm or too cold.
- Temperatures should not fall below 18°C in the baby rooms and 16°C in all other areas.
- Where fans are being used to cool rooms, great care must be taken with regard to their positioning.

Water supplies
- A fresh drinking supply is available and accessible to all children, staff and visitors.
- All hot water taps accessible to children are thermostatically controlled to ensure that the temperature of the water does not exceed 40°C.

Gas appliances
- All gas appliances are checked annually by a registered Gas Safety Register engineer.
- Carbon monoxide detectors are fitted.

The checklists used in nurseries include:

Checklists	Who checks	How often
Gas Boiler	C Grisman	Yearly
Gas Cooker	C Grisman	Yearly

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

October 2018	*Barrie Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Manual Handling

At Wisbech Day Nursery we recognise that staff need to carry out manual handling especially in relation to lifting children. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the nursery's manual handling policy. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury.

We know that lifting and carrying children is different to carrying static loads and therefore our manual handling training reflects this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

Preventing injuries
As with other health and safety issues, we recognise that the most effective method of prevention is to remove or reduce the need to carry out hazardous manual handling. Wherever possible, we review the circumstances in which staff have to carry out manual handling and re-design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, for example lifting children when changing nappies, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

- The tasks to be carried out.
- The load to be moved (including moving children)
- The environment in which handling takes place.
- The capability of the individual involved in the manual handling.

We expect staff to use the following guidance when carrying out manual handling in order to reduce the risk of injury.

Planning and procedure

- Think about the task to be performed and plan the lift.
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there.
- Never attempt manual handling unless you have read the correct techniques and understood how to use them.
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury. Complete the risk assessment required.
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going.

- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g., a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads.
- If more than one person is involved, plan the lift first and agree who will lead and give instructions.
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring.
- Lighting should be adequate.
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers.
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you.
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear.
- Consider a resting point before moving a heavy load or carrying something any distance.

Carrying children

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting.
- Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally.
- Wherever possible, avoid carrying the child a long distance.
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms.
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you and only carry one child at a time.
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing.
- Students and pregnant staff members will not carry children.

Position

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself, or turn the load around, so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

Lifting

Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight.
- Tuck the chin in on the way down.
- Lean slightly forward if necessary and get a good grip.
- Keep the shoulders level, without twisting or turning from the hips.
- Try to grip with the hands around the base of the load.
- Bring the load to waist height, keeping the lift as smooth as possible.

Moving the child or load

- Move the feet, keeping the child or load close to the body.
- Proceed carefully, making sure that you can see where you are going.
- Lower the child or load, reversing the procedure for lifting.
- Avoid crushing fingers or toes as you put the child or load down.
- If you are carrying a load, position and secure it after putting it down.
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position.
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

The task

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury.
- Avoid awkward movements such as stooping, reaching or twisting.
- Ensure that the task is well designed and that procedures are followed.
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying.
- Minimise repetitive actions by re-designing and rotating tasks.
- Ensure that there are adequate rest periods and breaks between tasks.
- Plan ahead – use teamwork where the load is too heavy for one person.

The environment

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable.
- Remove obstructions and ensure that the correct equipment is available.

The individual

- Never attempt manual handling unless you have been trained and given permission to do so.
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Where applicable and age/stage appropriate encourage children to use ladders up to the changing table for nappy changes rather than lifting. Where this is not appropriate always follow the lifting process
- Use cots with a drop downside and avoid bending to lift babies from their cot.

This policy was adopted on	Signed on behalf of the nursery	Reviewed
October 2018	*Barrie Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Healthy Workplace

EYFS 3.44, 3.47, 3.48

At **Wisbech Day Nursery** we are committed to providing a workplace which supports and encourages a healthy staff team through staff training, health and safety awareness and supervisions.

Dress code[3]
Staff must follow our dress code at all times. The dress code is detailed in the staff handbook.

Staff breaks.
It is the responsibility of the nursery manager to ensure that all staff working over six hours or more take a break of 20- or 30-minutes dependant on hours worked and ensuring that ratios are maintained.

Staff under 18 require a break of 30 minutes in circumstances where they work 4.5 hours a day. If working over 4.5 hours an additional break of 5 minutes will be offered. All breaks should be taken away from an employee's normal work area.

Personal hygiene
Staff must always follow the personal hygiene code and encourage children to adopt the same good personal hygiene code themselves.

All hands must be washed before handling food, after using the toilet or toileting children, after playing outside, wiping noses, messy play activities and after contact with animals.

After noses have been wiped the tissue must be disposed of hygienically and hands should be washed.

Cleaning
The nursery is committed to providing a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is an essential element of this practice. The nursery will be cleaned daily, and regular checks will be made to the bathrooms. These will be cleaned at least daily (more, if necessary, i.e., at lunch time). The nappy changing facility will be cleaned after every use and potties will be cleaned out after every use. Any mess caused throughout the day will be cleaned up as necessary to ensure that a hygienic environment is provided for the children in our care.

Kitchen
Staff are made aware of the basic food hygiene standards through appropriate training, and this is reviewed every three years.

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[3] Further legal advice regarding this can be found at https://www.citation.co.uk/insights/dress-code-policy-and discrimination?utm_source=NDNA&utm_campaign=Jan17&utm_medium=sponsored%20links

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

- Fridges to be cleaned out weekly.
- Microwave to be cleaned after every use.
- Oven to be cleaned out regularly and recorded.
- Freezers to be cleaned out every three months and recorded.
- All cupboards to be cleaned out monthly.
- Fridge and freezer temperatures must be recorded first thing in the morning by the manager/cook and last thing at night.
- All food to be always covered in and out of the fridge and dated to show when each product was opened.
- Care must be taken to ensure that food is correctly stored in fridges.
- When re-heating food, it should be over 75°C, checked with the probe thermometer and recorded, then cooled down before serving. Food prepared on the premises must be checked with the probe thermometer before serving.
- Food served but not used immediately should be appropriately covered and placed in the fridge/freezer within 60 minutes. If this is not followed, food should be discarded immediately.
- All opened packets to be dated when opened and placed in an airtight container e.g., baby food, raisins, cereal etc.
- Blended food should be placed in suitable airtight containers, named and dated.
- Surfaces to be cleaned with anti-bacterial spray.
- Only appropriate coloured kitchen cloths to be used (please follow the chart on the wall). These must be washed daily on a hot wash.
- Windows protected by fly guards to be opened as often as possible along with the vents.
- All plugs to be pulled out of their sockets at the end of each day and switches switched off where practicable (except for the fridge and freezer)
- Children must NOT enter the kitchen except for supervised cooking activities.
- Doors/gates to the kitchen to be kept always closed/locked.

Baby room

- Bottles of formula milk will only be made up as and when the child needs them. These should be cooled to body temperature (37°C) and tested with a sterilised thermometer to ensure they are an appropriate temperature for the child to drink safely.
- Following the Department of Health guidelines, we will only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We will not use cooled boiled water and reheat.
- Bottles and teats will be thoroughly cleaned with hot soapy water and sterilised after use (they will not be washed in the dishwasher)
- Content of bottles will be disposed of after two hours.
- An area is available for mothers who wish to breastfeed their babies or who wish to express milk.
- Labelled mother's breast milk will be stored in the fridge.
- If dummies are used, they will be cleaned and sterilised. This also applies to dummies which have been dropped.

- All dummies will be stored in separate labelled containers to ensure no cross-contamination occurs.
- Sterilisers will be washed out daily.

Nursery

- Staff must be aware of general hygiene in the nursery and ensure that high standards are always kept.
- Regular toy washing rotas must be established in all rooms and recorded. Toys should be washed with sanitising fluid.
- Floors should be cleaned during the day when necessary. Vacuum cleaner bags should be changed frequently.
- Staff are requested to use the appropriate coloured mop for the task or area (see chart on wall) and mop heads should be washed in a separate wash at least weekly.
- Face cloths should be washed on a hot wash after every use and not shared between children.
- Low/highchairs must be cleaned thoroughly after every use. Straps and reins must be washed weekly or as required.
- Every child should have its own cot sheet which should be washed at the end of every week or whenever necessary.
- All surfaces should be kept clean and clutter free.
- Children must always be reminded to wash their hands after using the bathroom and before meals. Staff should always encourage good hygiene standards, for example, not eating food that has fallen on the floor.
- Children should learn about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.

Staff rooms

- It is the responsibility of every member of staff to ensure that their staff room is kept clean and tidy.
- Fridges must be cleaned out weekly.
- Microwave to be cleaned after every use.
- Surfaces to be wiped down daily.
- All implements used for lunch or break to be washed and tidied away.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Animal Health and Safety

EYFS: 3.64

At **Wisbech Day Nursery** we recognise that pets can help meet the emotional needs of children and adults. Caring for pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development.

We recognise that preparation is key and have researched our choice(s) of animals, including gender, breed, numbers living together and suitability for our environment, taking relevant advice from the Blue Cross.

We do not permit dogs on the premises, unless they are assistance dogs (guide dogs, hearing dogs, etc.) or those attending to support educational purposes such as therapy or working dogs, which attend with prior notice and with suitable risk assessments in place.

Under no circumstances are banned dog breeds (as described in section 1 of the Dangerous Dogs Act 1991[4]) permitted on the premises.

Visits to farms

- A site visit must be made by a senior member of staff before an outing to a farm can be arranged. We check that the farm is well-managed, that the grounds and public areas are as clean as possible and that suitable first aid arrangements are made. Animals should be prohibited from any outdoor picnic areas.
- We check that the farm has suitable washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryers. Any portable water taps should be appropriately designed in a suitable area.
- We will ensure that there is an adequate number of adults to supervise the children, taking into account the age and stage of development of the children.
- We will explain to the children that they will not be allowed to eat or drink anything, including crisps and sweets, or place their hands in their mouths, while touring the farm because of the risk of infection and explain why.
- We will ensure suitable precautions are in place where appropriate e.g., in restricted areas such as near slurry pits or where animals are isolated.

[4] https://www.gov.uk/control-dog-public/banned-dogs

During the visit

- If children are in contact with, or feeding animals, we will warn them not to place their faces against the animals or put their hands in their own mouths afterwards, and explain why.
- We will encourage children to leave comforters (e.g., soft toys and blankets) and dummies either at nursery, in the transport used or in a bag carried by a member of staff to ensure cross-contamination is limited.
- After contact with animals and particularly before eating and drinking, we will ensure all children, staff and volunteers wash and dry their hands thoroughly. If young children are in the group, hand washing will be supervised. We will always explain why the children need to do this.
- Meals breaks or snacks will be taken well away from the areas where animals are kept, and children will be warned not to eat anything which has fallen on the ground. Any crops produced on the farm will be thoroughly washed in portable water before consumption.
- We will ensure children do not consume unpasteurised produce, e.g., milk or cheese.
- Manure or slurry presents a particular risk of infection, and children will be warned against touching it. If they do touch it, we will ensure that they thoroughly wash and dry their hands immediately.
- We will ensure all children, staff and volunteers wash their hands thoroughly before departure.
- We will ensure footwear and clothing is as free as possible from faecal materials.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Visits and Outings

EYFS: 3.65, 3.66

At Wisbech Day Nursery we offer children a range of local outings including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the nursery environment and extend children's experiences. We always seek parents' permission for children to be included in such outings.

Procedures
Visits and outings are carefully planned to use the following guidelines, whatever the length or destination of the visit:

- A pre-visit checklist, full risk assessment and outings plan will always be carried out by a senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children.
- Written permission will always be obtained from parents before taking children on trips.
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- At least one member of staff will hold a valid and current paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary.
- A fully stocked first aid box will always be taken on all outings along with any special medication or equipment required.
- A completed trip registers together with all parent and staff contact numbers will be taken on all outings.
- Regular headcounts will be carried out throughout the outing. Timings of headcounts will be discussed in full of the nursery manager prior to the outing.
- All staff will be easily recognisable by other members of the group; they will wear the nursery uniform and high visibility vests/jackets.
- Children will be easily identified by staff when on a trip by use of a wristband system. The nursery name, number will be displayed.
- A fully charged mobile phone will be taken as a means of emergency contact.
- In the event of an accident, staff will assess the situation. If required, the group will return to nursery immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the nursery.

Risk assessment/outings plan.
The full risk assessment and outing plan will be available for parents to see before giving consent.

This plan will include details of:

- The name of the designated person in charge - the outing leader
- The name of the place where the visit will take place.
- The estimated time of departure and arrival
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip, i.e., first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.
- Staff contact numbers.
- Method of transportation and travel arrangements (including the route)
- Financial arrangements
- Emergency procedures
- The name of the designated first aider and the first aid provision
- Links to the child's learning and development needs.

Lost children
In the event of a child being lost, the Lost Child Procedure will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

There may be opportunities for parents to assist on outings. The manager will speak to parents prior to the visit regarding health and safety and code of conduct.

In the event of an emergency (including a terrorist attack)
In the event of an emergency whilst out on a visit, we encourage staff to find a safe haven and remain there until the danger passes. Each outing will have a detailed risk assessment, which covers all these risks and is planned ahead.

This could cover other issues such as extreme weather, emergency (such as an ill or injured child) etc.

Also think about how to contact parents to let them know everything is ok.

Further information can be found at:
http://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Lost Child Procedure from Nursery

EYFS: 3.62, 3.73

At **Wisbech Day Nursery** is committed to promoting children's safety and welfare. In the unlikely event of a child going missing within/from the nursery, we have the following procedure which will be implemented immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g., a recent photograph and a detailed description of clothing.
- A *Company Director will be informed immediately, and all staff presents will be informed. Some staff will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children, so they remain supervised, calm and supported throughout.
- The Senior person on site will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted.
- A second search of the area will be carried out.
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery.
- A *Company Director will meet the police and parents
- The *Company Director will then await instructions from the police.
- In the unlikely event that the child is not found the nursery will follow the local authority and police procedure
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings.
- Ofsted must be contacted and informed of any incidents.
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.
- Internal use only.

*In the event of the absence of a Company Director, Jasmin West will contact the Police and Parents.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Lost Child Procedure from Outings

EYFS: 3.65, 3.73

At **Wisbech Day Nursery** we are committed to promoting children's safety and welfare. This includes where children are on outings and visits. We carry out regular head counts of children throughout any outing or visit. In the unlikely event of a child going missing whilst on an outing we have the following procedure which we implement immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g., a recent photograph and a detailed description of clothing.
- The organiser will be informed immediately, and all staff presents will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout.
- If appropriate, on-site security will also be informed and a description given.
- The designated person in charge will immediately inform the police.
- The designated person in charge will then inform the nursery who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge.
- During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children.
- It will be the designated person in charge or the manager's responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings.
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure.
- Ofsted must be contacted and informed of any incidents.
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

No Smoking / Vaping Policy

EYFS: 3.56

At **Wisbech Day Nursery** are committed to promoting children's health and well-being. This is of the upmost importance for the nursery. Smoking has proved to be a health risk and therefore in accordance with legislation, the nursery operates a strict no smoking policy within its buildings and grounds. It is illegal to smoke or vape in enclosed places.

All persons must abstain from smoking / vape while on the premises. This applies to staff, students, parents, carers, contractors and any other visitors to the premises.

Staff accompanying children outside the nursery, are not permitted to smoke / vape. We also request that parents accompanying nursery children on outings refrain from smoking / vaping while caring for the children. Smoking/vaping is prohibited while in a vehicle with children under the age of 18.

Staff must not smoke / vape while wearing nursery uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. If staff choose to smoke / vape during breaks, they are asked to change into their own clothing and smoke / vape away from the main entrance. They should have a change of clothes and wash their hands before going back to the children. Staff should wait for 30 minutes after smoking before holding babies or children, even with a change of clothes.

We respect that smoking / vaping is a personal choice, although as an organisation we support healthy lifestyles. We aim to help staff and parents to stop smoking . vaping by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline – www.nhs.uk/better-health/quit-smoking.
- Offering information regarding products that are available to help stop smoking.
- Offering in-house support.

This policy also applies to electronic cigarettes.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Alcohol and Substance Misuse

EYFS: 3.19

At **Wisbech Day Nursery** we are committed to providing a safe environment that helps to ensure the welfare of the children in our care. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for children.

Alcohol
Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all of their employees.

Anyone who arrives at the nursery clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the nursery will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal. If they are a parent, the nursery will judge if the parent is suitable to care for the child. The nursery may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure and the police/children's social services may be called.

If anyone arrives at the nursery in a car under the influence of alcohol the police will be contacted.

Staff, students, parents, carers, visitors, contractors etc. are asked not to bring alcohol on to the nursery premises.

Substance misuse
Anyone who arrives at the nursery under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately. If they are a member of staff, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow. If they are a parent, the nursery will judge if the parent is suitable to care for the child. The nursery may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure and the police may be called.

The nursery will contact the police if anyone (including staff, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs.
If they are a member of staff serious disciplinary procedures will be followed.

If a member of staff is taking prescriptive medication that may affect their ability to work, they must inform the nursery manager as soon as possible to arrange for a risk assessment to take place.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Safeguarding/child protection
If a parent or carer is clearly over the alcohol limit, or under the influence of illegal drugs and it is believed the child is at risk we will follow our safeguarding/child protection procedures, contact social services and the police.

Staff will do their utmost to prevent a child from travelling in a vehicle driven by them and if necessary, the police will be called.

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

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Equipment and Resources

EYFS: 3.54, 3.64

At **Wisbech Day Nursery** we believe that high-quality care and early learning is promoted by providing children with safe, clean, stimulating, age and stage appropriate resources, toys and equipment.

To ensure this occurs within the nursery, including in our outdoor areas, we will:

- Provide play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- Provide a sufficient quantity of equipment and resources for the number of children registered in the nursery.
- Provide resources to meet children's individual needs and interests.
- Provide resources which promote all areas of children's learning and development.
- Select books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype.
- Provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children.
- Store and display resources and equipment where all children can independently choose and select them.
- Check all resources and equipment before first use to identify any potential risks and again regularly at the beginning of every session and when they are put away at the end of every session. We repair and clean or replace any unsafe, worn out, dirty or damaged equipment whenever required.
- Keep an inventory of resources and equipment. This records the date on which each item was purchased, and the price paid for it.
- Evaluate the effectiveness of the resources including the children's opinions and interests.
- Encourage children to respect the equipment and resources and tidy these away when play has finished.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Critical Incident
(In conjunction with the Lock Down Policy)

At **Wisbech Day Nursery** we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure our nursery is able to operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Drone use over property
- Burglary
- Abduction or threatened abduction of a child.
- Bomb threat/terrorism attack.
- Pandemic
- Any other incident that may affect the care of the children in the nursery.

If any of these incident's impact on the ability of the nursery to operate, we will contact parents via *phone/*email/*text message at the earliest opportunity, e.g., before the start of the nursery day.

Flood
There is always a danger of flooding from adverse weather conditions or through the water/central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer, and they conform to all appropriate guidelines and legislation.

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

Should the nursery be assessed as unsafe through flooding, fire or any other incident we will follow our operational plan and provide *care in another location/*parents with alternative arrangements in sister nurseries/*options for childcare facilities in the local area.

Fire
Please refer to the fire safety policy.

Drone use over property

Should a drone be deployed over the nursery premises without the prior agreement of the owner/manager, action will be taken to safeguard the children:

- If the children are inside the building, they will remain inside until the drone is no longer in use
- If the children are outside the building, in the nursery grounds, the children will be brought inside the building and remain inside until the drone is no longer in use.

If there is the possibility that children have been filmed while outside the building, this will be reported to the Police (on 101) due to a potential privacy breach. Ofsted must also be notified of this as a significant event.

Burglary

The management of the nursery follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises. Alarm systems are used and in operation during all hours the nursery is closed.

A Senior member of staff will always check the premises as they arrive in the morning. Should they discover that the nursery has been broken into they will follow the procedure below:

- Dial 999 with as many details as possible, i.e., name and location, details of what you have found and emphasise this is a nursery, and children will be arriving soon
- Contain the area to ensure no-one enters until the police arrive. The staff will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice, including following the relocation procedure under flood wherever necessary to ensure the safety of the children.
- The manager will help the police with enquiries, e.g., by identifying items missing, areas of entry etc.
- A manager will be available at all times during this time to speak to parents, reassure children and direct enquires.
- Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery.

Abduction or threatened abduction of a child.

We have secure safety procedures in place to ensure children are safe while in our care, including safety from abduction. Staff must be vigilant at all times and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and cannot be accessed unless staff members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building whether they are known to them or not. Visitors and general security are covered in more detail in the supervision of visitor's policy.

Children will only be released into the care of a designated adult; see the arrivals and departures policy for more details. Parents are requested to inform the nursery of any potential custody battles or family concerns as soon as they arise, so the nursery is able to support the child. The nursery will not take sides in relation to any custody battle and will remain neutral for the child. If an absent parent arrives to

collect their child, the nursery will not restrict access **unless** a court order is in place. Parents are requested to issue the nursery with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from nursery, we have the following procedures which are followed immediately:

- The police must be called immediately.
- The staff member will notify management immediately and the manager will take control.
- The parent(s) will be contacted.
- All other children will be kept safe and secure and calmed down where necessary.
- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may impact on this abduction.

Bomb threat/terrorism attack.
If a bomb threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible and raise the alarm as soon as the phone call has ended. The management will follow the fire evacuation procedure to ensure the safety of all on the premises and will provide as much detail to the emergency services as possible.

Other incidents
All incidents will be managed by the manager on duty and all staff will co-operate with any emergency services on the scene. Any other incident that requires evacuation will follow the fire plan. Other incidents e.g., no water supply will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and staff in the nursery.

The nursery manager will notify Ofsted in the event of a critical incident

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026; August 2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Managing Extreme Weather Policy

EYFS: 3.58

At **Wisbech Day Nursery** we have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves.

If any of these incident's impact on the ability of the nursery to open or operate, we will contact parents via phone/Facebook/text message.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Flood
In the case of a flood, we will follow our critical incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

Snow or other severe weather
If high snowfall, or another severe weather condition such as dense fog, is threatened during a nursery day then the manager will take the decision as to whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day, we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored, we will contact Ofsted to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

Sun and high temperature safety
We are committed to ensuring that all children are fully protected from the risks associated with hot weather and exposure to ultraviolet (UV) rays. We recognise that high temperatures and sun exposure can cause sun burn, dehydration or heat exhaustion. Severe sunburn during childhood can also increase the risk of developing malignant melanoma (the most dangerous type of skin cancer) in later life.

Fresh, cool drinking water is freely available both indoors and outdoors throughout the day. All children are encouraged to drink water more frequently during warm weather to stay well hydrated and staff regularly remind and support children to take drinks, particularly during and after outdoor play.

Outdoor environment
We promote a balanced approach by enabling children to enjoy outdoor learning safely while following UK Health Security Agency guidance[5].

Staff complete ongoing risk assessments throughout the day, considering the temperature, UV index, humidity, availability of shade and the individual needs of children. We follow clear procedures to keep children safe and healthy in the sun:

- We ensure all children wear a clearly labelled sun hat while outdoors. Legionnaire-style hats are recommended as they provide additional protection, i.e. with an extended back and side to shield children's neck and ears
- All children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date. *Sun cream containing nut-based ingredients will not be allowed in the setting
- Parents are requested to supply lightweight, loose fitting cotton clothing for their children suitable for the sun, with long sleeves and long legs
- Children's safety and welfare in hot weather is the nursery's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun (UV levels); children will not be allowed in direct sunlight between 11.00am – 3.00pm on hot days from March to October, following NHS sun safety advice
- Shaded areas are provided to ensure children are able to go out in hot weather, cool down or avoid the sun should they wish to or need to
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Key persons also work with the parents of their key children to decide and agree on suitable precautions to protect children from sunburn, taking into account individual skin types and tolerance to sun exposure. This includes children with sensitive skin and those with darker skin tones, who may still be at risk of sun damage.

Vitamin D - Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth and muscles.
We also promote the NHS recommendation to parents that all young children should still have vitamin D drops, even if they get out in the sun.

Indoor environment

[5] https://www.gov.uk/guidance/looking-after-children-and-those-in-early-years-settings-before-and-during-hot-weather-teachers-and-other-educational-professionals

The *nursery manager/*deputy manager will carry out a daily risk assessment of the internal premises to determine if additional actions are required to achieve suitable conditions for children and staff. For example, if a room is naturally shaded throughout the day, no additional action may need to be taken. If there are children or staff with complex health conditions or clinical vulnerability, appropriate medical advice may need to be sought to reduce health risks from heat.

Our setting has stand-alone air-conditioning units in the children's rooms, which are used in accordance with the manufacturer's guidelines.

In our setting we will:

- Open windows early in the morning to allow stored heat to escape from the building
- Close windows during the day when it is hotter outside than inside whilst considering the need to maintain adequate ventilation and air quality
- Shade sun-facing windows and close indoor blinds/curtains to keep the heat out
- Switch off all electrical equipment, including computers, monitors and printers when not in use rather than leaving equipment in ‘standby mode’
- Rearrange/adjust our indoor spaces to maximise the use of spaces which are less likely to overheat, or to avoid direct sunlight into the room
- Use oscillating mechanical fans to increase air movement if temperatures are below 35°C. Separate risk assessments for safe use of electrical equipment will be carried out to ensure that there are no hazards such as tripping over or pulling wires, proximity to water, etc. Fans will be pointed away from children/staff, so that they reduce the risk of dehydration and maximise the amount of air circulated.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026; August 2026*

Supervision of Children

EYFS: 3.28

At **Wisbech Day Nursery** we aim to protect and support the welfare of the children in our care at all times. The nursery manager is responsible for all staff, students and relief staff receiving information on health and safety policies and procedures in the nursery in order to supervise the children in their care suitably.

Supervision of children
We ensure that children are always supervised adequately, whether children are in or out of the building through:

- Making sure that every child is always within the sight and hearing of a suitably vetted member of staff. Monitoring staff deployment across the setting regularly to ensure children's needs are met.
- Ensuring children are fully always supervised when using water play/paddling pools as we are aware that children can drown in only a few centimetres of water.
- Taking special care when children are using large apparatus e.g., a climbing frame, and when walking up or down steps/stairs, including having one member of staff always supervising large outdoor play equipment.
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors.
- Supervising children always when eating; monitoring toddlers and babies closely and never leaving babies alone with a bottle. Babies are always bottle fed by a member of the staff.
- Supervising sleeping babies/children, ensuring the 10-minute checks are carried out and recorded on the relevant documentation. Sleeping babies and children should never be left unattended.
- Never leaving babies/children unattended during nappy changing times
- Supervising children carefully when using scissors or tools, including using knives in cooking activities.
- Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Outing's policy)
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g., hire of a bouncy castle and a member of staff MUST supervise the children at all times.

Legionnaire's check - Nursery closure: Appropriate health and safety checks will be conducted prior to reopening including legionnaires checks.

COSHH assessment: We will ensure that a COSHH assessment is completed for any intended use of bleach and disinfectant products used on site.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Essential supplies: We will ensure an adequate supply of essential supplies by ordering in advance. Contingency plans are in place to minimise the impact of any shortages of supplies. The setting will not be able to operate without essential supplies required for the management of infection control.

A monitoring system for the usage of PPE is essential to ensure that a supply of stock is available to all who require it, as and when required to meet the operational needs of the setting.

In case the supply of food is interrupted, procedures will be implemented to ensure appropriate and sufficient food alternatives are sourced, and normal food safety, and hygiene, processes are followed.

Further information can be found at: www.hse.gov.uk/news/coronavirus.htm

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Supervision of Visitors

EYFS: 3.62

At **Wisbech Day Nursery** we aim to always protect the children in our care. This includes making sure any visitors to the nursery are properly identified and supervised.

All visitors must sign the visitors' book on arrival and departure. Where applicable, visitors' identity should be checked, e.g., Ofsted inspectors or colleagues attending in a professional capacity such as speech and language therapists. Visitors are informed of any relevant policies including the fire evacuation procedure and mobile phone
, camera and other recording devices policy including use of smartwatches where applicable.

All visitors are given and should wear a visitor's lanyard to identify themselves to staff and parents within the nursery. A member of staff must always accompany visitors in the nursery while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

Security

- Staff must check the identity of any visitors they do not recognise before allowing them into the main nursery. Visitors to the nursery must be recorded in the Visitors' Book and always accompanied by a member of staff while in the building.
- All external doors must be kept always locked and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander.
- Parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery.
- The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstance.
- Mobile phones must be placed in the Mobile phone locker for the duration of their visit.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026; August 2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

172Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Section 3: Human Resources

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Personnel

EYFS: 3.9 – 3.13

At **Wisbech Day Nursery** we aim to have a high-quality staff team that always act in the best interests of children's safety and welfare. To achieve this, we have a range of policies to support the recruitment, development and retention of staff.

The nursery's policies in respect of personnel are governed by the following:

- The best interests of the children, their welfare, safety, care and development
- The requirements of the Early Years Foundation Stage
- The needs of the children, including maintaining continuity of care
- Compatibility between all members of staff and the building of a good team spirit
- Consideration of the advancement of each member of staff both by internal and external training to help them achieve their maximum potential.
- Equal pay for work of equal value
- Compliance with the current legislation including the principles of the Equality Act 2024 and all current legislation governing discrimination.

We will ensure:

- The provision of a person specification and job description for every member of staff prior to an interview
- All interviews will follow our recruitment procedures to ensure safe and fair and non-discriminatory recruitment occurs.
- The provision of a statement of terms and conditions and contract for every member of staff in employment (contract to be received by new employee within two months of commencement of employment)
- Prior to commencement of employment, the successful applicant shall be provided with an offer letter (conditional on an enhanced Disclosure and Barring Service (DBS) clearance) with the induction procedure and any details of other information relevant for their first day of work.
- New members of staff will be provided with copies of all the policies and procedures, and we will ensure their understanding and adherence to these over an induction period.
- Discrimination or harassment of any member of staff relating to sex, race, sexual orientation, gender, gender reassignment, age, religion or belief and disability will not be acceptable. This includes unwanted verbal or physical third-party harassment by those not employed by the nursery.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Well-being for Staff

EYFS: 3.21,3.22

At **Wisbech Day Nursery** we promote the good health and well-being of all our staff. Well-being is described in the Oxford English Dictionary as 'the state of being comfortable, healthy or happy'. As a Nursery, we endeavour to support staff well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for, as part of a team.

Mental ill-health is usually caused by a combination of work and non-work-related factors. There is a myriad of reasons for mental ill-health; from the pressure of ongoing change at work to longer or more intense hours exacerbated by financial pressures at home, or relationship problems and greater caring responsibilities. Striking the balance between what is considered appropriate results or output, and robust mental health is tricky. We are committed to constantly upskilling ourselves so that we know about how to create and maintain conditions that support and encourage good mental health, as well as recognise the signs of ill health and provide appropriate support.

At Wisbech Day Nursery we recognise the importance of safeguarding the mental health of all of our employees, by providing a happy and nurturing working environment. With statistics in the UK showing that each week 1 in 6 of us experiences a common mental health problem, we are committed to acknowledging and supporting our staff's physical and emotional needs.

Our ethos

At Wisbech Day Nursery we know that the care and education of babies and young children is highly rewarding. However, we are also aware of the day to day demands and pressures of modern life such as family life, financial worries, health concerns and work-life balance; and how these pressures, alongside the role of providing high quality care and education to babies and young children, can place a high level of demand on all of our employees.

In order to support our staff team, we, the management team, will put procedures in place that ensure staff well-being remains one of the keys focuses of our practice. In doing this, we aim to provide our team with a safe, inclusive and nurturing working environment that acknowledges their needs, not just within the workplace but as a whole person.

The named person for staff well-being is Naomi Benefer

Procedure to minimise work related stress:

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

- To ensure staff are supported within the setting, new staff will receive a full induction, so they feel competent and capable to carry out their role and responsibilities.
- Staff will receive ongoing training, coaching and mentoring to ensure that they are supported to feel confident in their role to minimise stress within the workplace.
- Regular supervisions will take place every eight weeks in which staff well-being will be discussed and recorded.
- Practitioners are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis.
- Staff will be encouraged to have a work-life balance; this will be supported by ensuring the workload is monitored so that it is not necessary for staff to work outside of their scheduled hours. All contributions to work will be valued and celebrated.
- We will carefully review our expectations around the amount of paperwork that staff must complete, including observations and assessments of children. We will work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members.
- We will work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture will support an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting.
- Staff will be encouraged to take their required breaks at appropriate intervals to ensure they have time to rest and recuperate, with time away from busy rooms.
- The nursery manager/well-being representative are available for staff to come and discuss any issues or concerns.
- The nursery will ensure that confidential conversations take place in private, away from other staff members and children.
- All information will remain confidential or on a need-to-know basis to support the facilitation of open and honest conversations. However, where the manager or the well-being representative feels there is a question around the safety of the staff member, they will refer to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the staff member, as appropriate.
- We actively promote a culture of mutual respect, tolerance and cooperation tolerance, in line with the British values.
- Team meetings will support with team development, to raise awareness of mental health and well-being by engaging staff in conversations about how we, as a setting, can be maintaining a supportive environment.
- We promote a culture that supports any staff member who is experiencing a mental health related illness, and reasonable adjustments will be made to support any staff experiencing stress and any mental health issues
- If the nursery is made aware of any member of staff who requires support, a plan for more regular support sessions and adjustments to their working day

will be discussed and decided in partnership with the staff member. This plan will be reviewed regularly and adapted to ensure it is a relevant and appropriate (**See Supporting Staff Members Individually Section**)

- If adjustments are unable to meet the needs of the member of staff or the nursery, then further advice support will be sought.
- Staff well-being and staff self-care information is available within designated staff areas.
- Leaders and managers support practitioners in a safe culture where bullying, harassment and discrimination will not be tolerated; along with a culture that will challenge and deal with any inappropriate behaviour in a timely manner.

Supporting staff members individually

At Wisbech Day Nursery we include well-being as part of our discussions at staff supervision sessions and appraisals. During these sessions, we will work with staff on an individual basis, and have well-being discussions to ascertain any individual well-being needs. Where the Manager and staff member feel it is appropriate, they will draw up an individual action plan, this will include looking at the workload and any stress triggers. With the needs of the nursery also in mind, reasonable adjustments will be made for the member of staff; this could include flexible working agreements, changes in environment, adjustments to jobs role and responsibilities; more frequent breaks, a working buddy, or any other appropriate measure that it is felt could be helpful.

If returning to work after a period of absence, a back to work interview will be carried out as per our 'Return to Work Policy.'

We follow all statutory guidance on the safeguarding of our workforce and as stated, if the Manager is concerned about the safety of a member of staff, we will work with the Designated Safeguarding Led to ask for support from the appropriate external agencies; this is to ensure the continued safety of our workforce at all times.

This policy was adopted on	**Signed on behalf of the nursery**	**Date Reviewed**
1st November 2020	*S Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Staff Development and Training

EYFS: 3.20 – 3.26

At **Wisbech Day Nursery** we value our staff highly. We believe that personal and professional development is essential for maintaining the delivery of high-quality care and learning for children in their early years. It underpins all aspects of positive interactions and activities planned for children.

In the interests of the nursery, the children, their families and the individual we give every staff member the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children. A comprehensive and targeted programme of professional development ensures practitioners are constantly improving their understanding and practice. High-quality professional supervision is provided, based on individual performance related targets, consistent and sharply focused observation and evaluations of the impact of staff's practice.

We ensure that 75% of staff are qualified to Level 3 (or equivalent) or above in childcare and education or Early Years Educator. Other staff working at the nursery will either be qualified to Level 2 or undertaking training. Where necessary staff will be supported to achieve a suitable level 2 qualification in Maths and English (as defined by the Department for Education on the Early Years Qualifications List) for the completion of the Early Years Educator.. We ensure staff have adequate maths knowledge for effective delivery of the EYFS curriculum.

We ensure setting managers appointed on or after 4 January 2024 hold a level 2 maths qualification, or they achieve one within 2 years of starting in the position.

In addition to this, we ensure that all level 2 and/or level 3 qualified staff (on or after 30 June 2016) have either a full PFA or an emergency PFA certificate within three months of starting work and ongoing in order to include them in the required staff: child ratios at level 2 or level 3.

We strongly promote continuous professional development, and all staff have individual training records and training plans to enhance their skills and expertise, which are based on discussions at supervision meetings and appraisal meetings. We have a training budget which is set annually and reviewed to ensure that the team gain external support and training where needed.

To facilitate the development of staff we:

- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation.
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice.
- Provide opportunities for delegation based on skills and expertise to offer recognition and empower staff.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

- Encourage staff to contribute ideas for change within the nursery and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and activity planning.
- Encourage staff to further their experience and knowledge by attending relevant external training courses.
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the nursery.
- Provide regular in-house training relevant to the needs of the nursery.
- Carry out regular termly supervision meetings with all staff. These provide opportunities for staff to discuss any issues particularly concerning children's development or well-being including child protection concerns, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Staff appraisals are carried out annually where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs
- Develop a training plan that sets out the aims and intended outcomes of any training, addressing both the qualification and continuous professional development needs of the nursery and individual staff.
- Carry out training need analyses for all individual staff, the team as a whole, and for the nursery every twelve months.
- Promote a positive learning culture within the nursery.
- Offer annual team building training.
- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning.
- Provide inductions to welcome all new staff and assign a 'work buddy' to coach, mentor and support new staff.
- Offer ongoing support and guidance.
- Offer varied information sources including membership of local and national organisations, resources, publications and literature to all staff.
- The training records of all staff members will be checked and any expired mandatory training that is required (including safeguarding, paediatric first aid, food hygiene) will be planned as soon as possible.
- All staff members will receive appropriate instructions, and training, in the policy and procedure addendums; infection control, the standard operating procedures and risk assessments within which they will be operating.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Supervision Policy

EYFS: 3.21, 3.22

At **Wisbech Day Nursery** we implement a system of supervision for all of our staff following their induction and probation period. Supervision is part of the nursery's overall performance management system and promotes a culture of mutual support, teamwork and continuous improvement. It encourages the confidential discussion of sensitive issues including the opportunity for staff and their managers to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.
- Develop their own skills in order to progress in their role.
- Discuss any concerns relating to changes in personal circumstances that might affect an individual's ability/suitability to work with children.

In addition, supervisors must discuss any concerns relating to changes in personal circumstances that might affect an individual's ability or suitability to work with children, including changes to their health or medication. Staff must disclose any information which may affect their suitability to work with children including, but not limited to, arrests, charges, convictions, cautions, court orders, reprimands and warnings (whether received before or during their employment at the setting). These changes are recorded as a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable, in line with the Safeguarding children and child protection policy and Disciplinary procedure.

The frequency of supervision meetings is at least termly according to individual needs. A template agenda is used in all meetings to ensure consistency across the nursery. This clearly sets out who does what and the timeframe, i.e., what the manager is responsible for and what the practitioner needs to do.

There should always be something that a member of staff can discuss, e.g., a particular child's development, strengths or concerns. However, if there are times where staff may be struggling to identify areas to discuss in a supervision, we will ask them to identify three things they have enjoyed about their job/done well since the last supervision and one thing they have least enjoyed/requires further improvement. They will be asked to complete this prior to supervision (as set out in their responsibilities).

There may be times when supervision may be increased for members of the team as and when needed, i.e., if they have concerns about a child or if they are going through personal circumstances at home, for new starters, staff returning after long-term illness, on request from staff.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

It is the responsibility of the manager to plan time to ensure that all staff have supervisions. Supervision is carried out by the Manager or Early Years Lead. If for any reason a supervision is cancelled a new date will be rearranged.

All members of staff responsible for carrying out supervisions are trained and supported prior to carrying these out.

Supervision meetings also offer regular opportunities for members of staff to raise any changes in their personal circumstances that may affect their suitability to work with children. This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders, changes to their health, or changes to or incidents affecting members of their household that may disqualify that person from working with children (a staff member is disqualified from working with children, if they live in the same household as a disqualified person). These changes are recorded as. a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable, in line with the safeguarding/child protection and disciplinary procedure.

Staff have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is complete. Information shared in supervision sessions is confidential. The supervision process will be evaluated yearly through staff feedback and is used as part of the overall performance monitoring system at the nursery.

This policy was adopted on		**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Data Protection and Confidentiality

EYFS: 3.69, 3.70

At **Wisbech Day Nursery** we recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence. This policy will work alongside the Privacy Notice to ensure compliance under General Data Protection Regulation (Regulation (EU) 2016/679 (GDSLR) and Data Protection Act 2018.

Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2026 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery.
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDSLR), Data Protection Act 2018 and the Freedom of Information Act 2000 with regard to the storage of data and access to it.

Procedures

It is our intention to respect the privacy of children and their families, and we do so by:

- Storing confidential records in a locked filing cabinet or on the Nursery computers with that are password protected.
- Ensuring staff, student and volunteer inductions include an awareness of the importance of confidentiality and that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, discussions on the bus or at the local bar. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our confidentiality policy and required to respect it.
- Ensuring that all staff, volunteers and students are aware that this information is confidential and only for use within the nursery and to support the child's best interests with parental permission.
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest.
- Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the circumstances above.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.
- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality.
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions.
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

General Data Protection Regulation (Regulation (EU) 2016/679 (GDSLR) compliance

In order to meet our requirements under GDSLR we will also undertake the following:

1. We will ensure our terms & conditions, privacy and consent notices are easily accessed/made available in accurate and easy to understand language. We will use your process personal data on a lawful basis. We will not share or use your data for other purposes.
2. We must have a lawful basis for processing all personal data within our organisation and this is recorded on our Information audit for all the different information we collect. The six reasons as follows:

    - Consent: the individual has given clear consent for you to process their personal data for a specific purpose.
    - Contract: the processing is necessary for a contract you have with the individual, or because they have asked you to take specific steps before entering into a contract.
    - Legal obligation: the processing is necessary for you to comply with the law (not including contractual obligations).
    - Vital interests: the processing is necessary to protect someone's life.
    - Public task: the processing is necessary for you to perform a task in the public interest or for your official functions, and the task or function has a clear basis in law.
    - Legitimate interests: the processing is necessary for your legitimate interests or the legitimate interests of a third party unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

For the majority of the data, we collect falls under the category of 'legal obligation' such as names, date of birth and addresses as we have a legal requirement to obtain this data as part of the Statutory Framework for the Early Years Foundation Stage.

Some data we collect, for example, photographs, requires parents to give consent for us to do so. Where this is the case, parents will be required to sign a consent form to 'opt in' and are made aware that they have the right to withdraw their consent at any time.
We may also be required to collect data as part of parent's contract with the setting or local authority, for example, for us to claim government funding.

3. Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations).

Staff and volunteer information

- All information and records relating to staff will be kept confidentially in a locked cabinet.
- Individual staff may request to see their own personal file at any time.
- Our ICO registration certificate is displayed on the Parent Notice Board

This policy was reviewed and adopted on	**Signed on behalf of the nursery**	**Date Reviewed**
1st November 2020	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Confidentiality

EYFS: 3.69, 3.70

At **Wisbech Day Nursery** we recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence.

Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2026 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery.
- We follow the requirements of the Data Protection Act (DSLA) 1998 and the Freedom of Information Act 2000 regarding the storage of data and access to it.

Procedures

It is our intention to respect the privacy of children and their families, and we do so by:

- Storing confidential records in a locked filing cabinet or on the office computer with files that are password protected.
- Ensuring staff, student and volunteer inductions include an awareness of the importance of confidentiality and that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, discussions on the bus or at the local bar. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our confidentiality policy and required to respect it.
- Ensuring that all staff, volunteers and students are aware that this information is confidential and only for use within the nursery and to support the child's best interests with parental permission.
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest.
- Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the circumstances above.
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.

- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality.
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions.
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

Staff and volunteer information

- All information and records relating to staff will be kept confidentially in a locked cabinet.
- Individual staff may request to see their own personal file at any time.

The location of our Data Protection Certificate is displayed on the Parent Notice Board in the Hallway.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Recruitment, Selection and Suitability of Staff

EYFS: 3.9 – 3.20, 3.29

At **Wisbech Day Nursery** we are vigilant in our recruitment procedures aiming to ensure all people working with children are suitable to do so. We follow this procedure each and every time we recruit a new member to join our team.

Legal requirements

- We abide by all legal requirements relating to safe recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations.
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks; and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the nursery or is still under investigation. Please refer to the child protection/safeguarding policy for further information.

Advertising

- We use reputable newspapers, websites and the local job centre to advertise for any vacancies.
- We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.

Interview stage.

- We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not.
- All shortlisted candidates will receive a job description, a person specification, disqualification by association declaration form and a request for identification prior to be brought to the interview.
- The manager will decide the most appropriate people for the interview panel. There will be at least two people involved are both are involved in the overall decision making.
- At the start of each interview all candidates' identities will be checked using, for example, their passport and/or photocard driving licence. All candidates will be required to prove they are eligible to work in the UK. The interview will also cover any gaps in the candidate's employment history.
- All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks

applied to childcare and used in the nursery. The questions will be value based and will ensure the candidate has the same values as the nursery with regards to the safety and welfare of the children in their care

- After Interview, a final shortlist of candidates will be asked to take part in a supervised practical exercise which will involve spending time in a particular age group in the nursery interacting with the children, staff and where appropriate parents.
- The manager and deputy will then select the most suitable person for this position based on their knowledge and understanding of the early year's framework as well as the needs of the nursery.
- Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback.

Starting work

- The successful candidate will be offered the position subject to at least two references from previous employment, once of which much to their current employer. In the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file.
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked, and copies taken for their personnel files.
- Prior to employment but after the job has been offered a health check questionnaire will be given to the employee and its results will be taken into account in making an overall decision about suitability. The nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the absence management policy for more details about how the nursery manages health problems including access to medical records.
- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be received before the member of staff commences work in the nursery.
- An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad.
- The nursery will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The nursery will not retain copies of the disclosure itself once the employment decision is taken.
- There may be occasions when a DBS check is not clear, but the individual is still suitable to work with children. This will be treated on an individual case basis and at the manager's/owner's discretion taking into account the following:
    - seriousness of the offence or other information
    - accuracy of the person's self-disclosure on the application form

    - nature of the appointment including levels of supervision
    - age of the individual at the time of the offence or other information
    - the length of time that has elapsed since the offence or other information.
    - relevance of the offence or information to working or being in regular contact with children.
- If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check.
- New starters are required to sign (either application form, contract or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so; and that, to the best of their knowledge, no-one living in their household has been disqualified from working with children.
- All new members of staff will undergo an intensive induction period during which time they will read and discuss the nursery policies and procedures and be assigned a 'mentor/ buddy' who will introduce them to the way in which the nursery operates.
- During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children/Child Protection policy and procedure, emergency evacuation procedures, equality policy and health and safety issues.
- New staff members will have a probationary period for the first 6 months of work during which suitability for the position to which they have been appointed will be assessed. The nursery reserves the right to extend the probationary period if necessary.
- The new member of staff will have regular meetings with the manager and their mentor or buddy during their induction period to discuss their progress, support required and/or further training and professional development opportunities.

Ongoing support and checks

- All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through an annual 'staff suitability questionnaire'). This includes any incidents occurring outside the nursery or involving people they live in a household with. Staff will face disciplinary action should they fail to notify the manager **immediately.**
- All members of staff will update a health questionnaire on an annual basis to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties. This will also be discussed at staff supervisions/review meetings. Management may require this more regularly where health circumstances change. There are more details about how the nursery deals with any health problems in the absence management policy.
- The nursery manager will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially

unsuitable employee does not have unsupervised contact with children until the matter is resolved. This may include requiring the individual to obtain a waiver from Ofsted in relation to any disqualification. Please see the Disciplinary Policy for further details

- Every member of staff will have a minimum of two meetings a year with the nursery manager. This will provide an opportunity for the manager and member of staff to discuss training needs for the following six months as well as evaluate and discuss their performance in the previous six months.
- The room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback.
- The nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

Students and agency/supply staff

- All students will receive an interview to ensure they are suitable for the nursery and an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values.
- All students will be fully supervised to ensure they receive the appropriate support, training and information they may require.
- We request confirmation that all necessary checks have been completed by the agency before using any supply or agency staff. Once checks are obtained, we record the DBS check reference number, the date the check was obtained and details of who obtained it
- We have a short induction prior to agency staff working with the children. It is our policy that all agency and supply staff are fully supervised and not left alone with children.
- Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible.

Children on work experience placements

- A student aged 16 plus on work experience in the nursery is considered to be engaging in regulated activity
- The student would require the work experience provider, e.g. school or sixth form college, to complete a DBS enhanced check prior to their placement in the setting.
- We require students to have one reference in place before starting their placement with us. This reference will be applied for by the nursery. Students will be required to share details of the referee prior to starting placement.

This policy was adopted on	Signed on behalf of the nursery	Reviewed
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Suitability of Staff

EYFS: 3.9-3.18, 3.20-3.26

Wisbech Day Nursery is committed to ensuring that all staff, including students and volunteers are suitable to work with or be in regular contact with children. We have systems in place to ensure that this includes making a decision about suitability, as part of the recruitment process and monitoring continued suitability, as part of regular staff or student supervision.

The nursery manager is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. Staff will have the checks completed prior to starting employment.

We recognise that the enhanced DBS disclosure is only one part of a suitability decision and nursery management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the nursery. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

All students will also receive an interview to ensure they are suitable for the nursery and an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require. Students are required to have a DBS check and one reference in place before any placement can commence.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Staff Working with Their Own Children/Close Relation

At **Wisbech Day Nursery** we understand the potential stresses of staff returning to work after having a baby or working in the same environment as your child or a close relation. We wish to support all employees in this position and request the member of staff meet with the nursery manager and room leader, where appropriate, to discuss the needs of all parties.

We believe our staff should remain neutral and treat all children with the same regard. It is generally not appropriate for staff to care for their own children or those of a close relative whilst working in the nursery.

However, we recognise that this may not always be possible. We will also try to accommodate the wishes of any staff member with a child or close relative in the nursery and come to an agreement which suits us all. This agreement is based on the following principles:

- Where staff work in the same room as their child or close relation, there is an agreed set of guidelines between the nursery and the member of staff setting out the expectations of working with their child/close relation. These include a clear statement that during their time at nursery the child is in the care of the nursery, and it is the nursery that retains responsibility for the child and their care.
- Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager and member of staff will reassess the situation.
- Staff caring for another staff member's child will treat them as they would any other parent/child. No special treatment will be offered to any child or parent who has connections with the nursery.
- Where the manager assesses that the agreement is not working and/or there is an impact on the care of the children in the room because of the staff member's relationship with their child or close relation:
- The manager will consider moving the staff member and not the child. This will enable the child to be in the appropriate age/stage group and to continue to forge consistent relationships with other children in this group.
- Where the staff member is in another room, there will be an agreement between the staff member, manager and room leader about contact with the child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again.
- If there are staff shortages resulting in the movement of staff, the staff member will be placed in a different room to that of their child or close relation, wherever possible
- Where a staff member's baby requires breastfeeding, the nursery will adapt the above guidelines to suit both the baby's and mother's needs. Cover will be provided during this time.

This policy was adopted on	Signed on behalf of the nursery	Reviewed
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Family Friendly Policy

Maternity rights

This section is for pregnant employees and new mothers. It details their rights, which fall into three main categories:

- Paid time off for antenatal care
- Maternity leave
- Maternity benefits.

Ante-natal care.
You are entitled to be paid your normal rate of pay for any appointments during working hours related to antenatal care. In order to receive payment an appointment card must be produced confirming the appointment and you will be expected to return to work after keeping your appointment wherever possible. Details of the number of antenatal appointments are detailed in the Staff Handbook.

When a certificate confirming pregnancy is issued, this must be handed in as soon as possible.

Ordinary maternity leave
You are entitled to 26 weeks ordinary maternity leave and have the right to return to work in your previous job. These rights apply regardless of length of service, or the number of hours worked.

If you work full time, you have the right to return to your full-time position, but you do not have the right to return part time. However, your employer will discuss any request for part time work and on request consider offering part time work. Requests should be made in writing to your employer, giving as much notice as possible.

You can start your ordinary maternity leave at any time from the 11th week before the expected week of childbirth (EWC) and there is a two-week compulsory maternity leave period following the birth (four weeks for factory workers). For all maternity leave purposes “childbirth” is either a live birth before the end of the 24th week of pregnancy or a live or still birth after the 24th week of pregnancy.

Throughout the ordinary maternity leave period, all your terms and conditions of employment are maintained with the sole exception of pay.

Additional maternity leave
Additional maternity leave starts at the end of the ordinary maternity leave period and ends 26 weeks later. As with ordinary maternity leave, all your terms and conditions of employment are maintained throughout this period with the sole exception of pay.

Notification
The notice periods detailed below must be complied with in order to safeguard your rights.

You must notify your employer in writing by the 15th week before the EWC of the following:

- That you are pregnant,
- The EWC,
- The date on which you intend to start your maternity leave.

You must also provide a certificate (normally a form MAT B1) stating the EWC. Your employer will then write to you within 28 days to confirm your date of return to work. You can change the date on which you intend to start your maternity leave by giving your employer at least 28 days written notice.

Returning to work
If you take the full entitlement to maternity leave your return date will be the date previously notified to you by your employer. If you wish to return early you must give your employer eight weeks' written notice of your early return date. Your early return may be delayed if this procedure is not followed.

If you intend to return to work at the end of your maternity leave but fail to do so, your employer's normal rules regarding absence will apply.

Maternity benefits
Although you do not need any qualifying service or to work a minimum number of hours to be entitled to maternity leave or the right to return to work, in order to qualify for Statutory Maternity, pay (SMP) from your employer, you need to have the following:

- At least 26 weeks continuous service at the end of the 15th week before the EWC (this is known as the "qualifying week" for maternity pay purposes)
- Average earnings above the National Insurance lower earnings limit during the eight weeks before the qualifying week.

If you meet these conditions you are entitled to a maximum of 39 weeks SMP which is calculated as:

- Six weeks at 90% of average weekly earnings
- 33 weeks at the lesser of the lower rate of SMP or 90% of average weekly earnings.

If you do not qualify for SMP you may be entitled to Maternity Allowance (MA).

Sickness absence during pregnancy
If you are absent from work because of a pregnancy related illness or reason at any time during the four weeks before your EWC, the ordinary maternity leave period begins on the first day of absence. If the pregnancy related absence began before the fourth week, then the ordinary maternity leave period begins at the start of the fourth week.

If you are absent from work and the illness is not pregnancy related, the maternity leave period will begin on the date you have previously notified.
If you are absent from work in the weeks leading up to your maternity leave it may affect the higher rate of SMP (90% of normal pay) because it is based on your average earnings in the eight weeks prior to the qualifying week.

Adoption rights
This section is similar to the previous section but deals with employee rights on the adoption of a child, which fall into three main categories:

- Paid time off to attend pre-adoption appointments.
- Adoption leave.
- Adoption benefits.

Pre-adoption appointments
If you are the primary or sole adopter and you have been advised that a child is due or expected to be placed with you for adoption, you are entitled to be paid your normal rate of pay for up to five pre-adoption appointments during working hours. The appointments must have been made by or at the request of the adoption agency and in order to receive payment an appointment card must be produced confirming each appointment. The maximum time off for each appointment is six and a half hours and you will be expected to return to work after keeping your appointment wherever possible.

Ordinary adoption leave.
If you are the adoptive parent who has elected to take adoption leave you have the right to 26 weeks ordinary adoption leave, which includes two weeks' compulsory adoption leave. You can start your adoption leave as soon as the child is placed with you for adoption or if pre-notified up to 14 days before that date.

You are entitled to return to work in your previous job after the ordinary adoption leave period. If you work full time, you have the right to return to your full-time position, but you do not have the right to return part time. However, your employer will discuss any request for part time work and on request consider part time work. Requests should be made in writing to your employer, giving as much notice as possible.

Throughout the ordinary adoption leave, all your terms and conditions of employment are maintained with the sole exception of pay.

Additional adoption leave.
If you are entitled to ordinary adoption leave, additional adoption leave starts at the end of the ordinary adoption leave period and ends 26 weeks later. As with ordinary adoption leave, all your terms and conditions of employment are maintained throughout this period with the sole exception of pay.

Notification
The notice periods detailed below must be complied with in order to safeguard your rights.

You must notify your employer in writing of the following no later than seven days after being matched with a child for adoption:

- The date of placement of the child for adoption,
- The date on which you intend to start your adoption leave.

You must also provide an Adoption Certificate from the approved adoption agency. Your employer will then write to you within 28 days to confirm your date of return to work. You can change the date on which you intend to start your adoption leave by giving your employer at least 28 days' written notice.

Returning to work
If you take the full entitlement to adoption leave your return date will be the date previously notified to you by your employer. If you wish to return early you must give your employer eight weeks' written notice of your early return date. Your early return may be delayed if this procedure is not followed.
If you intend to return to work at the end of your adoption leave but fail to do so, your employer's normal rules regarding absence will apply.

Adoption benefits
Although you do not need any qualifying service or to work a minimum number of hours to be entitled to adoption leave or the right to return to work, in order to qualify for Statutory Adoption, pay (SAP) from your employer, you need to have the following:

- At least 26 weeks continuous service at the end of the week in which the child was matched with you for adoption.
- Average earnings above the National Insurance lower earnings limit during the eight weeks before the week in which the child was matched with you for adoption.

If you meet these conditions you are entitled, subject to special rules where the adoption is disrupted or where the child reaches age 18, to a maximum of 39 weeks SAP, calculated as:

- Six weeks at 90% of average weekly earnings,
- 33 weeks at the lesser of the lower rate of SAP or 90% of average weekly earnings.

In order to be paid SAP, you should notify your employer in writing of the following no later than 28 days before the date on which you wish your SAP period to begin:

- The name and address of the approved adoption agency
- The date on which the child is expected to be placed for adoption and where the child has already been placed for adoption, the date of placement.

- The date on which you were informed that the child was to be placed with you for adoption.

Paternity rights (birth)
Ante-natal appointments.
You are entitled to accompany the child's mother on up to two ante-natal appointments without pay during working hours. This is on condition that you have or expect to have responsibility for the upbringing of the child and that you are the biological father of the child or are married to or are the partner of the child's mother. The maximum time off for each appointment is six and a half hours and you will be expected to return to work after keeping your appointment wherever possible.

Ordinary paternity leave
If you have at least 26 weeks continuous service at the end of the 15th week before the EWC, you are entitled to choose to take either one week or two consecutive weeks of ordinary paternity leave if you meet the following conditions:

- You have or expect to have responsibility for the upbringing of the child.
- You are the biological father of the child or are married to or are the partner of the child's mother.

You cannot start your ordinary paternity leave until the child is born and it must end within 56 days beginning with the date on which the child is born or the first day of the EWC, whichever is the later. You must give prior notice of the day you intend to start your ordinary paternity leave, which can be:
- The day on which the child is born.
- A day which you specify as a number of days after the day on which the child is born.
- A pre-determined date, which must be later than the first day of the EWC.

Throughout the ordinary paternity leave, all your terms and conditions of employment are maintained with the sole exception of pay.

Paternity benefits
If you are entitled to ordinary paternity leave and your average earnings were above the National Insurance lower earnings limit during the eight weeks up to and including the 15th week before the EWC, you are entitled to be paid Statutory Paternity Pay (SPP). SPP is paid during the entire ordinary paternity leave period and is the lesser of:
- the standard rate of SPP or
- 90% of average weekly earnings.

Notification
To safeguard your rights to ordinary paternity, leave and pay you must complete Form SC3 by the 15th week before the EWC. You can change the date on which you intend to start your ordinary paternity leave by completing a new Form SC3 at least 28 days before the original leave date.

Paternity rights (adoption)
Pre-adoption appointments
If you are the primary adopter's partner and you have been advised that a child is due or expected to be placed with you, you are entitled to attend up to two pre-adoption appointments without pay during working hours. The appointments must have been made by or at the request of the adoption agency and the maximum time off for each appointment is six and a half hours. You will be expected to return to work after keeping your appointment wherever possible.

Ordinary paternity leave
If you have at least 26 weeks continuous service at the end of the week in which the child's adopter is matched with the child for a UK adoption, you are entitled to choose to take either one week or two consecutive weeks of ordinary paternity leave if you meet the following conditions:

- You are not taking adoption leave in respect of the child.
- You have or expect to have responsibility for the upbringing of the child.
- You are married to or are the partner of the child's adopter.

You cannot start your ordinary paternity leave before the day the child is placed with the adopter and it must end within 56 days beginning with the date of placement. You must give prior notice of the day you intend to start your ordinary paternity leave, which can be:

- The day on which the child is placed with the adopter.
- A day which you specify as a number of days after the day on which the child is placed with the adopter.
- A pre-determined date, which must be later than the date on which the child is expected to be placed for adoption.

Throughout the ordinary paternity leave, all your terms and conditions of employment are maintained with the sole exception of pay.

Paternity benefits
If you are entitled to ordinary paternity leave and your average earnings were above the National Insurance lower earnings limit during the eight weeks before the week in which the child was matched for adoption, you are entitled to be paid Statutory Paternity Pay (SPP). SPP is paid during the entire ordinary paternity leave period and is the lesser of:

- the standard rate of SPP or
- 90% of average weekly earnings.

Notification
To safeguard your rights to ordinary paternity, leave and pay you must complete a Form SC4 no later than seven days after the date on which the adopter is notified of having been matched with the child for adoption. You can change the date on which you intend to start your ordinary paternity leave by completing a new Form SC4 at least 28 days before the original leave date.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Shared parental rights (birth)
Introduction
Many parents will be able to share leave in the year after their child's birth and take leave in a more flexible way by stopping and starting their shared parental leave, taking their leave at the same time, and returning to work between periods of leave.

To qualify for shared parental leave you must have at least 26 weeks continuous service at the end of the 15th week before the EWC and still be in employment the week before you take the shared parental leave. In addition, you must share the main responsibility for the care of the child that the shared parental leave and pay relates to with the other parent and meet an 'employment and earnings' test.

Opting into shared parental leave and pay
If the mother and her partner agree, the mother can curtail her current maternity leave and 'convert' what remains of the leave period into shared parental leave (SPL). The mother must do this by giving formal notice to her employer and, if you are the mother, we have a form that can be completed to provide the required information. At least eight weeks' notice must be given to curtail maternity leave, at which time the mother and her partner must also give their respective employers an indication of how they intend to take the shared parental leave and pay.

The mother's notice to curtail maternity leave will normally be accompanied by a notice of entitlement to take shared parental leave and a request for a period of shared parental leave and pay. Once notice to curtail maternity leave has been given, it can only be withdrawn in very limited circumstances. However, if the mother gives notice to curtail her maternity leave before the child is born, she has up to six weeks after the birth to change her mind. If the mother revokes her curtailment notice, she remains on maternity leave and can give a new notice to curtail her maternity leave at a later date.

Taking shared parental leave
Before you can take shared parental leave and pay you must provide your employer with a notice of your entitlement to shared parental leave and pay, and this must be accompanied by a 'declaration' from your partner. This is a 'one off' notice and, if you are the mother, you will already have given this notice with your notice to curtail your maternity leave. If you are the mother's partner, we have a form that can be completed to provide the required information. The total number of weeks of SPL available is 52 weeks minus the maternity leave that the mother has already taken (including the compulsory maternity leave period). The leave must be taken in whole weeks (part- weeks count as whole weeks), and it must be taken before the child's first birthday.

All your terms and conditions of employment are maintained throughout the SPL period with the sole exception of pay and, if your combined total of maternity/paternity and SPL does not exceed 26 weeks, you are entitled to return to work in your previous job. If you work full time, you have the right to return to your full-time position, but you do not have the right to return part time. However, your employer will discuss any request for part time work and on request consider part

time work. Requests should be made in writing to your employer, giving as much notice as possible.

Notification
You are allowed three 'notifications' to take a period of SPL. A minimum of eight weeks' notice must be given before each period of leave, and the mother's first notice to take SPL will usually be included as part of the notice to curtail maternity leave.

If your notice is for a continuous period of SPL, for example six weeks off, it cannot be refused. If, however, your notice is for a discontinuous period of leave, for example six weeks comprising three weeks of SPL, three weeks in work, then three weeks of SPL, this can be refused. The first two weeks of the eight weeks' notice period are to enable you and your employer to discuss this type of request and to try to reach agreement on the pattern of leave.

If agreement cannot be reached you have until the 15th day after you submitted your request (i.e., the day after the discussion period expires) to either let the request stand or to withdraw the request. If you let the request stand your employer can insist that the SPL is taken as a period of continuous leave (in the above example as a continuous period of six weeks). You then have five days in which to decide the start date for the period of continuous leave, otherwise it will start on the date of the first period you previously notified. Alternatively, you can withdraw the request and it will not count as one of your three notifications.

If you want to change the dates of a previously notified period of SPL and your employer agrees to this, then the change does not count as a formal 'notification'. If, however, your employer does not agree to the change you can submit a formal notification of the change (giving at least eight weeks' notice). Your employer will have to accept this notification, but the change will count as one of your three 'notifications'.

Statutory Shared Parental Pay
If you qualified for SMP, MA or SPP you will also qualify for Statutory Shared Parental Pay (SSPP). The total number of weeks of SSPP available is 39 weeks minus the number of weeks of SMP already paid to the mother. SSPP is paid at the lesser of:

- The standard rate of SSPP or
- 90% of average weekly earnings.

As there will be more weeks of SPL available than weeks of SSPP, employees who claim SSPP will be required to sign a declaration stating the total pay available and the total pay received.

Shared parental rights (adoption)
Introduction
Many parents will be able to share leave in the year after the adoption and take leave in a more flexible way by stopping and starting their shared parental leave, taking their leave at the same time, and returning to work between periods of leave.

To qualify for shared parental leave you must have at least 26 weeks continuous service at the end of the week in which the adopter is notified of having been matched with a child for adoption and still be in employment the week before you take the shared parental leave. In addition, you must share the main responsibility for the care of the child that the shared parental leave and pay relates to with the other parent and meet an 'employment and earnings test'.

Opting into shared parental leave and pay
If the primary adopter and their partner agree, the primary adopter can curtail their current adoption leave and 'convert' what remains of the leave period into shared parental leave (SPL). The primary adopter must do this by giving formal notice to the employer and if you are the primary adopter, we have a form that can be completed to provide the required information. At least eight weeks' notice must be given to curtail adoption leave, at which time the primary adopter and their partner must also give their respective employers an indication of how they intend to take the shared parental leave and pay.

The primary adopter's notice to curtail adoption leave will normally be accompanied by a notice of entitlement to take shared parental leave and a request for a period of shared parental leave and pay. Once notice to curtail adoption leave has been given, it can only be withdrawn in very limited circumstances.

Taking shared parental leave
Before you can take shared parental leave and pay you must provide your employer with a notice of your entitlement to shared parental leave and pay, and this must be accompanied by a 'declaration' from your partner. This is a 'one off' notice and, if you are the primary adopter, you will already have given this notice with your notice to curtail your adoption leave. If you are the secondary adopter/adopter's partner, we have a form that can be completed to provide the required information. The total number of weeks of SPL available is 52 weeks minus the adoption leave that the primary adopter has already taken (including the compulsory adoption leave period). The leave must be taken in whole weeks (part-weeks count as whole weeks), and it must be taken during the first year following the adoption.

All your terms and conditions of employment are maintained throughout the SPL period with the sole exception of pay and if your combined total of adoption/paternity and SPL does not exceed 26 weeks, you are entitled to return to work in your previous job. If you work full time, you have the right to return to your full-time position, but you do not have the right to return part time. However, your employer will discuss any request for part time work and will, on request consider part time work. Requests should be made in writing to your employer, giving as much notice as possible.

Notification
You are allowed three 'notifications' to take a period of SPL. A minimum of eight weeks' notice must be given before each period of leave, and the primary adopter's first notice to take SPL will usually be included as part of the notice to curtail adoption leave.

If your notice is for a continuous period of SPL, for example six weeks off, it cannot be refused. If, however, your notice is for a discontinuous period of leave, for example six weeks comprising three weeks of SPL, three weeks in work, then three weeks of SPL, this can be refused. The first two weeks of the eight weeks' notice period are to enable you and your employer to discuss this type of request and to try to reach agreement on the pattern of leave.

If agreement cannot be reached you have until the 15th day after you submitted your request (i.e., the day after the discussion period expires) to either let the request stand or to withdraw the request. If you let the request stand your employer can insist that the SPL is taken as a period of continuous leave (in the above example as a continuous period of six weeks). You then have five days in which to decide the start date for the period of continuous leave, otherwise it will start on the date of the first period you previously notified. Alternatively, you can withdraw the request and it will not count as one of your three notifications.

If you want to change the dates of a previously notified period of SPL and your employer agrees to this, then the change does not count as a formal 'notification'. If, however, your employer does not agree to the change you can submit a formal notification of the change (giving at least eight weeks' notice). Your employer will have to accept this notification, but the change will count as one of your three 'notifications'.

Statutory Shared Parental Pay
If you qualified for SAP or SPP you will also qualify for Statutory Shared Parental Pay (SSPP). The total number of weeks of SSPP available is 39 weeks minus the number of weeks of SAP already paid to the primary adopter. SSPP is paid at the lesser of:

- The standard rate of SSPP or
- 90% of average weekly earnings.

As there will be more weeks of SPL available than weeks of SSPP, employees who claim SSPP will be required to sign a declaration stating the total pay available and the total pay received.

Parental leave
Parents of children born or placed for adoption on or after 15th December 1999 are entitled, on completion of one year's service with the Company, to take unpaid parental leave. The right applies to mothers and fathers and to a person who has legal parental responsibility. Parents who already have at least one year's service are able to start taking parental leave when the child is born or adopted, and the remainder are able to start taking parental leave as soon as they have completed one year's service.

Parents are entitled to 18 weeks' leave for each child, to be taken before the child reaches age 18. Parents must give 21 days written notice to take parental leave and it must be taken in blocks or multiples of one week (part weeks, including single days or part days, count as whole weeks) up to a maximum of four weeks in any one year. Parents of disabled children for whom a disability living allowance has been awarded

have the additional flexibility to take leave in days without them being counted as whole weeks, although part days count as full days.

Leave can be postponed by the Company for up to six months where the business cannot cope, except when a father gives the above advance notice to take leave immediately after the date when the child is born or when the partner of a primary adopter gives the above advance notice to take leave immediately after the date when the child is placed for adoption.

Time off for dependants
You will be allowed to take reasonable time off work without pay to deal with an emergency involving a dependant. The amount of time off allowed will depend on the circumstances.

For example, if a dependant is ill or injured, reasonable time off will be given to deal with the emergency – this does not mean that you will be allowed to take time off to look after the dependant personally.

Compassionate leave
This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, dependent or other relative for whom the employee has responsibility for.

The amount of time off required will be at the manager's discretion of the senior management team and will depend on individual circumstances.

Death of a Child
If an employee has a death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, all employees will be entitled to two weeks paid leave; subject to meeting the eligibility criteria having been employed for at least 26 weeks.

Support will be given including making reasonable adjustments on the return to work and further ongoing support will be provided.

This policy was adopted on	**Signed on behalf of the nursery**	**Date Reviewed**
1st November 2020	*S Vick*	*3/04/2024*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

206Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Menopause Policy

Introduction

Menopause is the time during an individual's life when menstruation periods permanently stop and an individual experiences hormonal changes. It is defined as occurring when the individual has experienced no periods for 12 consecutive months and no other biological or psychological cause can be identified. However, menopausal symptoms can begin months or years before periods stop and this stage is known as the perimenopause. According to the NHS website[6] symptoms last around four years after an individual's last period, although some can experience them for much longer.

The purpose of this policy is to provide details of how the nursery will support our staff who may be experiencing issues as a result of symptoms of the menopause. We aim to create a culture that encourages discussions to take place about any matters associated with the menopause and to create supportive working environment.

Aims

The aims of this policy are to:

- Foster an environment in which colleagues can openly and comfortably instigate conversations or engage in discussions about menopause.
- Ensure everyone understands what menopause is, can confidently approach the subject and are clear on our policy and practices.
- Educate and inform staff about the potential symptoms of menopause and how they can support individuals experiencing these symptoms at work.
- Ensure that those who are experiencing menopause symptoms feel confident to discuss them and ask for any support and reasonable adjustments so they can continue to be successful in their roles.
- Reduce absenteeism due to menopausal symptoms.
- Assure individuals that as a responsible employer, we are committed to supporting their needs during menopause.

Employee responsibilities

All employees should contribute to a respectful working environment and be willing to support colleagues who may be experiencing the menopause. It is important that employees talk openly with their line manager if they need support with menopausal symptoms. All employees are responsible for:

- Taking personal responsibility to look after their health.
- Being open and honest in conversations with managers
- Contributing to a respectful and productive working environment
- Being willing to help and support their colleagues.
- Understanding any necessary adjustments their colleagues are receiving as a result of their menopausal symptoms.

During any discussions, your manager will consider your individual situation and evaluate if any adjustments can be made. Your individual needs will be addressed sensitively, and confidentiality will be maintained.

[6] https://www.nhs.uk/conditions/menopause/

Employer responsibilities
Managers are responsible for:

- Ensuring that no one experiences less favourable treatment as a result of the menopause.
- Ensuring that any conversations are kept strictly confidential.
- Putting in place any required support and/or adjustments where reasonably possible.
- Recording any agreements made
- Holding regular reviews with employees regarding support required, including follow up meetings to review adjustments that have been made.
- Seeking additional advice from occupational health where necessary
- Agreeing with the employee if other colleagues should be informed about any adjustments that have been agreed (even if the reason is not disclosed).

When responding to an employee experiencing difficulties caused by menopause, managers will maintain an open-door policy so that employees feel comfortable in approaching them. They will support staff to talk openly about their current situation and will not make presumptions about how it is affecting them.

We understand that employees may feel uncomfortable discussing personal information with their manager. If this is the case, they are encouraged to discuss their situation with another senior member of staff.

Workplace adjustments
As with any longstanding health-related condition, sympathetic and appropriate support from the nursery is crucial to provide employees with the support that they need. Above all, it is important to listen to individuals and respond sympathetically to any requests for adjustments at work.

There are numerous symptoms of the menopause that can affect an individual both physically and mentally. The menopause affects individuals in different ways and symptoms can start during the perimenopause and last for many years.

Some of the more common symptoms include:

- Hot flushes
- Difficulty sleeping
- Fatigue
- Headaches
- Low mood or anxiety
- Problems with memory or concentration
- Anxiety
- Heavy and/or painful periods
- Panic attacks.

The following options are available to any employee who may be experiencing menopausal symptoms, depending on the needs of the individual and the business needs of the nursery.

Flexible working

We recognise that flexibility may be of significant benefit to someone who is experiencing menopausal symptoms. The Special considerations for employee's policy describes ways in which the nursery may be willing to consider temporary changes to working arrangements, such as more frequent breaks or a change to start and finish times. If an employee does not wish to temporarily change their working arrangements, then this should be discussed with their line manager and any agreed changes will be regularly reviewed with the member of staff.

Temperature control
We strive to achieve a comfortable working temperature for employees. We will allow flexibility within the dress code where reasonable. We will also consider any other appropriate adjustments, for example changing an employee's work location including to nearer a window, providing blinds on windows, ensuring there is always the opportunity to access toilet facilities or providing cooling aids such as a desk fan.

Sickness absence
See the Absence management procedure.
If an employee is unwell due to menopausal symptoms, the nursery will provide them with all reasonable support during this period. It is important that employees feel that they are able to be open with their line managers about the reasons for any absences and feel supported by them. We would also encourage employees to discuss any relevant concerns with their GP and confirm to the nursery any relevant advice that the GP has provided.

Available support
Employees are encouraged to inform their line manager at an early stage if they are experiencing menopausal symptoms that could affect their work to ensure that symptoms are treated as an ongoing health issue rather than as individual instances of ill health.

Early notification will also help line managers to determine the most appropriate course of action to support an employee's individual needs. Employees who do not wish to discuss the issue with their direct line manager may find it helpful to have an initial discussion with a trusted colleague or another manager instead.

Employees and managers may find external sources of help and support useful including the following:
Information about the menopause, menopausal symptoms and treatment options (https://www.menopausematters.co.uk/)

Support for women experiencing premature menopause or premature ovarian insufficiency (https://www.daisynetwork.org/)

Information about events where strangers gather to eat cake, drink tea and discuss the menopause (https://www.menopausecafe.net/)

This policy was adopted on	Signed on behalf of the nursery	Date Reviewed

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

17/8/2026	Sarah Vick	

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Student Policy

EYFS: 3.20, 3.29

At **Wisbech Day Nursery** we are committed to sharing good practice with those wishing to pursue a career in childcare. We welcome students to join our staff team and gain work experience within our nursery. We will accept **5** student(s) at a time as more students than this places undue pressure on staff. However, on a sessional basis no more than 3 students will be on placement at any one time. We do, however, accept small groups or occasional placements when research or studies are being carried out that will be of benefit to childcare.

We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.

We expect all students to visit the nursery for an interview, followed by their student induction and nursery tour. Students will have a copy of the company policies emailed to them for their perusal.
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Our policy for those on placements is as follows:

- All students must have an enhanced Disclosure and Barring Service (DBS) check and provide at least one written reference before their placement begins
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the nursery.
- Students will be always supervised by the member of staff assigned to them and will not be left alone with the children. They will only change nappies under supervision.
- Students will be supported to understand nursery policies and procedures.
- We require students to keep to our confidentiality policy.
- It is expected that during the student's placement, their tutor will visit the nursery or have verbal communication with the Student Co-ordinator to receive feedback about the student's progress.
- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Staff will respect individual students' needs and abilities.
- An accurate evaluation of ability and performance for both students and training providers will be provided, and the nursery will support students who are experiencing difficulties with action plans if needed.
- To maintain parent partnerships, parents will be informed when students are present in the nursery e.g., via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the student.
- All students on placement must adhere to the same codes of conduct as permanent staff including timekeeping and dress codes.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

- All students are encouraged to contribute fully to the nursery routine and to spend some time in every area.

In some cases, we may include students on long term placements (aged 17 and over) and staff working as apprentices in early education (aged 16 and over) in our staff: child ratios. This will be the discretion of the manager and only will only occur when the manager is satisfied the student/apprentice is competent and responsible.

Children on work experience placements

We will only offer placements to pupils from local secondary schools on work experience after discussions with the appropriate tutors and the establishment of close links with the sixth form college or school.

A student aged 16 plus on work experience in the nursery is considered to be engaging in regulated activity and so the student would require the work experience provider, e.g. school or college, to complete a DBS enhanced check prior to their placement in the setting.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Young Worker Policy

EYFS : 3.4-3.18, 3.20, 3.29

At **Wisbech Day Nursery** we support young workers and apprentices as we foster and shape the workforce of the future. At times there may be students on placement within the nursery.

The EYFS (2026) sets out the requirements for young people working in a setting and we will always adhere to these requirements.

Any student aged 17 or over who is attending our setting on a long-term placement e.g., for one or more will be monitored and assessed to determine their competence levels. If we believe that they are demonstrating the high levels of competence and responsibility, we expect from our staff then we may consider including them in our staff ratios.

Apprentices aged 16 and over who is attending our setting on a long-term placement and undertaking early education training, will be monitored and assessed to determine their competence levels. If we believe that they are demonstrating the high levels of competence and responsibility, we expect from our staff then we may consider including them in our staff ratios.

Any young person in the setting under the age of 18 is considered a child by law, therefore we will be vigilant towards their safety and well-being. We will provide each young person with a mentor/buddy within the setting that can support their well-being. Any safeguarding concerns will be dealt with according to our safeguarding policies procedures.

Within our nursery we expect our young staff to:

- Read, understand and adhere to all policies.
- Take part in our ongoing staff suitability procedures. Declare any reasons why their suitability to work with children may change during their placement.
- Share any safeguarding concerns they may have with their buddy/mentor or the safeguarding officer.
- Maintain a high standard of work, behaviour, appearance and attendance whilst with the nursery.
- Undertake a full induction conducted by the nursery.
- Access training as required by the management.
- If studying whilst with the setting, undertake all tasks required by the tutor to keep up to date with the course. If your coursework falls behind at any point your placement in the setting will be at risk
- Ensure that the nursery environment is always safe and secure for all children and report any issues as they arise.
- Help with the day to day running of the nursery by undertaking tasks as determined by the supervisors and management.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

- Take part in staff meetings and all staff training as required by the nursery.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	Sarah Vick	17/8/2026

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Volunteers Policy

EYFS: 3.9, 3.29

At **Wisbech Day Nursery** we recognise the immense benefits that volunteers bring to the nursery. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences.

Definition of volunteer
A volunteer is a person aged 16 or over who works directly with children (teaching, training, instructing, caring for or supervising) on a frequent basis, or on more than three days in a 30-day period.

Status of volunteers
A volunteer is not an employee and will not have a contract of employment with the nursery. We will, however, insist that the volunteer follows all nursery procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Volunteers will be always supervised.

Recruitment checks
All volunteers will have suitability checks conducted in the same way as paid employees, including an enhanced DBS check and at least one written reference. These checks will be conducted before any volunteer starts their time within the nursery.

Volunteers must disclose any information which may affect their suitability to work with children including, but not limited to, arrests, charges, convictions, cautions, court orders, reprimands and warnings (whether received before or during their volunteering at the setting).

Training
Volunteers will be offered training and/or support as appropriate. We will provide any training and support required for the role, including child protection and health and safety training. The purpose of this is to enable the volunteer to be supported and enhance their development in their voluntary role within our team.

Policies and procedures
Volunteers are expected to comply with all the nursery's policies and procedures. The volunteer's induction process will include an explanation of this.

Confidentiality
Volunteers should not disclose information about the nursery, staff, children and families as stated in the confidentiality policy and should always follow the nursery confidentiality procedure.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Volunteer's induction pack
On commencing their volunteer work, the volunteer will be given a pack containing:

- General information about the nursery
- A copy of the volunteering policy
- A confidentiality statement which will require reading, signing and returning to the nursery manager.
- Details of access to all nursery relevant policies and procedures.

Volunteer support
The nursery has a designated officer who will take the volunteer through their induction and support and advise them throughout their time in the nursery. Our designated officer for volunteers is Sarah Vick

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Absence Management Procedure

At **Wisbech Day Nursery** we encourage all our employees to maximise their attendance at work while recognising that employees will, from time to time, be unable to come to work due to sickness. By implementing this policy, we aim to strike a reasonable balance between the pursuit of our business needs and the genuine needs of employees to take occasional periods of time off work because of sickness. This policy and procedure establishes a framework to support individuals and the organisation in times of sickness absence. It ensures that appropriate and consistent advice is provided, and that assistance and support is offered to employees and, where necessary, action is taken.

Principles
We aim to provide a healthy working environment and demonstrate commitment to health, safety and the welfare of staff in order to maximise attendance.

Management is responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

Exclusion periods for contagious illnesses
Working with children means that you are in contact with illnesses which can be highly contagious. We take the health of children and staff very seriously; therefore, if you have any contagious illness you must adhere to the same exclusion periods as children. This will ensure that you are able to recover appropriately and that this illness is not passed on to other staff, children or parents. The manager will advise you of any exclusion times required (see the sickness and illness and infection control policies).

Sickness absence reporting procedure
Reporting sickness absence should be done using the following guidelines. Failure to follow these guidelines could delay any sick pay due to you and could possibly result in disciplinary action.

1. On your first day of absence, you must:
    - Telephone the nursery and speak to the manager or contact the manager of 07825 575 225
    - Give brief details of your illness and your expected length of absence.
    - Telephone and speak to someone yourself. Text message and emails are not an acceptable form of communication for this purpose. Contact someone within one hour of your normal start time. If you are due to start at *7:30/*8:00am then please contact the manager at least half an hour before your shift is due to start.

2. If you have been unable to determine how long the absence will last, and it exceeds the one day, you must contact your manager again on the fourth day.

3. On returning to work you must complete a copy of the 'Employee's statement of sickness self-certification form'. This should be signed by nursery management.

4. For absences of more than seven consecutive days, you must provide a 'fit note' completed by a qualified medical practitioner for the period of absence.

5. After returning to work from any sickness absence leave, a 'return to work' interview may be undertaken by the employee and line manager. This will not happen in all circumstances, and we may hold such meetings at our discretion. However, such meetings will normally be held in the following circumstances:
    - Where the absence has exceeded 14 days
    - Where the nature of the illness means that duties on return to work may need to be altered and clarification and/or consultation is required
    - Where a member of staff has had two or more absences in 12 weeks.

During the return to work interview the following will be discussed:

- The reason for absence
- Whether adjustments to the role (on a temporary or more permanent basis) are required and what they are. These might include adjusted work patterns, start and finish times and changes of duties
- Future requirements and expectations, e.g., improved attendance
- The return-to-work interview should be recorded and signed by both the manager and employee and a copy attached to the employee's file.

Where an employee's attendance record gives cause for concern because of the duration or frequency of absence, this should be brought to the attention of the employee through a discussion with the manager.

Throughout any stage of discussions on sickness absence, employees may be accompanied by a work colleague.

The abuse of sick leave and pay regulations may be classified as misconduct and will be dealt with through the disciplinary procedure.

Frequent and/or persistent short-term sickness absence

Short-term absence may be short periods of one or two days occurring frequently.

Absence of this nature can be identified by one of the following indicators and should be classed as a trigger:

- Four self-certified spells of absence in one calendar year
- A total of 10 working days or more of self-certified absence in one calendar year
- Patterns of absence over a period, e.g., an individual regularly taking Mondays or Fridays off
- Where an employee's attendance record is significantly worse than those of comparable employees, or absence problems have gone on for a considerable length of time.

Long-term sickness absence
For the purposes of the policy, long-term sickness absence is defined by the nursery as absences lasting over one month.

Where absences have lasted over 10 working days or more, the manager should contact the member of staff concerned to obtain an initial assessment of the problem and to offer any further help or assistance.

At this point and were felt appropriate after further assessment of the problem, the manager will arrange a face-to-face meeting or telephone conference between themselves and the member of staff. The meeting should:

- Seek to confirm the reasons and nature of the absence and its likely duration.
- Ensure that the member of staff is aware of the nursery's concern regarding their health and necessary absence from work.
- Consider offering alternative duties or a shorter working week if this would enable a quicker return to work subject to medical advice.
- Consider any personal problems being encountered and discuss possible ways of helping the individual resolve these.
- Advise the member of staff that in their best interests they may be asked to see a registered medical practitioner or occupational health provider appointed by the nursery to enable a medical report to be prepared.
- Alternatively, and if appropriate, gain agreement from the member of staff to contact their doctor or specialist to establish the likely length of absence and the long-term effect on capability in relation to job performance and attendance at work.

If all other avenues have been investigated, the absence continues or, following return to work, the attendance record does not improve, a subsequent meeting should be arranged. At this point, unless there are reasonable grounds to believe there will be an improvement in the foreseeable future, the manager should inform the member of staff that long-term sickness absence due to ill health may put their employment at risk and the possibility of termination by reason of capability or suitability to work with children might have to be considered, considering any medical information available.

The position will be reviewed periodically and ultimately it may become necessary from a business perspective to consider termination of employment. In these circumstances, the nursery will:

- Review the employee's absence record to assess whether it is sufficient to justify dismissal.
- Consult the employee.
- Obtain up-to-date medical advice through occupational health.
- Advise the employee in writing as soon as it is established that termination of employment has become a possibility.
- Meet with the employee to discuss the options and consider the employee's views on continuing employment.

- Review if there are any other jobs that the employee could do prior to taking any decision on whether to dismiss.
- Allow a right of appeal against any decision to dismiss the employee on grounds of long-term ill health.
- Arrange a further meeting with the employee to determine any appeal.
- Following this meeting, inform the employee of its final decision.
- Act reasonably towards the employee always.

Any decision to terminate employment will be taken by the Company Directors, making sure the capability procedure has been exhausted.

Occupational health
The nursery reserves the right to request employees to attend an appointment with an Occupational Health Advisor (e.g., consultant, GP) during their employment, if it is reasonably deemed necessary due to sickness absence, changes in health or the role, or where it is necessary to seek an expert medical opinion as to whether the employee can fulfil their job role or whether any reasonable adjustments should be made to the employee's role.

The nursery will seek to engage the services of an independent Occupational Health Advisor in situations where expert medical opinion is required and work with them to identify the best course of action in circumstances of sickness absence.

Access to medical records
The Access to Medical Records Act 1988 gives individuals the right of access to medical records relating to themselves which have been prepared by a medical practitioner for employment purposes. The Act provides that:

- Employers must gain the consent of employees before requesting reports from medical practitioners.
- Employers must inform employees of their rights in respect of medical reports.
- The employee has the right of access to the report before the employer sees it, provided appropriate notification is given.
- The employer is responsible for notifying the medical practitioner that the employee wishes to have access.
- The employee may ask for a report to be amended or may attach a statement to the report.
- Having seen the report, the employee may wish to withhold consent to it being supplied.

Where the Company requests further medical information about the health of staff from an individual's General Practitioner or Specialist, or its own occupational health provider, the provisions of the Act will be followed.

Throughout any interviews regarding sickness absence, staff are entitled to the support of and/or representation by a work colleague or recognised trade union representative.

Sick Pay
Statutory Sick Pay (SSP) will be paid in accordance with Department for Work and Pensions requirements and no payment will be made for the first three working days in a period of incapacity for work.
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The nursery will maintain records of whether absence forms part of a linked 'period of incapacity for work' (PIW) and, if so, how much SSP entitlement has been used in the current PIW, as well as record keeping that all SSP entitlement has been paid correctly.

Annual leave and sick pay
Where an employee falls sick or is injured while on annual leave, the nursery will allow the employee to take sick leave and take the annual leave later. This policy is subject to the following strict conditions:

- The total period of incapacity must be fully certificated by a qualified medical practitioner.
- The employee must contact the manager as soon as he/she knows that there will be a period of incapacity during the pre-planned annual leave in accordance with the Sickness Absence Reporting Procedure
- The employee must submit a written request no later than five days after returning to work setting out how much of the annual leave period was affected by sickness and the amount of leave that the employee wishes to take at another time.
- Where the employee is overseas when he/she falls sick or is injured, evidence must be produced that the employee was sick by way of either a medical certificate or proof of a claim on an insurance policy for medical treatment received at the overseas location.

Where the employee fulfils all the above conditions, we will allow the employee the same amount of annual leave as the amount lost due to sickness or injury.

Sickness or injury shortly before a period of planned holiday
If an employee is ill or is injured before the start of a period of planned annual leave, we will agree to the employee postponing the annual leave dates to another mutually agreed time. Any period of sickness absence will then be treated in accordance with the employer's normal policy on sickness absence.

The employee must submit a written request to postpone the planned annual leave, and this must be accompanied by a letter from his/her doctor confirming that he/she is unfit to take the annual leave.

Replacement annual leave dates
Where it is agreed that an employee can take replacement annual leave later, the employee should nominate replacement annual leave dates as soon as possible,

with the dates being subject to the agreement of the employee's line manager in the usual way.

Employees should endeavour to take any replacement annual leave within the same holiday year as the days lost because of sickness or injury. If part or all the annual leave is lost due to incapacity towards the end of the nursery's holiday year and there is insufficient time left during that year for the replacement annual leave to be taken, the employee will be permitted to carry over the replacement annual leave to the next holiday year. However, this leave must be taken as early in the new holiday year as possible.

Serious illness/injury of an employee's immediate family
This will be looked at on an individual basis and your manager will agree with you a reasonable period of unpaid leave time initially, with additional unpaid leave if a significant amount of time off is required. You need to also consider taking holiday/TOIL and working flexibly i.e., adjusting the length of the working day, changes in hours/days worked etc.

Death of a member of an employee's immediate family
This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, granDSLarent, dependant or other relative for whom the employee has special responsibility. The amount of time off required will be at the manager's discretion and will depend on individual circumstances.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026; Aug 2026*

Grievance Procedure

At **Wisbech Day Nursery** we always follow our legal obligations as an employer including hearing and investigating grievances. We have a policy and procedures that set out our process.

Legal obligations
Our obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures. This code of practice was introduced in April 2009 and updated in 2015. A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website www.acas.org.uk

We note that a failure to follow the code does not make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25%, or reduced by 25% if the employee does not comply.

Objectives and guiding principles

We recognise that an employee needs to feel that his or her grievance has been fully investigated and has received a fair hearing. The employee also needs to understand the reasons for the decision made by the manager who heard their grievance. The employee should then be given the opportunity to appeal against the decision. Their appeal should be submitted in writing and should be investigated and heard by someone more senior to the person who heard the initial grievance. The person allocated to hear the employee's appeal should be able to take a fresh and independent look at the issue. In our organisation the individual's immediate line manager deals with the grievance initially separately before being passed on to the Company Directors.

ACAS advocates the use of mediation to resolve grievances, to maintain a good working relationship and resolve issues within the workplace. We may decide to use such mediation where appropriate using ACAS support and guidance.

Our grievance procedure does not form part of any employees' contract of employment. It may be amended at any time, and we may depart from it depending on the circumstances of any case.

This procedure applies to all employees regardless of length of service.

Our nursery believes that all employees should be treated fairly and with respect. We encourage all employees to try to resolve any grievance with the individual concerned on an informal basis, as most grievances can be resolved quickly through discussion. Your line manager will assist you with this if you feel this is the best route for you.

If this does not resolve the problem, you should initiate the formal process below.

Grievance process
Stage 1
Making your grievance

- You should put your grievance in writing and forward it to your line manager.
- This written statement will form the basis of any investigations and the subsequent hearing, so it is important that you set out clearly the nature of your grievance and any dates and names of individuals involved. You should also indicate the outcome that you are seeking. If your grievance is unclear, you may be asked to clarify your complaint before any meeting takes place.
- If your complaint relates to an issue with your line manager, the grievance may be sent to Barrie Vick
- Before proceeding to a full grievance hearing, it may be necessary to carry out investigations of any allegations made by you. If any evidence is gathered during these investigations, you will be given a copy long enough in advance of the hearing for you to consider your response. In exceptional circumstances, the evidence given by individuals may have to remain confidential. Where confidentiality is necessary, this will be explained to you and an appropriate summary of the evidence gathered will be given to you.

Stage 2
The grievance hearing.
The hearing will be held as soon as is reasonably possible following any investigations, and within **five** working days of the receipt of your written complaint. It will be conducted by your line manager. You are entitled to bring a companion to the grievance meeting if you make a reasonable request to do so. This request must be in advance of the meeting, and you should tell us the name of your chosen companion. The companion may either be a trade union representative or a work colleague.

You should ensure that you attend the meeting where possible. If you are unable to attend because of circumstances beyond your control, you should inform your line manager as soon as possible and a further meeting will be re-arranged as soon as possible. If you fail to attend without explanation, or if it appears that you have not made sufficient attempts to attend, the hearing may take place in your absence.

During the hearing you will be given the opportunity to explain your complaint. Your explanations should focus on the complaint and not on irrelevant issues. The manager conducting the hearing will inform you if they believe the key issues are not being focused on. They may also set a reasonable timeframe for the meeting; this will be determined by the nature and complexity of your complaint.

The hearing may be adjourned to allow further investigations to take place. Following the meeting, you will be informed in writing of the outcome within **five** working days, where reasonably practicable, and told of any action that the nursery proposes to take as a result of your complaint, if applicable. If it is anticipated that further investigation is required and therefore the outcome cannot be provided within this timeframe, we will inform you as to when you can expect to receive the outcome.

If you are dissatisfied with the outcome, you may make a formal appeal in writing to Sarah Vick stating your full grounds of appeal, within **five** working days of the date on which the decision was sent or given to you.

Stage 3
We will hold an appeal meeting within 14 working days of receiving the appeal, were reasonably practicable. This will be dealt with impartially by a more senior manager who has not previously been involved in the case. You will have the right to bring a companion, as explained above.

We will confirm our final decision in writing, usually within seven working days of the appeal hearing, were reasonably practicable. There is no further right of appeal.

Grievances linked to disciplinary matters.
Complaints that you may have about any disciplinary action taken against you should be dealt with as an appeal under the disciplinary procedure.

Grievances raised while you are subject to disciplinary proceedings will usually be heard when the disciplinary process has been completed.

If a grievance has any bearing on the disciplinary proceedings, it will be dealt with as part of the disciplinary hearing or disciplinary appeal, as appropriate.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Disciplinary Procedure

At **Wisbech Day Nursery** we always follow our legal obligations as an employer including dealing with any disciplinary matter in a fair and consistent manner. We have a policy and procedure that set out our process.

Legal obligations

Our legal obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures. This code of practice was introduced in April 2009 and updated in 2015. A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website www.acas.org.uk

We note that a failure to follow the code does not make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25% or reduced by 25% if the employee does not comply.

Objectives and guiding principles

The objective of this procedure is to set out the standards of conduct expected of all staff and to provide a framework within which our managers can work with employees to maintain satisfactory standards of conduct and to encourage improvement where necessary.

It is our policy to ensure that any disciplinary matter is dealt with fairly and consistently. We will take the necessary steps to establish the facts and to give employees the opportunity to respond before taking any formal action.

This procedure does not form part of any employee's contract of employment, and it may be amended at any time. We may also vary this procedure, including any time limits, as appropriate in any case.

The procedure applies to all employees regardless of length of service.

Minor conduct issues can often be resolved informally between the employee and their line manager. These discussions should be held in private and without undue delay whenever there is a cause for concern. Where appropriate a note of any such discussions may be held on the employee's personnel file but will be ignored for the purpose of future disciplinary issues.

Formal steps will be taken under this procedure if the matter is not resolved, or if informal discussion is not appropriate (due to the serious nature of the allegation against you).

The employee will not normally be dismissed for a first act of misconduct, unless we decide it amounts to gross misconduct or the employee has not yet completed their probationary period.

The procedure
Our aim is to deal with disciplinary matters sensitively and fairly. All employees must treat all information in connection with the disciplinary procedure and its investigation as confidential.

Where there has been a serious allegation of misconduct or gross misconduct and/or there are serious concerns regarding the employee's capability, we aim to establish the facts quickly and no disciplinary action will be taken until the matter has been fully investigated. The employee will be informed if a formal complaint is made against them, and if necessary, they may be suspended on full pay pending the outcome of the investigation and disciplinary procedure.

Stage 1: Investigation

- We will investigate any allegations/concerns quickly and thoroughly to establish whether a disciplinary hearing should be held.
- The purpose of the investigation is to establish a balanced view of the facts relating to the allegations against the employee. The amount of investigation will depend on the nature of the allegations and will vary from case to case. It may involve interviewing and taking statements from the employee and any witnesses, and/or reviewing relevant documents.
- Investigation interviews are solely for the purpose of fact finding and no decision on the disciplinary procedure will be taken until after the disciplinary hearing.
- The employee is not normally allowed to bring a companion to an investigatory interview. However, we may allow them to bring a work colleague or trade union representative in exceptional circumstances and if the employee wishes to be accompanied, they should contact Barrie Vick to discuss the reasons for their request.
- If the investigations lead us to reasonably believe there are grounds for disciplinary action, we will write to the employee outlining the allegations against them, the basis of the allegations and the potential consequences. The employee will be invited to a disciplinary hearing to discuss the matter. They will be sent any copies of evidence which may be referred to in the hearing (e.g., witness statements, or a summary of the statements if the witness's identity is to remain confidential, and minutes of meetings).

Suspension

- If we believe that you may be guilty of misconduct, which we consider (at our absolute discretion) to be serious misconduct, where relationships have broken down, or where we have any grounds to consider that our property or responsibilities to other parties are at risk, or where we consider in our absolute discretion that your continued presence at the Company's premises would hinder an investigation, we will be entitled to suspend you on full pay
- Any such suspension will normally last only if required to enable an investigation into the circumstances giving rise to such belief of serious misconduct to be carried out and any disciplinary hearing to be convened.

- Any such period of suspension is not a punishment, nor considered as disciplinary action against you, nor does it imply that any decision has been taken about your case.

Stage 2: Invite to disciplinary hearing.

- We will hold the disciplinary meeting to discuss the allegations. The employee will have the right to bring a companion to the meeting and a companion may be a work colleague or trade union representative. The employee must inform us prior to the meeting who their chosen companion is. If their companion is unreasonable, for example, there may be a conflict of interest, we may require the employee to choose someone else.
- If the employee or their companion is unable to attend the meeting the employee should inform us immediately and we will arrange an alternative time and date. The employee must make every effort to attend the meeting and failure to do so without good cause may be treated as misconduct.

Disciplinary hearing

- During the meeting we will go through the allegations against the employee and the evidence that has been collated. The employee will be able to state their case and call relevant witnesses (provided the employee gives advance notice and we agree to their attendance) to support the case.
- We may adjourn the disciplinary meeting if we need to carry out further investigations and the employee will be given reasonable opportunity to consider new information.
- The employee will be notified of the decision in writing, usually within seven working days of the hearing.
- If the employee persistently fails to reply to invitations, or persistently fails to attend the arranged hearing without good cause, it may be carried out in their absence, and they will be notified of the decision in writing. The employee will retain the right to appeal.

Appeal

- The employee will be given the opportunity to appeal the decision. If they wish to appeal, the employee should state their full grounds in writing and the letter should be sent to Sarah Vick within five working days from the date the decision was communicated to them.
- The appeal meeting will be conducted impartially by a Sarah Vick, where possible, who has not previously been involved in the case.
- The employee will be able to bring a companion to the meeting and the companion may be a work colleague or trade union representative (as stated above)
- We may adjourn the appeal hearing if further investigations need to be carried out and the employee will be given reasonable opportunity to consider any new information before the hearing is reconvened.
- We will inform the employee in writing of our final decision as soon as possible, usually within **five** working days of the appeal hearing.

There is no legal right to appeal beyond this stage.

Disciplinary penalties
In the first instance, where less serious offences are concerned, we are most likely to give the employee a verbal warning. This warning will be recorded, and a copy maintained in the employee's personnel file with a time scale for improvement or to not re-offend.

The usual penalties for misconduct are set out below. No penalty should be imposed without a hearing. We aim to treat all employees fairly and consistently, and a penalty imposed on another employee for similar misconduct will usually be considered but should not be treated as a precedent. Each case will be assessed on its own merits.

The employee will not normally be dismissed for a first act of misconduct, unless we decide it amounts to gross misconduct or the employee has not yet completed their probationary period.

First written warning
A first written warning may be authorised by Senior Manager. This will usually be appropriate for a first act of misconduct where there are no other active written warnings on the employee disciplinary record.

Final written warning
A final written warning may be authorised by a Senior Manager. It will usually be appropriate for:

a. misconduct where there is already an active written warning on the employee record,
b. misconduct that we consider is sufficiently serious, to warrant a final written warning even though there are no active warnings on the employee record.

Dismissal
Dismissal may be authorised by a Senior Manager. It will usually only be appropriate for:

a) any misconduct during the employee probationary period.
b) further misconduct where there is an active final written warning on the employee record; or
c) any gross misconduct regardless of whether there are active warnings on the employee record. Gross misconduct will usually result in immediate dismissal without notice or payment in lieu of notice (summary dismissal). Examples of gross misconduct are set out below.

Levels of authority
Nursery Managers have the authority to suspend an employee pending investigation. Only the officer in charge and higher management has the authority to dismiss an employee as set out above.

Gross misconduct
In the case of gross misconduct, the nursery reserves the right to dismiss an employee without notice (or payment in lieu of notice) if, after investigation and a

hearing, the management are satisfied that there is sufficient justification for so doing.

Duration of warnings
Under normal circumstances warnings will be valid for the following time periods, although these may vary according to the nature of the occurrence and may therefore be determined by mutual agreement at the time of issue:

- Verbal warning - six months
- First written warning - six months
- Final written warning - 12 months.

On expiry, warnings will be disregarded for future disciplinary purposes.

Alternatives to dismissal
In some cases, we may, at our discretion, consider alternatives to dismissal. These may be authorised by a Company Director and will usually be accompanied by a final written warning. Examples include:

- Demotion
- A period of suspension without pay.
- Loss of seniority
- Loss of overtime.

Examples of gross misconduct
Examples of what would constitute a gross misconduct offence include:

- Failure to inform the employer of a disqualification, either personally or a person living in the same household as the registered provider, or a person employed in that household.
- Theft or the unauthorised possession of property belonging to the nursery, its employees or customers.
- Assault on any employee or persons associated with the nursery.
- Breach of confidence i.e., the divulging of confidential information relating to the nursery, its employees or clients
- Dishonesty, including the use of any funds, expenses or allowances for any other purpose than that for which they have been delegated by the nursery.
- Being under the influence of drugs or alcohol whilst on duty
- Serious or persistent breaches of safety rules
- Fraud including falsification of work records and expense claims.
- Signing/clocking in or out for another employee
- Physical assault or abuse towards a child e.g., hitting a child in chastisement or harsh disciplinary actions.
- Discrimination/harassment in any way against a person
- Persistent failure to follow nursery documentary systems and procedures.
- Unauthorised absence from work/unacceptable attendance levels
- Obscene language or other offensive behaviour

- Negligence in the performance of the employee duties.

Further behaviour that could constitute gross misconduct is not limited by the above list.

Examples of misconduct

Examples of what would constitute a misconduct offence include:

- Minor breaches of our policies including the Sickness Absence Policy, Mobile Phone, Smartwatches and Social Networking Policy, and Health and Safety
- Policy
- Minor breaches of the employee contract
- Damage to, or unauthorised use of, our property.
- Poor timekeeping
- Time-wasting
- Refusal to follow instructions.
- Excessive use of our telephones for personal calls
- Excessive personal email or internet usage
- Smoking in no smoking areas.

N.B. Some of the misconduct offences above may, dependent on the circumstances and having followed a detailed investigation, also be classed as gross misconduct offences.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Capability Policy

INTRODUCTION

The Company acknowledges that circumstances may arise where an employee encounters issues with performing his / her job role.

The Company will seek to address these issues at an early stage and informally wherever possible.

However, where issues relating to capability persist then it may be necessary to institute formal proceedings under this policy to address these issues.

Capability issues may be the result of several different factors including ill health, disability, a lack of training / experience or a lack of application. The purpose of this policy is to set out mechanisms for identifying the limiting factor, devising a method to address that factor and, if necessary, making alternative arrangements where it has not been possible to resolve the capability issues.

This policy is non-contractual and will not normally be used during a probationary period.

PRINCIPLES

1. Managers have a responsibility to continually monitor an employee's performance.

2. Employees have a responsibility to raise with their managers any concerns they have about their own performance and any factors which they believe are constraining their performance.

3. The Company commits to providing each employee with clearly defined roles and responsibilities in order that his/her level of performance can be effectively evaluated.

4. The Company commits to providing employees with line management support and reasonable opportunity for relevant training and development.

5. Where an employee has a disability as defined by the Equality Act 2010 then that disability will be taken into consideration within any of the procedures under this policy.

6. Employees have a statutory right to be accompanied at any meetings where formal action under this policy may be taken.

7. Employees have the right to appeal against any formal action taken under this policy.

SCOPE

8. This policy applies to all employees of the company and all workers engaged directly by the company.

9. Any agency staff and other workers who are not directly engaged by the company do not fall within the scope of this policy and any capability issues they have should be dealt with by that individual's statutory employer.

10. This policy applies where the capability issues are, or appear to be, the result of a lack of aptitude, training, experience or recurring short term and unconnected absences.

11. Where it is considered that the primary cause of the capability issues is the employee's attitude, rather than inability, then the matter should be dealt with under the company Disciplinary Policy.

12. Where the capability issues are, or appear to be, a result of the employee's long term ill health then the matter should be dealt with under the company Long Term Sickness Management Policy.

13. Where the capability issues appear to result from a combination of both ill health and a lack of training, aptitude or experience then the procedure will be dealt with under the part which is deemed by management to be most appropriate in the circumstances.

STAGE 1: INFORMAL PROCEEDINGS

14. Whenever possible capability issues should be dealt with in the first instance on an informal basis.

15. The employee's manager should meet with the employee and set out clearly where and how the employee's performance falls short. The manager should state what standard of performance is expected.

16. The employee should be given the opportunity to ask for clarification and to raise any issues which they believe is impacting on their performance.

17. Where the employee indicates that there may be health issues which are constraining their performance then consideration should be given to referring the employee to an occupational health professional or suggesting that the employee seek advice from his/her doctor. It may be appropriate for the manager to then transfer management of the issue to the Sickness Management Policy.

18. If it is agreed that there is a performance issue, then the manager should devise an action plan which has the purpose of achieving an improvement in the employee's performance. The action plan should:

i. Consider any mitigating circumstances.
ii. Make clear the standards of performance expected.
iii. Set out any strategies or resources the employee should utilise to improve performance.
iv. Set a clear and realistic time frame in which the improvement should be achieved.
v. Detail any support or training that will be provided.
vi. Set out clear arrangements for regular review of the employee's performance; and
vii. State how the performance will be reviewed.

19. The action plan should be put in writing and signed by both the manager and employee. A copy of any agreed action plan will be placed on the employee's personnel file for a maximum of 6 months but will not be considered as part of any redundancy or restructuring selection process.

20. The employee should be informed that a failure to achieve the required standard in the given time frame is likely to result in the institution of formal proceedings under this policy. Formal procedures may be convened at an earlier point should serious performance related issues arise.

21. Where, during the agreed time scale, the manager is satisfied that the employee's performance has reached the required standard they should meet with the employee to advise them, accordingly, discuss how this improvement was achieved and how it should be maintained.

22. The manager should confirm in writing that the employee has reached the required standard, and a copy of this notification should be attached to the agreed action plan on the employee's personal record.

FORMAL PROCEDURES – STAGE 1

23. Where there are serious or persistent issues with an employee's performance and managing the issue informally has either not succeeded or is not appropriate then it will be necessary to institute formal capability procedures.

24. The manager should review the performance records and any other relevant documents including any that arose out of informal procedures. Having confirmed that there are reasonable grounds on which to commence formal capability proceedings the manager should invite the employee to a formal capability hearing. The invitation should be made in writing and should:

- Outline the reasons for the meeting.
- Explain what the maximum sanction being considered is.
- Include copies of any relevant documents the manager wishes to rely on.
- Advise the employee of his/her right to be accompanied at the meeting.

25. The employee has the right to be accompanied at the meeting by either an accredited trade union representative or colleague.

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26. It is the responsibility of the employee to arrange for someone to accompany them to the meeting and they should notify the manager in advance of the person who will accompany them.

27. If the employee's chosen trade union representative or colleague is unable to accompany them at the time of the scheduled meeting, then the employee must notify the manager of this. The manager will then postpone the meeting by a maximum of 5 working days (beginning on the working day immediately after the day the meeting was scheduled to be held) to a convenient time.

28. At the meeting the manager should explain in detail where the employee's performance falls short of the standard expected.

29. The employee should be given the opportunity to ask for clarification of the standards expected and to raise any issues that may be impacting on his/her performance.

30. The manager should review any previous action plans and any changes in the employee's performance since the start of the plan(s).

31. The manager should then devise a new action plan and may issue a first performance warning. The action plan should:

    - Specify the performance issue.
    - Set tangible targets for improvement.
    - Set a timescale for achieving the improvement including review dates.
    - Specify any training or support to be provided; and
    - Specify what action may be taken if the improvement required is not achieved.

32. If a first performance warning is issued as well then, the employee should be informed that:

    - The warning will remain on their file for a period of 12 months.
    - That the employee will be expected to achieve the improvement in performance as required and detailed by the action plan.
    - That if the required improvement in performance is not achieved then further formal capability proceedings may be instituted; and
    - That the employee has the right to appeal against the decision to impose a first performance warning.

FORMAL PROCEDURES – STAGE 2

33. If, after the imposition of a first performance warning, an employee fails to meet the standards of performance as required and detailed by the corresponding action plan then Stage 2 of the Formal Capability Proceedings may be instituted.

34. The manager should review the performance records and any other relevant documents including the action plan from the Stage 1 proceedings. Having confirmed that there are reasonable grounds on which to reconvene formal capability proceedings the manager should invite the employee to a formal capability hearing. The invitation should be made in writing and should:

    - Outline the reasons for the meeting.
    - Explain what the maximum sanction being considered is.
    - Include copies of any relevant documents the manager wishes to rely on.
    - Advise the employee of his/her right to be accompanied at the meeting.

35. The employee has the right to be accompanied at the meeting by either an accredited trade union representative or colleague.

36. It is the responsibility of the employee to arrange for someone to accompany them to the meeting and they should notify the manager in advance of the person who will accompany them.

37. If the employee's chosen trade union representative or colleague is unable to accompany them at the time of the scheduled meeting, then the employee must notify the manager of this. The manager will then postpone the meeting by a maximum of 5 working days (beginning on the working day immediately after the day the meeting was scheduled to be held) to a convenient time.

38. At the meeting the manager should explain in detail where the employee's performance continues to fall short of the standard expected.

39. The employee should be given the opportunity to ask for clarification of the standards expected and to raise any issues that may be impacting on his/her performance.

40. The manager should review the previous action plans and any changes in the employee's performance since the start of the plan(s).

41. The manager should then devise a new action plan and may issue a second performance warning. The action plan should:

    - Specify the performance issue.
    - Set tangible targets for improvement.
    - Set a timescale for achieving the improvement including review dates.
    - Specify any training or support to be provided; and
    - Specify what action may be taken if the improvement required is not achieved.

42. If a second performance warning is issued as well then, the employee should be informed that:

    - The warning will remain on their file for a period of 18 months.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

- That the employee will be expected to achieve the improvement in performance as required and detailed by the action plan.
- That if the required improvement in performance is not achieved, or during the active period of the warning performance falls below the required level, then further formal capability proceedings may be instituted which may result in dismissal; and
- That the employee has the right to appeal against the decision to impose a second performance warning.

FORMAL PROCEEDINGS – STAGE 3

43. If, after the imposition of a second performance warning, an employee fails to meet the standards of performance as required and detailed by the corresponding action plan then Stage 3 of the Formal Capability Proceedings may be instituted.

44. The manager should review the performance records and any other relevant documents including the action plan from Stage 1 and 2 proceedings. Having confirmed that there are reasonable grounds on which to reconvene formal capability proceedings the manager should invite the employee to a formal capability hearing. The invitation should be made in writing and should:

    - Outline the reasons for the meeting.
    - Explain what the maximum sanction being considered is.
    - Include copies of any relevant documents the manager wishes to rely on.
    - Advise the employee of his/her right to be accompanied at the meeting.

45. The employee has the right to be accompanied at the meeting by either an accredited trade union representative or colleague.

46. It is the responsibility of the employee to arrange for someone to accompany them to the meeting and they should notify the manager in advance of the person who will accompany them.

47. If the employee's chosen trade union representative or colleague is unable to accompany them at the time of the scheduled meeting, then the employee must notify the manager of this. The manager will then postpone the meeting by a maximum of 5 working days (beginning on the working day immediately after the day the meeting was scheduled to be held) to a convenient time.

48. At the meeting the manager should explain in detail where the employee's performance continues to fall short of the standard expected.

49. The employee should be given the opportunity to ask for clarification of the standards expected and to raise any issues that may be impacting on his/her performance.

50. The manager should review the previous action plans and any changes in the employee's performance since the start of the plan(s).

51. The manager should then adjourn the meeting and consider what further action should be taken.

52. The manager may decide that:

- No further action should be taken; or
- A final performance warning should be issued; or
- An alternative role should be sought for the employee; or
- The employee should be dismissed, either immediately or if a suitable alternative role cannot be found.

53. If the manager decides to impose a final performance warning or considers that an alternative role should be sought for the employee, then the manager should devise a new action plan. The action plan should:

- Specify the performance issue.
- Set tangible targets for improvement, or achievement in an alternative role.
- Set a timescale for achieving the improvement including review dates.
- Specify any training or support to be provided; and
- Specify what action may be taken if the improvement required is not achieved.

54. If a final performance warning is issued or an alternative role is sought, then the employee should be informed that:

- The warning will remain on their file for a period of 18 months.
- That the employee will be expected to achieve the improvement in performance as required and detailed by the action plan.
- That if the required improvement in performance is not achieved, or during the active period of the warning performance falls below the required level, then further formal capability proceedings may be instituted which may result in dismissal; and
- That the employee has the right to appeal against the decision to impose a final performance warning and / or to seek an alternative role for the employee.

55. If the manager decides that dismissal is the appropriate sanction, then the employee should be informed in writing including the following information:

- The date on which the employee's employment will end; and
- Whether or not they will be required to work their notice period; or
- Whether or not they are dismissed with payment in lieu of notice; and
- Any provisions relating to payment of wages, notice, outstanding holiday; and
- Their right to appeal the decision.

FORMAL CAPABILITY PROCEEDINGS: APPEAL PROCESS

56. An employee has the right to appeal against any formal action taken in consequence of these formal capability proceedings.

57. An appeal must be submitted within 5 working days of receiving written confirmation of the formal capability action taken.

58. An appeal manager will be appointed, and an appeal hearing will normally be convened within 15 working days of receipt of notice of appeal. Where the employee's chosen companion will not be available at the time proposed for the hearing, s/he may propose a reasonable alternative time within a period of 5 working days following the day of the originally scheduled hearing.

59. The appeal hearing may not subsequently be postponed unless the appeal manager decides that it would be appropriate to do so in the circumstances (e.g., absence through illness certified by a medical practitioner).

60. The appeal hearing will be chaired by the appeal manager. Present at the meeting will be a note taker, the management representative), the employee and, if the employee chooses his/her representative which is either a trade union representative or employee of Wisbech Day Nursery.

61. At the appeal hearing, the employee or representative will be given the opportunity to present their case without interruption, although the appeal manager may seek clarification and further information on points.

62. When the employee or representative has completed presenting the case, the appeal manager may seek further information or clarification on any relevant point.

63. The management representative will then present the case without interruption, subject to the appeal manager's right to seek clarification and further information as before.

64. When the management representative has completed presenting the case, the employee or representative and the appeal manager may seek further information or clarification on any relevant point.

65. The management representative will have the opportunity to summarise the case, i.e., to present the relevant points and information and to respond to matters of principle, detail or fact that have been raised. The employee or representative will then summarise the case and make any representations as appropriate.

66. The appeal manager may adjourn to seek advice at any time during the appeal process, but any such advice will remain confidential to the appeal manager.

67. The appeal manager will, whenever possible, announce the outcome of the appeal at the conclusion of the hearing, following an adjournment to consider the evidence. In exceptional circumstances where it has not been possible to reach a decision s/he will indicate the likely timescale for a decision to be reached. The decision will be confirmed in writing, normally within five working days and will be final.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
18th October 2020	*Barrie Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Access Storage and Record Retention Policy

At Wisbech Day Nursery we have an open access policy in relation to accessing information about the nursery and parents' own children. This policy is subject to the laws relating to data protection and document retention and should be used in conjunction with the Data protection and confidentiality policy and the GDSLR privacy notice.

Parents are welcome to view the policies and procedures of the nursery, which govern the way in which the nursery operates. These may be viewed at any time when the nursery is open, simply by asking the nursery manager or by accessing the policies on Tapestry under the documents sections, or on the nursery website. The nursery manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these.

Parents are also welcome to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed at hallway. All parent, child and staff information are stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

We will store photographs and videos of children securely, in accordance with our Safeguarding children and child protection policy and data protection law. We will keep hard copies of images in a locked container and electronic images in a protected folder with restricted access. We will never store images of children on unencrypted portable equipment such as laptops, memory sticks or mobile devices.

We are required under legislation to keep certain records about children, parents and staff members. Due to this legislation, we are required to keep this information for a set amount of time. Below is a brief overview of the information we keep and for how long. This policy should be used in conjunction with the Data protection and confidentiality policy and the GDSLR privacy notice.

Children's records (including photographs and videos) A reasonable period after children have left the provision. We keep learning learning journey records for 90 days on Tapestry.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Records relating to individual children e.g. care plans, speech and language referral forms: We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records.

Accidents and pre-existing injuries: If relevant to child protection we will keep these until the child reaches 25 years old.

Safeguarding records and cause for concern forms: We will pass these on to the child's new educational establishment, e.g. school. If we are not informed of the child's new placement, we will keep the records until the child has reached 25 years old.

Records of any reportable death, injury, disease or dangerous occurrence (for children): As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records until the child reaches the age of 21 years and 3 months.

Records of any reportable death, injury, disease or dangerous occurrence (for staff): 3 years.

Type of accidents including fractures, broken limbs, serious head injuries or where the child is hospitalised: Until the child reaches the age of 21 years and 3 months.

Observation, planning and assessment records of children: We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it.

Information and assessments about individual children are either given to parents when the child leaves or to the next setting or school that the child moves to (with parents' permission).

Personnel files and training records (including disciplinary records and working time records): 7 years.

Visitor signing in book: Up to 24 years as part of the child protection trail.

Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our GDPR privacy notice which can be found with the child's registration form.

If parents have a specific deletion or retention request regarding any data that we hold, please raise a query in writing and we will respond formally to your request.

This policy will be reviewed annually and amended according to any change in law and/or legislation.

This policy will be reviewed annually and amended according to any change in law/legislation.

242Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

This policy was adopted on	Signed on behalf of the nursery	Date Reviewed
1st November 2020	*Sarah Vick*	*3/04/2024; August 2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Screen Use Policy

This policy sets out how **Wisbech Day Nursery** manages screen use with babies and young children, in line with government guidance[7]. We support children's learning, development, health and well-being by ensuring that any screen use is limited, purposeful, age appropriate and safely supervised.

This policy should be used in conjunction with the Safeguarding children and child protection policy, Online safety policy, Mobile phone and electronic device use policy and Acceptable internet use policy.

This policy applies to all staff, students, volunteers, agency staff, visitors and anyone else working with children at the setting. It covers all screen-based devices used with or around children, including tablets, computers, mobile phones, televisions, interactive whiteboards, smart watches, gaming devices, e-readers and toys with screens.

Our aim is to make sure screen use does not replace the experiences young children need most, such as play, movement, sleep, real-world exploration, communication and responsive adult interaction. We recognise that high quality educator-child interaction is central to children's learning and development.

Our approach to screen use
We take a precautionary approach to screen use and recognise the government advice whereby:

- Children under two years old will only use screens in exceptional circumstances
- Children aged two to five will only use screens for short, planned activities and screen use will be kept well within recommended daily limits.

Staff will consider that children may already use screens at home. For this reason, screen use in the setting will be limited and will not be part of routine daily practice unless there is a clear and agreed reason and when there is a clear purpose, with the activity supporting children's learning, communication, inclusion or well-being.

Screen use will not replace adult interaction, active play, stories, songs, outdoor learning,
creative activities or time with other children.

Children with SEND, communication needs or English as an additional language
Some children may benefit from screen-based assistive technology or digital resources that support communication, access, inclusion or well-being. Decisions will be made on an individual basis, using professional judgement and in partnership with parents, carers and relevant professionals.

[7] https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/screen-use

In recognition of this, screen-based assistive technology used by these children is treated differently, when it is being used in order to meet their specific needs.

Planning screen use
Screen use must be planned in advance so staff are clear about why it is being used and how it will support learning or development, having a clear learning, communication or inclusion purpose. Staff will consider whether the same aim could be met through a screen-free activity.

When screens are used the activity will be led by an adult and kept short. Children will not be left to watch or use screens alone or with other children without adult co-engagement. Staff will talk with children, ask questions, invite comments and encourage children to think, predict, respond and take part.

In addition:

- Screens will never be used to occupy children, manage behaviour or calm children as a routine strategy
- Screens will not be used during mealtimes, within an hour prior to a sleep period or be left on in the background
- We identify *screen-free areas or *times of day to protect play, interaction, movement and rest
- We will prioritise screen-free activities wherever possible
- Screens will be switched off when the planned activity ends.

Choosing safe and suitable content
All digital content must be checked by a member of staff before it is used with children:

- We will not rely on an app, programme, video or tool being labelled as educational or child-friendly
- Content must be age appropriate, safe, calm and suitable for the children's stage of development
- We will avoid fast-paced, over-stimulating content, adverts, autoplay, scrolling feeds and algorithm-driven platforms
- We will not use artificial intelligence tools, AI-enabled toys or AI features directly with children unless this has been agreed by the manager and a risk assessment has been completed.

Safeguarding and online safety
Screen use and digital devices are managed in line with other relevant policies and procedures.

Any concerns about online safety, unsuitable content, device use, images or children's welfare will be reported to the designated safeguarding lead (DSL) without delay and recorded in line with our safeguarding procedures.

Working with parents and carers

We will share this policy with parents so they understand how, why and when screens may be used.

Staff will offer practical, non-judgemental information where parents ask for support with screen use at home. We recognise that screens are part of everyday life and so will focus on positive messaging, such as shared viewing, limiting passive screen use, protecting sleep and mealtimes and offering screen-free alternatives.

Staff training and responsibilities
Leaders will involve staff with knowing how to plan safe and purposeful screen use, how to check content and how to respond to safeguarding or online safety concerns. The manager or designated safeguarding lead will monitor practice, review any concerns and ensure the policy remains consistent with current statutory requirements and guidance.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
17/8/2026	Sarah Vick	

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Section 4: Best Practice

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Quality Provision Policy

At Wisbech Day Nursery we aim to provide high quality care and education for all children. High quality care leads directly to better outcomes for our children.

As part of our quality practice, we will do the following to ensure children receive the best care and education:

- Ensure high expectations for children to realise the best outcomes.
- Ensure all staff know what is meant by quality practice and how to deliver it.
- Create a quality vision that all staff can follow.
- Deliver high quality practice and teaching that makes a difference daily to children's outcomes.
- Ensure a solid understanding of the importance of pedagogy and chid development amongst all practitioners.
- Ensure that the environment and provision is of high quality; monitoring resources and equipment ensuring these are safe, clean and fit for purpose.
- Value continuous professional development in all staff and access a variety of training and development to support the needs of the children in the nursery.
- Evaluate the effectiveness of training and link to the outcomes for children.
- Ensure all staff are confident in their roles and have the training they need to be able to perform these roles.
- Conduct regular supervision meetings with all team members to ensure all staff are supported to be the best they can be.
- Use peer on peer observations to share, discuss and improve practice across the setting.
- Monitor all practice and feedback ideas for improvement.
- Ensure all planning, observation, assessment and next steps are linked to each individual child's needs and interests and are evaluated for effectiveness.
- Undertake a quality programme to ensure all quality is embedded throughout the nursery.
- Engage with families and carers and link across the home learning environment and other carers to provide consistency of care and education.
- Operate a robust and embedded evaluation process across the whole setting that includes all parties such as practitioners, children, parents and external partners. We tackle poor performance using our staff procedures to ensure high quality always remains forefront.

This policy was adopted on	**Signed on behalf of the nursery**	**Date Reviewed**
1 November 2020	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Environmental Sustainability Policy

At **Wisbech Day Nursery** we wish to support children to learn about sustainable practices and foster respect and care for the living and non-living environment.

Children can develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues, learning about the world around them and how to protect it and watching adults role model sustainable practices.

We promote a holistic, open-ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

- helping children to explore nature through art and play.
- supporting children to experience the natural environment through natural materials like wood, stone, sand and recycled materials.
- support the environment by learning how to grow and nurture plants in the nursery garden and discovering all about the food cycle by growing, harvesting, and cooking food for our nursery menu.
- help children to learn about water conservation, energy efficiency and waste reduction through play-based activities and adult interactions.
- going on nature walks and learning about plants they see in the local area.
- developing a recycling area and encouraging children to share recycling ethos into the home environment.

As a nursery we will embed sustainability into all aspects of the operations including:

- recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use.
- when children take home models from recycled materials ensuring parents recycle these materials if they do not keep them
- considering our carbon footprint when purchasing materials
- shopping local where possible
- turning off equipment and lights when not in use
- using energy saving light bulbs where possible
- not leaving any equipment on standby
- unplugging all equipment at the end of its use/the day
- using energy saving wash cycles on the washing machine
- incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed.
- using rainwater butts for outdoor water play
- recycling water from the water play to water plants outside.
- using food that we have grown in nursery meals.

Working together with all our parents and partners will help our environment to be more sustainable and make it a better place for our future generations to grow up in.

250Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

We assess our nursery's impact on the environment on a regular basis and put procedures in place to counteract this impact.

This policy is reviewed annually and is carefully considered in the best interests of the children, nursery and the environment.

This policy was adopted on	**Signed on behalf of the nursery**	**Date Reviewed**
1st November 2020	*S Vick*	*3/04/2024*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Accidents and First Aid Policy

EYFS: 3.25, 3.50, 3.51

At **Wisbech Day Nursery** we aim to always protect children. We recognise that accidents or incidents may sometimes occur, However, sometimes accidents do unavoidably happen.

We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents
Location of accident files: In each Playroom

- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses. They must record it on an Accident Form and report it to a senior manager. Other staff who have witnessed the accident may also countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered. Parents must be shown the Accident Report, informed of any first aid treatment given and asked to sign it on the same day, or as soon as reasonably practicable after
- A senior manager reviews the accident forms at least monthly/ for patterns, e.g., one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns will be investigated by the nursery manager and all necessary steps to reduce risks are put in place.
- The nursery manager will report serious accidents to the registered person for investigation for further action to be taken (i.e., a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))
- The Accident File will be kept for at least 21 years and three months.
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately.
- Where medical treatment is required the nursery manager will follow the insurance company procedures, which may involve informing them in writing of the accident.
- The Company Directors will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child protection agency), where necessary. Where relevant such accidents will also be reported to the local authority environmental health department, or the Health and Safety Executive and their advice followed. Notification must be made as

soon as is reasonably practical, but in any event within 14 days of the incident occurring.

Organisation	Contact
Ofsted	0300 123 1231
Local authority environmental health department	01354 654321
Health and Safety Executive	http://www.hse.gov.uk/index.htm
RIDDOR report form	http://www.hse.gov.uk/riddor/report.htm

Head injuries.

If a child receives a head injury while in the setting, then we will follow this procedure:

- Comfort, calm and reassure the child.
- Assess the child's condition to ascertain if a hospital or ambulance is required. We will follow our procedures if this is required (see below)
- If the skin is not broken, we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child
- If the skin is broken, then we will follow our first aid training and stem the bleeding
- Call the parent and make them aware of the injury and if they need to collect their child.
- Complete the accident form.
- Keep the child in a calm and quiet area whilst awaiting collection, where applicable

- We will continue to monitor the child and follow the advice on the NHS website as per all head injuries https://www.nhs.uk/conditions/minor-head-injury/
- For major head injuries we will follow our paediatric first aid training.

Transporting children to hospital procedure

The nursery manager/staff member must:

- Call for an ambulance immediately if the injury is severe. DO NOT attempt to transport the sick child in your own vehicle.
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital.
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter.

- Redeploy staff, if necessary, to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together.
- Inform a member of the management team immediately.

- Always remain calm. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

First aid
The first aid boxes are in: **Nursery Playrooms**

These are always accessible with appropriate content for use with children.

The appointed person responsible for first aid checks the contents of the boxes regularly is Nicola Glover and replaces items that have been used or are out of date.

The staff first aid box is kept in the Staff Room.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

The appointed person(s) responsible for First Aid is Sarah Vick and Jasmin West

All the staff are trained in paediatric first aid and this training is updated every three years.

All first aid trained staff are listed in every room. When children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one member of staff who is trained in first aid. A first aid box is taken on all outings.

Food Safety and play
Children are supervised during mealtimes and food is adequately cut up to reduce choking. The use of food as a play material is discouraged. However, as we understand that learning experiences are provided through exploring different malleable materials the following may be used. These are risk assessed and presented differently to the way it would be presented for eating e.g., in trays,

- Playdough
- Cornflour
- Dried pasta, rice and pulses.

Food items may also be incorporated into the role play area to enrich the learning experiences for children, e.g., Fruits and Vegetables. Children will be supervised during these activities.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Personal protective equipment (PPE)
The nursery provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staff are consulted when choosing PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

Dealing with blood
We may not be aware that any child attending the nursery has a condition that may be transmitted via blood. Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

Needle punctures and sharps injury.
We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste. If a needle is found the local authority must be contacted to deal with its disposal.

At **Wisbech Day Nursery** we treat our responsibilities and obligations in respect of health and safety as a priority and we provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026; August 202*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Allergies and Allergic Reactions

EYFS: 3.47, 3.45

At **Wisbech Day Nursery** we are aware that children may have or develop an allergy resulting in an allergic reaction.

Our aims are to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

We ensure that:

- Children's food is prepared and provided in line with their individual needs, developmental stage and any agreed care or allergy plans
- Staff understand and consistently apply arrangements for managing allergies, food intolerances and dietary requirements.

Our procedures

- Our staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis.
- We ask parents to share all information about allergic reactions and allergies on child's registration form and to inform staff of any allergies discovered after registration.
- We share all information with all staff and keep an allergy register in each playroom.
- Where a child has a known allergy, the nursery manager will carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting the nursery and shares this assessment with all staff.
- All food prepared for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type.
- The manager, nursery cook, and parents will work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or substituting specific meals on the current nursery menu.
- Seating will be monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies and the potential risks?
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a first aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the incident book and on the allergy register.
- If an allergic reaction requires specialist treatment, e.g., an EpiPen, then at least two members of staff working directly with the child and the manager will

receive specific medical training to be able to administer the treatment to each individual child.

Food Information Regulations 2014
From 13 December 2014, we will incorporate additional procedures in line with the Food Information Regulations 2014 (FIR).

- We will display our weekly menus on the Parent Information Board and will identify when the 14 allergens are used as ingredients in any of our dishes.

Transporting children to hospital procedures
The nursery manager/staff member must:

- Call for an ambulance immediately if the allergic reaction is severe. DO NOT attempt to transport the sick child in your own vehicle.
- Follow the instructions from the 999 call handler.
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital.
- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter.
- Redeploy staff, if necessary, to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together.
- Inform a member of the management team immediately.
- Always remain calm. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.
- Where a serious incident occurs and a child requires hospital treatment, Ofsted will be informed.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026; August 2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Sun Care

At **Wisbech Day Nursery** we are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Key persons will work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, e.g., black and/or Asian colouring.
- Children must have a clearly labelled sun hat which will be always worn whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e., with an extended back and side to shield children's neck and ears from the sun) to provide additional protection.
- Children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date.
- For children who do not have Sun cream at Nursery with parental consent we will use Boots 50+ Sun cream for children. *Children will not be able to play outside without any Sun cream on.*
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs.
- Children's safety and welfare in hot weather is the nursery's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided.
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on hot days.
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day.
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days, and this will be accessible both indoors and out.
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun.
- Shade will be provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Early Learning Opportunities Statement

EYFS: 1.1 – 1.12, 2.1-2.6

At **Wisbech Day Nursery** we promote the learning and development of all children in our care. We have a quality workforce with highly qualified staff who recognise that each child is an individual, focusing on their needs, interests, learning and development. Staff plan challenging and enjoyable experiences across the seven areas of the curriculum. Our staff are ambitious for our children and guide and plan what children learn reflecting on the different rates at which they develop and adjust practice appropriately. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a positive play environment for every child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas needing further staff or parental assistance.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin year.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children and reflects the wide range of skills, knowledge and attitudes they will need as foundations for learning. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve. We may use the Development matters and Birth to 5 matters for guidance to support staff to plan and deliver the EYFS learning and development requirements.

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children’s learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children’s learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children’s needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

If we are concerned about a child's progress in any areas of learning, staff will discuss this with the child's parents and agree how best to support the child. Staff will consider whether a child may require any additional support, or if they may have a special educational need or disability which will require specialist support.

Direct observation is supplemented by a range of other evidence to evaluate the impact that practitioners have on the progress children make in their learning including:

- evidence of assessment that includes the progress of different groups of children:
    - assessment on entry, including parental contributions.
    - two-year-old progress checks (where applicable)
    - on-going (formative) assessments, including any parental contributions.
    - the Early Years Foundation Stage Profile (where applicable) or any other summative assessment when children leave.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links to enhance and extend children's learning both within the nursery environment and in the child's home.

We share information about the EYFS curriculum with parents and signpost them to further support via the following websites:
www.foundationyears.org.uk/
www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Settling In

EYFS: 3.27, 3.73
3.26, 3.72

At **Wisbech Day Nursery** we aim to support parents and other carers to help their children settle quickly and easily by considering the individual needs and circumstances of every child and their families. Our aim is for children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's continued well-being and their role as active partners, with the child being able to benefit from what the nursery has to offer.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling into the nursery.

Our nursery will work in partnership with parents to settle their child into the nursery environment by:

- Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process.
- Providing parents with relevant information about the policies and procedures of the nursery
- Encouraging parents and children to visit the nursery during the weeks before an admission is planned and arranging home visits.
- Planning settling in visits and introductory sessions (lasting approximately 1-2 hours). These will be provided free of charge over a one- or two-week period, dependent on individual needs, age and stage of development.
- Welcoming parents to stay with their child during the first few weeks until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents.
- Reassuring parents whose children seem to be taking a long time settling into the nursery and developing a plan with them.
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences.
- Assigning a co-key person to each child in case the key person is not available. Parents will be made aware of this to support the settling process and attachment.
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child’s needs are supported.

- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in
- Not taking a child on an outing from the nursery until he/she is completely settled.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Transitions

At **Wisbech Day Nursery** we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.
Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting nursery
We recognise that starting nursery may be difficult for some children and their families. We have a settling in policy to support the child and their family.

Moving rooms procedure
When a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person and parents.

- The child will spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings.
- The child's key person will go with the child on these initial visits to enable a familiar person to be always present.
- Wherever possible groups of friends will be moved together to enable these friendships to be kept intact and support the children with the peers they know.
- Parents will be kept informed of all visits and the outcomes of these sessions e.g., through photographs, discussions or diary entries.
- Only when the child has settled in through these taster sessions will the permanent room move take place. If a child requires more support this will be discussed between the key person, parent, manager and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis.

Starting school or moving childcare providers
Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses. This following process relates to children going to school. However, wherever possible, we will adapt this process to support children moving to another childcare provider e.g., childminder or another nursery.

- We provide a variety of resources that relate to the school, e.g., uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend. This will help the children to become familiar with this new concept and will aid the transition.
- We invite school representatives into the nursery to introduce them to the children.
- Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these.
- We produce a comprehensive report on every child starting school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

Other early years providers
Where children are attending other early years settings or are cared for by a childminder, we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder, we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email or telephone.

Family breakdowns
We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated family's policy that shows how the nursery will act in the best interest of the child.

Moving home and new siblings
We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g., through role play, stories and discussions.

Bereavement
We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes in their life, we ask that you speak to the nursery manager and the key person to enable this support to be put into place.

This policy was adopted on	Signed on behalf of the nursery	Reviewed
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Separated Family

EYFS: 3.27, 3.72

At **Wisbech Day Nursery** we recognise that when parents separate it can be a difficult situation for all concerned. We understand that emotions may run high, and this policy sets out how we will support all parties in within the nursery including our staff team. The key person will work closely with the parents to build close relationships which will support the child's/children's emotional wellbeing and report any significant changes in behaviour to the parent. Parents will be signposted to relevant services and organisation for support for the whole family.

Parental responsibility
While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise.
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

England
If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (From 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

Nursery registration
During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.

We request these details on the child registration form. If a parent does not have parental responsibility or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will:

- Ensure the child's welfare is always paramount they are in the nursery.
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have seen a copy/have a copy attached to the child's file.
- Provide information on the child's progress, e.g., learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility.
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility.
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child.
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential.
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect.
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions.
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child.
- Not involve nursery staff in any family disputes, unless this directly impacts on the care, we provide for the child.
- Talk to the manager/key person away from the child when this relates to family separation to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat.
- Not ask the nursery to take sides in any dispute. We will only take the side of your child, and this will require us to be always neutral.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Nappy Changing

EYFS: 3.27, 3.60, 3.73

At **Wisbech Day Nursery** we aim to support children's care and welfare daily in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Wherever possible, each child's key person will change nappies according to the child's individual needs and requirements.

Our procedures meet best practice identified by the Health Protection Agency (2011) in 'Best practice advice for nurseries and childcare settings'.

We will enable a two-way exchange between parents and key persons so that information is shared about nappy changing and toilet training in a way that suits the parents and meets the child's needs. Parents will be engaged in the process of potty training and supported to continue potty training with their child at home.

We will use appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation and serving areas and children's play areas.
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded.
- Clean nappies are stored in a clean dry place; soiled nappies are placed in a 'nappy sack' or plastic bag before being placed in the bin. Bins are regularly emptied and placed in an appropriate waste collection area. Each child should have their own creams and lotions for any non-prescription cream for skin conditions e.g., Sudocrem. These are supplied by the parent/guardian and must be clearly labelled with the child's name. Prior written permission is obtained from the parent. When applying creams for rashes, a gloved hand is used.
- If spare nappies are to be used these are Pampers brand only.

Staff changing nappies will:

- Use a new disposable apron and pair of gloves for each nappy change and always wash hands before and after using gloves or apply alcohol hand gel between nappy changes.
- Clean disinfect and dry mats thoroughly after each nappy change; disposable towels/roll must be discarded after each nappy change.
- Ensure they have all the equipment they need and access to fresh water before each nappy change.

We wish to ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm, as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently.

268Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works and who they will be working with
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g., through singing and saying rhymes during the change.
- Ensuring that the nappy changing area is inviting and stimulating and change this area regularly to continue to meet children's interests.
- Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks.
- Training all staff in the appropriate methods for nappy changing
- Ensuring that no child is ever left unattended during the nappy changing time.
- Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted; and those students only change nappies with the support and close supervision of a qualified member of staff.
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to nappy changing.
- Ensuring hygiene procedures are followed appropriately, e.g., hands washed before and after nappies are changed and changing mats cleaned before and after each use.
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training.
- Working closely with parents on all aspects of the child's care and education as laid out in the parent and carers as partner's policy. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs.
- Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the child protection policy.
- Operating a whistleblowing policy to help staff raise any concerns relating to their peers or managers and helping staff develop confidence in raising concerns as they arise to safeguard the children in the nursery.
- Conducting working practice observations of all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes all intimate care routines.
- Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

If any parent or member of staff has concerns or questions about nappy changing procedures or individual routines, please see the manager at the earliest opportunity.

This policy was adopted on	Signed on behalf of the nursery	Reviewed
October 2018	*Sarah Vick*	*17/8/2026; August 2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Outdoor Play

EYFS: 1.3, 3.58

At **Wisbech Day Nursery** we recognise the importance of daily outdoor play and physical development and are committed to ensuring all children have daily access regardless of their age or stage of development. Where possible this includes the children having free access to the outdoors allowing them the freedom to choose whether to play indoors or out. We provide an inclusive outdoor play environment with areas fchildren to safely explore. We make reasonable adjustments where required, in line with the Equality Act 2010. We go out to play with all children in all weathers (unless it is deemed unsafe).

We understand the vital role that learning outdoors has on children's learning and development as well as the importance of regular access to outdoor play in order to keep fit and healthy, develop children's large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We also refer to the Chief Medical Officers guidance on physical activity.[8]

The outdoor areas, both within the nursery grounds and in the local community, have a wealth of experiences and resources, which help children to learn and develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We take reasonable steps to ensure the safety of children through risk assessments whilst balancing the benefits to learning through providing an element of 'risky play.' This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We ensure outdoor play is adequately supervised and we have robust safety checks in place, including regular head counts.

We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the Visits and outings policy.

We plan all outdoor play opportunities and outings to complement the early years curriculum. This includes providing children with purposeful activities and quality resources that support and follow their individual interests and the seven areas of learning and development. We plan both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours. Where

[8] https://www.gov.uk/government/collections/physical-activity-guidelines

possible and in line with the children's needs we will also often have snacks and meals outdoors and some children will sleep outdoors (see Sleep policy).

Where activities take place away from the setting (e.g. in the local wood) then a nursery mobile phone and first aid kit will be taken to ensure the safety of children at all times. A trained paediatric first aider will be present when children are away from the main setting.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Caring for babies and toddlers
- Health and safety – general policy
- Managing extreme weather
- Missing child from nursery
- Missing child from outings
- Parents as partners
- Supervision of children
- Safeguarding children and child protection
- Visits and outings.

October 2018	*Sarah Vick*	*Reviewed 17/8/2026;*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Physical Activity Policy

At **Wisbech Day Nursery** we aim to promote the health and well-being of the whole setting through encouraging physical activity and providing consistent messages to children, parents and staff.

We are aware that children of all ages should be active. Being active is important for children under five because it helps them to build and maintain a good level of health; physical activity is essential for growth and development. Children under five need time to play and learn new skills; the early years are also an important time to establish good habits relating to physical activity.

We follow the guidelines set out by the Chief Medical Officer regarding how much physical activity children under five should be taking part in:

Children who are not yet walking

- Physical activity should be encouraged from birth, through floor-based play, reaching, grasping, rolling etc. Babies should also have 30 minutes tummy time everyday, spread throughout the day

Children who are confident walkers

- Children should be physically active for at least three hours throughout the day. For preschoolers, 60 minutes of this time should be moderate to vigorous activity.

Our nursery curriculum includes planning our indoor and outdoor activities. For children who cannot walk, we encourage movement through the use of treasure baskets and floor play which helps encourage children to reach and grasp.

Physical activities are planned to ensure children are taught the skills they need as well as the children having child initiated, free-flow play. They are able to be creative with these resources in a stimulating and safe environment.

We conduct risk assessments, both internally and for off-site visits to ensure the safety of all the children in our care.

We minimise the amount of time children spend being sedentary (except sleeping time). This includes low-energy activities such as sitting or lying down which limits the child's opportunity to move. Children are only required to sit when eating and not for extended periods of time.
All children, including those with special education need and disabilities (SEND) are entitled to a comprehensive programme of physical activities.

We are confident in providing advice to parents and carers in relation to families adopting healthy lifestyles and being physically active. We encourage parents to walk, scoot or cycle with their children for part or all the way to the nursery. We enable this by providing a safe place to store scooters and buggies. We hold information sessions to help parents understand the importance of being physically active.

Our staff aspire to be positive role models for our children. We aim to take part in physical activity whenever possible, e.g. as part of practitioner sessions and sharing hobbies such as running, cycling, dancing etc. Alongside this, we join in when the children are doing physical activity at nursery.

All physical activity is in line with our Health and safety - general policy and Overall approach to risk assessments policy.

Use of any external personnel including activity leaders and volunteers will be in line with the Supervision of visitors policy.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
September 2025	Sarah Vick	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Caring for Babies and Toddlers

EYFS: 3.47, 3.48, 3.54, 3.57, 3.58, 3.59, 3.60, 3.64, 3.73

At **Wisbech Day Nursery** we care for children under the age of two and ensure their health, safety and well-being through the following:

This policy should be read in conjunction with the Nappy changing, Respectful intimate care, Safer sleep, Nutrition and mealtime and Use of dummies in nursery policies.

We ensure their health, safety and well-being through the following:

- Always implementing the EYFS requirements and caring for babies and toddlers in a separate base room with a maximum number of *21* children with a minimum ratio of 1:3. Our under 2's room is separated form children from approximately 3 – 18 months and 18 months – 26 months.
- Allocating each baby and toddler a key person who works in partnership with their parent to meet their individual needs and routines.
- Having well qualified staff that understand the needs of babies and toddlers, ensuring that at least half of the staff team caring for children under the age of two have undertaken specific training for working with babies.
- Ensuring babies and toddlers have opportunities to see and play with older children whilst at nursery.
- Toddlers transitioning to the older age groups or rooms when assessed as appropriate (see separate Transitions policy)
- Staff supervising all babies and toddlers and organising the environment to support both non-mobile and mobile babies and toddlers.

Environment

- The environment, equipment and resources are risk assessed and checked daily before the children access the rooms or area. This includes checking the stability of cots and areas around, low/highchairs and ensuring restraints on these, pushchairs and prams are intact and working.
- All doors are fitted with door finger-guards to prevent accidents.
- Outdoor shoes are removed or covered when entering the baby and toddler area(s). Staff remind parents and visitors to adhere to this procedure. Flooring is cleaned regularly.
- Sterilisers are washed out and cleaned daily.
- Large pieces of furniture are fixed to the walls to stop them falling on top of babies and young children.

- Play and learning is planned in line with children's individual interests and the EYFS learning and development requirements.

Resources

- Care is taken to ensure that babies and toddlers do not have access to resources or activities containing small pieces, which may be swallowed or otherwise injure the child.
- Babies and toddlers are closely supervised during all activities.
- Resources and equipment that babies and young children have placed in their mouth are cleaned and/or sterilised after use.
- All resources are frequently cleaned.
- Soft furnishings are frequently cleaned.
- The use of resources that restrict babies' movement such as baby walkers, pushchairs, jumparoos, etc will not be used on a regular basis because these can contribute to delayed physical development. We follow NHS guidelines which recommends that if these resources are to be used then it should be for no more than 20 minutes at a time.

Intimate Care

- Babies and toddlers have their nappies changed according to their individual needs and requirements by their key person, wherever possible. Checks are documented with the time and staff initials and information is shared with parents.
- When developmentally appropriate, we work closely with parents to sensitively support toilet training in a way that suits the individual needs of the child.
- Potties are washed and disinfected after every use. Changing mats are wiped with anti-bacterial cleanser before and after every nappy change.
- Staff ensure all the equipment is ready before babies and toddlers are placed on the changing mat.
- No child is ever left unattended during nappy changing time.
- Intimate care times are seen as opportunities for one-to-one interactions.
- Staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted. Students only change nappies with the support and close supervision of a qualified member of staff (see separate Student policy)
- Cameras, mobile phones and other electronic devices with imaging and sharing capabilities are not permitted in toilet and nappy changing areas.
- Nappy sacks and creams are not left in reach of babies and children.
- We always follow systems in place to ensure there is an adequate supply of clean bedding, towels and spare clothes.

See separate Nappy changing policy and Respectful intimate care policy.

Sleep

- We follow the NHS guidance to reduce the risk of sudden infant death syndrome (SIDS)
- Each baby and toddler have labelled nursery bedding which is washed at least weekly and when necessary, this takes into account any allergies and irritation to soap powders and any individual needs. For example, if a child prefers to sleep in a sleeping bag, we will ask parents to bring one from home.
- All cot mattresses and sleep mats meet necessary safety standards. We use a firm and flat mattress and waterproof mattress covers.
- Safe sleep guidance is followed at all times, Babies under one are slept in travel cots, with flat mattresses. Babies are always laid to sleep on their back, with their feet touching the foot of the cot.
- Children 2 – 4 years of age sleep in sleep pods (coracles) with flat mattresses or sleeping mates and sheets.
- Children 1 – 2 years use children's sleeping bags appropriate to their age and Tog suitable for the temperature of the room.
- Children over 2 years use blankets.
- Children under two years are not given pillows, cot bumpers or any soft furnishings in order to prevent risk of suffocation.
- We also share safe sleep advice with parents.
- We ensure that sheets or thin blankets come no higher than the baby's shoulders, to prevent them wriggling under the covers. We make sure the covers are securely tucked in so they cannot slip over the baby's head.
- Only sheets and blankets that are of good condition are used, any loose threads are removed.
- Sleeping children are supervised at all times and checks are completed every 10 minutes. This may increase to five minutes for younger babies and/or new babies. Checks are documented with the time and staff initials on the sleep check form and times are shared with parents.

See separate Sleep policy.

Bottles

- Feeding times are seen as an opportunity for bonding between practitioner and child and where possible babies are fed by their key person.
- Food and milk for babies is prepared in a separate kitchen area in the playroom, is specifically designated for this preparation. Handwashing is completed before preparation is undertaken.
- Bottles of formula milk are only made up as and when the child needs them. Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water that is reheated. They are then cooled to body temperature, which means they should feel warm or cool, but not

hot. Bottles are tested with a sterilised thermometer to ensure they are an appropriate temperature for the child to drink safely.

- Bottles are only made following the instructions on the formula. If, during the making process, there are discrepancies, a new bottle will be made.
- All new staff will be shown the procedure, and only when competent and confident will they make them on their own. Students are fully supervised.
- Nursery bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they are not washed in the dishwasher). They are replaced as and when required.
- Unwanted or left over contents of bottles are disposed of after two hours.
- Babies are never left propped up or laid in a cot or a pram with bottles as it is both dangerous and inappropriate.
- Mothers are welcome to come into the nursery playroom to breastfeed their babies or express milk.
- Labelled breast milk is stored in the fridge.

Mealtimes

- Children are never left unattended when eating.
- Mealtimes are seen as social occasions and promote interactions. Staff always sit with babies and young children, interacting, promoting communication and social skills.
- All children are closely supervised whilst eating and if any choking incidents occur paediatric first aid will be administered.
- Babies and young children are encouraged to feed themselves with support, as required.
- We work together with parents regarding weaning and offer any support, as required.

Comforters and dummies

- We have a separate Use of dummies in nursery policy to promote communication and language development.
  - If dummies are used, they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor.
  - All dummies are stored in separate labelled containers to ensure no cross-contamination occurs.
  - Dummies are disposed of if they become damaged.
  - Comforters including teddies and blankets are kept safe and provided at sleep times, or if the child becomes unsettled.

This policy was adopted on	**Signed on behalf of the nursery**	**Date Reviewed**
3/.4/2024	Sarah Vick	*July 2025; August 2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Use of Dummies in Nursery

At **Wisbech Day Nursery** we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older, they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds, they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Our nursery will:

- Discuss the use of dummies with parents as part of babies' individual care plans.
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine.
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children.
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.

When discouraging the dummy staff will:

- Make each child aware of a designated place where the dummy is stored.
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play.
- Offer other methods of comfort such as a toy, teddy or blanket.
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Safer Sleep Policy

EYFS: 3.59

At **Wisbech Day Nursery** we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of babies and children sleeping is paramount. Our policy follows the advice provided by the DfE, the Lullaby Trust and NHS[9] to minimise the risk of sudden infant death syndrome (SIDS) in babies up to 12 months of age, and sudden unexpected death in childhood (SUDC) in children over 12 months of age.

We make sure that all babies and children are placed down to sleep safely, with every practitioner reading the NHS advice on sudden infant death syndrome (SIDS)[1] and being made aware of the safer sleep guidance from The Lullaby Trust[10].

Babies/toddlers under two years old

Practitioners ensure that children, particularly babies and those under two years old, are placed down to sleep safely. For babies/toddlers under two years old, we consistently put into practice safe sleeping arrangements, including ensuring that:

- Babies aged 12 months and under[11] must only be placed to sleep on their back in a cot[12]
- Babies aged over 12 months are placed down on their back in their own separate sleep space on a clear, flat, firm surface such as a coracle, cot, bed or mattress on the floor which has suitable British Safety Standards
- If a baby has rolled onto their tummy, we turn them onto their back again unless they are able to roll from back to front and back again on their own, in which case we enable them to find their own position
- Babies and toddlers are never put down to sleep with a bottle to self-feed
- Babies under six months of age must always have an adult with them in the same room for every sleep. We will monitor their sleep every five minutes
- For babies (over six months of age) and toddlers who are new to the setting we will have an adult in the same room for every sleep during the first few weeks, monitoring their sleep every five minutes, until we are familiar with the child and their sleeping routines
- Babies and toddlers are monitored visually when sleeping by looking for the rise and fall of their chest and if their sleep position has changed
- Babies/toddlers are always within sight and hearing of staff when sleeping.

[9] https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/safer-sleep
[10] https://www.lullabytrust.org.uk/
[11] If a baby was born prematurely (before 37 weeks) or weighing less than 2.5kg or 5.5lb, you should follow the safer sleep advice for a year from their due date, rather than when they were born
[12] Cots refer to: Cots, carrycots, moses baskets, travel cots

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Sleeping environment

We provide a safe sleeping environment for all babies and children by:

- Ensuring every child has their own separate sleep space
- Only using safety-approved cots and other suitable sleeping equipment (i.e. mats) that are compliant with British Standard regulations
- Using a firm flat surface such as a coracle, cot, bed or mattress on the floor. *Babies aged 12 months and under are only placed to sleep in a cot*
- Using a firm, flat mattress, a clean fitted sheet to cover the mattress.
- Ensuring every baby/child is provided with clean bedding, labelled for them, working in partnership with parents to meet any individual needs
- Ensure that every child has an appropriate age and tog sleeping bag. Well-fitted baby sleep bags may be used according to the manufacturer recommendations
- Ensuring babies/children are appropriately dressed for sleep to avoid overheating
- Ensuring babies'/children's heads are not covered
- Ensuring no extra items such as toys, pillows, extra blankets, bumpers, wedges or straps are used in cots; we will use sleep comforters for babies and children over 12 months only and follow The Lullaby Trust advice regarding the safe use of dummies while babies are sleeping[13]
- Keeping all spaces around cots and beds clear from hanging objects, i.e. hanging cords, blind cords, drawstring bags
- Monitoring the sleep room temperature and ensuring it remains between 16-20°C at all times, where possible
- Ensuring babies and children over six months of age are always within sight and hearing of staff when sleeping, and are checked every 10 minutes; we will use a baby monitor to enable the sleeping children to be seen and heard at all times
- Ensuring babies under six months of age always have an adult with them in the same room for every sleep and are checked every five minutes
- Ensuring babies who are new to the setting always have an adult with them in the same room for every sleep and are checked every five minutes until staff are confident with their usual sleep patterns and sleeping style.
- Well-fitted baby sleep bags may be used according to the manufacturer recommendations and with written parent permission
- All bedding will be cleaned, as required and at least weekly
- We will transfer any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest
- We will transfer a baby/child who is brought into nursery while sleeping, such as in a sling, carrier or car seat, to a safe sleeping surface to complete their rest
- Any baby/child who falls asleep in a buggy, pushchair or pram while out on a visit will be transferred to a safe sleeping surface to complete their rest on their return to the nursery; coats, hats, extra clothing and blankets will be removed as soon as they are inside, even if this means waking them
- We have a No smoking/vaping policy which includes the requirement for staff to change their clothes and wash their hands after smoking/vaping. In addition,

[13] https://www.lullabytrust.org.uk/baby-safety/baby-product-information/dummies/

we require staff to wait for 30 minutes after smoking/vaping before holding babies or children, even with a change of clothes.

We ask parents to complete forms on their baby's/child's sleeping routine with their key person when starting at nursery; these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery, i.e. babies sleeping on their tummies or in a sling, we will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so. In such cases, we would ask parents to provide written permission to adopt a different position or pattern for their baby/child.

We recognise parent knowledge of their baby/child with regard to sleep routines and will, where possible, work together to ensure individual sleep routines and well-being continue to be met. However, staff will not force a baby/child to sleep or keep them awake against their will. They will also not usually wake children from their sleep.

Individual sleep routines are followed rather than having one set sleep time for all children. We create an environment that helps to settle children that require a sleep, for example dimming the lights or using soft music, where applicable. We will maintain the needs of the children who do not require a sleep and ensure they can continue to play, learn and develop. This may involve taking children outdoors or linking with other rooms or groups of children.

Staff will discuss with parents any changes in sleep routines at the end of the session and share observations and information if they do not receive enough sleep.

Sleeping twins
We follow the advice from The Lullaby Trust regarding sleeping twins[14], while working with parents to maintain their sleep routines and well-being.

Further information can be found at: www.lullabytrust.org.uk

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

[14] https://www.lullabytrust.org.uk/baby-safety/premature-babies-and-multiples/twins-and-multiples/

Bereavement

At **Wisbech Day Nursery** we recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves.
- The key person and/or the manager will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation.
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements, so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time. We also recognise that there may also be rare occasions when the nursery team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans: www.samaritans.co.uk 08457 909090
Priory: www.priorygroup.com 08452 PRIORY (08452 774679)
Child Bereavement UK: www.childbereavementuk.org
Cruse Bereavement Care: www.crusebereavementcare.org.uk 0844 477 9400
helpline@cruse.org.uk

British Association of Counselling: www.bacp.co.uk 01788 578328
SANDS: www.uk-sands.org

This policy was adopted on	Signed on behalf of the nursery	Reviewed
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

284Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Nutrition and Mealtimes

At **Wisbech Day Nursery** we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times. Additionally, the Early Years Foundation Stage (EYFS) statutory framework sets the standards that early years providers must meet to ensure that children learn, develop well and are kept healthy and safe.

We are committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements.

We ensure that children's food is prepared and provided in line with children's individual needs, developmental stage and any agreed care or allergy plans and that staff are able to understand and consistently apply arrangements for managing allergies, food intolerances, dietary requirements and choking risks.

This policy should be read in conjunction with the Allergies and allergic reactions policy and the Packed lunch policy

Baby feeding and weaning

- We follow babies' individual feeding patterns following conversations with parents. We regularly review these to ensure they continue to meet the baby's needs
- We feed babies responsively according to their needs and support mothers with breastfeeding, through providing suitable places to breastfeed in the setting and making provision for expressed breastmilk
- We prepare infant formula milk if required, following NHS guidelines
- Weaning is introduced in collaboration with parents, including discussions about the stage their baby is at, the types of foods and textures their baby is eating at home and how these are presented to the baby; no assumptions are made based on the age of the baby. We follow the NHS Best Start in Life weaning guidance[15]
- The nursery provides parents with daily written records of feeding routines for children [*insert age i.e. under two*].

Commercial baby food and drink

- We provide fresh food for babies and do not use pre-made commercial baby food or drinks
- We do not permit parents to provide commercial baby food or drinks.

[15] https://www.nhs.uk/best-start-in-life/baby/weaning/

Babies under 12 months old

Introducing a baby to solid foods is sometimes called complementary feeding or weaning. Wisbech Day Nursery will support parents and carers when their child is ready to start weaning.

The introduction of solid foods should only start once a baby can:

• stay in a sitting position and support their own head
• coordinate their eyes, hands and mouth so they can look at their food, pick it up and put it in their mouth
• swallow food (rather than spit it back out).

Introducing solid foods helps a baby learn new skills such as chewing and biting. It also introduces new foods, flavours and textures to them. Babies develop at different rates. Your child's keyworker will have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods and assumptions must not be made based on age.

Wherever possible, we will prepare food from scratch and not provide premade foods from shops such as puree pouches. This will help introduce your child to a range of appropriate flavours and textures.

We ask parents to inform us of new foods and textures you try at home with your baby so this can be supported in Nursery.

Drinks offered for babies from 6 months

The only drinks that are recommended and provided for babies aged 6-12 months are:

• breast milk
• first infant formula
• water

Children aged from 1 years – 5 years

We will ensure that we provide:

- A balanced and healthy breakfast, midday meal, tea and two daily snacks are provided for children attending a full day at the nursery.
- Menus are planned in advance, rotated regularly and reflect cultural diversity and variation. These are displayed for children and parents to view.
- We provide nutritious food at all snack and mealtimes, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings.

- Fresh drinking water is always available and accessible. It is frequently offered to children and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has and any special health requirements, before a child starts or joins the nursery. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child.
- We consider seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods.
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- Staff set a good example and eat with the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged.
- Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves.
- Staff support children to make healthy choices and understand the need for healthy eating.
- We provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Cultural differences in eating habits are respected.
- Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a helping of dessert.
- Children not on special diets are encouraged to eat a small piece of everything.
- Children who refuse to eat at the mealtime are offered food later in the day.
- Children are given time to eat at their own pace and not rushed.
- Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and children.
- We promote positive attitudes to healthy eating through play opportunities and discussions.
- The nursery provides parents with daily written records of feeding routines for children under 3 years.
- No child is ever left alone when eating/drinking to minimise the risk of choking
- **All staff** who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years.

- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

Management of food allergies and dietary needs

- All allergens are displayed alongside the menus to show the ingredients of each meal
- Individual dietary requirements are respected. Before a child joins the nursery, we gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has, and any special health requirements. All information is shared with staff involved in preparing and handling food
- Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary/allergy plan for their child. This will be regularly reviewed and any changes shared with all staff
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks
- At each meal and snack time, we ensure a nominated practitioner is responsible for checking that the food being provided meets all the requirements for each child
- Where appropriate, discussions will also take place with children about allergies and potential risks to make them aware of the dangers of sharing certain foods
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of their diet or allergy.

Provision for cultural and dietary preferences

- Where possible, we provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones
- Cultural differences in eating habits are respected.

Learning about food and cooking with children

- Staff support children to make healthy choices and understand the need for healthy eating
- We promote positive attitudes to healthy eating through play, growing, shopping and cooking opportunities and discussions.

Celebrations and special occasions

- We will sometimes celebrate special occasions with treats such as cake, sweets or biscuits. These will be given at mealtimes to help prevent tooth decay and not spoil the child's appetite
- We do not allow parents to bring in cakes on special occasions to be consumed on nursery premises. If parents would like to send a cake in, it will be sent

home with the children. Any cakes brought in must be shop brought, and not home made with a list of ingredients and allergens visible.
- We consider celebrating with alternatives such as stickers and badges, bubbles, fruit platters, choosing a favourite story, becoming a special helper, playing a party game, dancing and/or singing their favourite song, and so on
- We ensure that all food brought in from parents meet health and safety requirements and that ingredients are listed, following the Food Information for Consumers (FIR) 2014.

Food safety and hygiene

- All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years
- All staff are trained in preparing foods safely to avoid the risk of choking, following the Foods Standards Agency guidelines
- All staff are aware of the symptoms and treatments for allergies and anaphylaxis
- All staff are aware of the differences between allergies and intolerances, including that they need to maintain vigilance as children can develop allergies at any time
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

Food brought from home

- We do/ allow children to bring packed lunches into the setting. We provide parents with guidelines for nutritious content and signpost to the NHS packed lunch guidance: https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/
- We share the Food Standards Agency choking hazards guidance to support parents to prepare foods to reduce choking hazards
- We request parents use ice packs in packed lunch boxes
- We do not provide reheating services for children's packed lunches
- Children's lunch boxes are checked prior to giving the contents to the children to ensure any risks from potential allergens or choking hazards are managed.

Our policy is developed in partnership with parents, staff and children and reviewed on a regular basis.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

290Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Packed Lunch Policy

Aim of this policy
To ensure that all packed lunches brought from home and consumed in nursery (or on trips) provide your child with healthy and nutritious food for their growth and development while keeping all children safe from known food allergies.

At **Wisbech Day Nursery** we are committed to children eating healthy, nutritious and balanced meals and snacks which meet individual needs and requirements, following the Department for Education nutrition guidance.[16]

This policy supports the health, safety and well-being of all children in our care and reflects the requirements of our insurers.

Parents are asked to provide packed lunches that comply fully with this policy. We reserve the right to remove food items that present an allergen or choking risk. Parents who regularly fail to meet the expected standards will be invited to discuss the issues to find joint solutions to ensure our policy is upheld.

We are required to support you with information to help you provide healthy meals for your child to bring to nursery. To meet our statutory welfare requirements, we avoid foods which are high in saturated fat, salt, and sugar as these are proven to negatively affect children's health, development and overall well-being. We wish for food brought from home to align with the healthy and nutritious meals we provide, so children are receiving consistent messages about healthy eating.

This policy should be read in conjunction with the Nutrition and mealtimes policy, the Allergies and allergic reactions policy and the Caring for babies and toddlers policy (for babies who are not yet weaned).

Our facilities

- We operate an allergy-aware environment and ask parents/carers to inform us of any known allergies or dietary requirements.
- We provide facilities for children bringing in packed lunches
- We ensure that fresh, plain tap water is always readily available
- We work with parents to ensure that packed lunches abide by the standards listed below
- We provide parents with guidelines for nutritious content and signpost to the NHS packed lunch guidance:
  NHS Healthier lunchbox recipes -
  https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/
  Food for Life's packed lunches guidance - https://bit.ly/4t3Jb9d

16 https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early_years_foundation_stage_nutrition_guidance.pdf

- We request parents use insulated lunch boxes and ice packs
- We do not provide cooking reheating services for children's packed lunches.

Packed lunch guidelines
*Home prepared food is not permitted. Please bring all foods (other than raw fruit and vegetables) pre-packaged with allergens clearly labelled.

All food for the day must be brought on a daily basis to ensure freshness and manage storage space.

It is recommended that packed lunches should include the following on a daily basis:
- A minimum of two portions of fruit or vegetables
- A starchy food for energy and concentration, e.g. any bread, wrap, chapatti, pasta, rice, noodles, potatoes
- Meat, fish, eggs or another plant-based source of iron and protein, e.g. lentils, kidney beans, chickpeas, hummus
- Dairy or dairy alternative food, e.g. cheese, plain unsweetened yoghurt or fromage frais.

To reduce risks of allergens or choking, the following items must not be included:
- Nuts – whole nuts, nut products including those which use nuts in preparation (for example, nut oil)
- Any drinks other than plain water. Fresh water is provided for all children and alternative drinks will not be served to the children
- Flavoured dried rice, pasta and noodle products, e.g. packets and pots of instant noodles, pasta or rice
- Popcorn, chewing gum, marshmallows, raw jelly cubes, sweets (boiled, hard, gooey or sticky).

Organisation
- See the Food Standards Agency 'Early years food choking hazards' advice for preparing food for babies and children under five years olds: https://tinyurl.com/EYchokinghazards
- To reduce choking risks, we expect:
  - Hard pips or stones removed from fruit; consider removing the skin for very young children
  - Small round fruits (such as grapes, cherry tomatoes, cherries, berries) cut into quarters lengthways
  - Vegetables such as carrots, cucumber and celery cut into narrow batons
  - Sausages/hot dogs peeled and cut into short thin strips
  - Meat/fish boned and cut into thin strips
  - Cheese grated or cut into short strips.
- Use easy-to-open containers/packaging where possible, to promote your child's independence
- Ensure all food is within the use-by date
- Ensure all lunchboxes/containers/bags are clearly marked with your child's name
- *Provide appropriate clean cutlery your child will need, such as spoons and forks/ *We keep a small supply of spare cutlery, if required.

292Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Management of food safety, allergies and dietary needs

- All staff are aware of children with food allergies or intolerances and individual dietary requirements are respected. Information from parents is shared with staff involved in preparing and serving food
- Where appropriate, we will carry out a risk assessment in the case of known allergies and work alongside parents to put into place an individual dietary/allergy plan for their child. This will be regularly reviewed and any changes shared with all staff
- Children's lunch boxes will be reviewed prior to giving the contents to the children to manage any risks from potential allergens or choking hazards
- We give careful consideration to seating to avoid cross contamination of food from child to child
- Children will always be within sight and hearing of a member of staff while eating and, where possible, an adult will sit facing children while they eat, to minimise risks from choking and allergic reactions. In addition, a member of staff with a full and valid paediatric first aid certificate will be in the room, where possible
- At each meal and snack time, we ensure a nominated practitioner is responsible for checking that the food being provided meets all the requirements for each child
- Where appropriate, discussions will also take place with children about allergies and potential risks to make them aware of the dangers of sharing certain foods
- Staff show sensitivity towards children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of their diet or allergy
- Cultural differences in eating habits are respected.

Our policy is developed in partnership with parents, staff and children and reviewed on a regular basis.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
1/9/2025	Sarah Vick	17/8/2026

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Parents and Carers as Partners

EYFS: 1.10, 3.27, 3.72, 3.73

At **Wisbech Day Nursery** we believe that parents and staff need to work together in a close partnership for children to receive the quality of care and early learning to meet their individual needs. We welcome parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner to include them as an integral part of the care and early learning team within the nursery.

The key person system supports engagement with all parents and will use strategies to ensure that all parents can contribute to their child's learning and development. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery.
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child.
- Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required.
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers.
- Ensure nursery documentation and communications are provided in different formats to suit each parent's needs, e.g., Braille, multi-lingual, electronic communications.
- Ensure that all parents are aware of the nursery's policies and procedures. A detailed parent prospectus will be provided, and our full policy documents will be available to parents at all times on the nursery website.
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children.
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training.
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days, parents' evenings and a parents' forum.
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through Facebook, newsletters and the nursery website.

- Operate a key person system to enable parents to establish a close working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the name of the key person of their child and their role when the child starts.
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings will be held at least twice a year. The nursery will consult with parents about the times of meetings to avoid excluding anyone.
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form.
- Agree the best communication method with parents e.g., email, face-to-face, telephone and share information about the child's day, e.g., food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation.
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities.
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents.
- Make sure all parents have access to our written complaint's procedure.
- Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information.
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment.
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so.
- Inform parents how the nursery supports children with special educational needs and disabilities.
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and staff development.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Conflict Resolution with Parents who may be Challenging.

At **Wisbech Day Nursery** we believe that we have a strong partnership with our parents and an open-door policy to discuss any matters arising.

In the unlikely event that a parent starts to act in an aggressive or abusive way at the nursery, our policy is to:

- Direct the parent away from the children and into a private area, such as the meeting room.
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children.
- Act in a calm and professional way, ask the parent to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour.
- Contact the police if the behaviour escalates.
- Once the parent calms down, the member of staff will then listen to their concerns and respond appropriately.
- An incident form will be completed detailing the time, reason and action taken.
- Management will provide any support and reassurance that staff may need following the experience, and seek further support where necessary.
- Management will also signpost parents to further support where applicable.
- Staff will protect the privacy of the children in our care and ensure that information regarding the incident is kept confidentially.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

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Anti-bribery Policy

Legislation

The Bribery Act 2010 creates a new offence which can be committed by an organisation which fails to prevent persons associated with them from committing bribery on its behalf but only if that person performs services for you in business. It is unlikely that the organisation will be liable for the actions of someone who simply supplies goods to you.

There is full defence if it can be shown that there are adequate procedures and risk assessments in place to prevent bribery.

At Wisbech Day Nursery we have adopted this policy to ensure that we have adequate procedures in place that are proportionate to the bribery risks we face.

It is our policy to conduct all of our business in an honest and ethical manner. We take a zero-tolerance approach to bribery and corruption and are committed to acting professionally, fairly and with integrity in all our dealings wherever we operate. We are also committed to implementing and enforcing effective systems to counter bribery.

What is a bribe?

A bribe is a financial or other advantage offered or given:
- to anyone to persuade them to or reward them for performing their duties improperly or.
- to any public official with the intention of influencing the official in the performance of his/her duties.

Gifts and hospitality

A 'gift' is defined as any item, cash, goods, or any service which is offered for personal benefit at a cost, or no cost, that is less than its commercial value.
You should consider the following if a gift is offered:

- Whether it is appropriate to accept it:
- Decline gifts unless to do so would cause serious embarrassment; and
- Discuss the position with the manager or owner if the gift clearly has a value in excess of £10.00.

Parents may wish to thank nursery staff for looking after their children with Christmas gifts or gifts when the child leaves the nursery. This is perfectly understandable. Each staff member is reasonable for deciding if this gift is appropriate to accept and if it should be shared with the wider team. If in any doubt discuss this with the manager. Cash or gift cards should not be accepted.

The nursery will not accept gifts from service providers. This may be deemed as a bribe to maintain a contract. The nursery will always remain transparent and open.

This policy was adopted on	Signed on behalf of the nursery	Date Reviewed

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

1st November 2020	*S Vick*	*17/8/2026*

Personnel Policy

EYFS: 3.9 – 3.13

At **Wisbech Day Nursery** we aim to have a high-quality staff team that act at all times in the best interests of children's safety and welfare. To achieve this, we have a range of policies to support the recruitment, development and retention of staff.

The nursery's policies in respect of personnel are governed by the following:

- The best interests of the children, their welfare, safety, care and development
- The requirements of the Early Years Foundation Stage
- The needs of the children, including maintaining continuity of care
- Compatibility between all members of staff and the building of a good team spirit
- Consideration of the advancement of each member of staff both by internal and external training to help them achieve their maximum potential.
- Equal pay for work of equal value
- Compliance with the current legislation including the principles of the Equality Act 2010 and all current legislation governing discrimination.

We will ensure:

- The provision of a person specification and job description for every member of staff prior to an interview
- All interviews will follow our recruitment procedures to ensure safe and fair and non-discriminatory recruitment occurs.
- The provision of a statement of terms and conditions and contract for every member of staff in employment contract to be received by new employee before the first day of employment.
- Prior to commencement of employment, the successful applicant shall be provided with an offer letter (conditional on an enhanced Disclosure and Barring Service (DBS) clearance) with the induction procedure and any details of other information relevant for their first day of work.
- New members of staff will be provided with copies of all the policies and procedures, and we will ensure their understanding and adherence to these over an induction period.
- Discrimination or harassment of any member of staff relating to sex, race, sexual orientation, gender, gender reassignment, age, religion or belief and disability will not be acceptable. This includes unwanted verbal or physical third-party harassment by those not employed by the nursery.

This policy was adopted on	**Signed on behalf of the nursery**	**Date Reviewed**
1st November 2020	*S Vick*	*17/8/2026*

298Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Access and Storage of Information Policy

EYFS: 3.68 – 3.71

At **Wisbech Day Nursery** we have an open access policy in relation to accessing information about the nursery and parents' own children. This policy is subject to the laws relating to data protection and document retention.

Parents are welcome to view the policies and procedures of the nursery which govern the way in which the nursery operates. These may be viewed at any time when the nursery is open, simply by asking the nursery manager or on the nursery website. The nursery manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these in line with the nursery's communications policy.

Parents are also welcomed to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed on the Parents Notice Board in the entrance hall. All parent, child and staff information are stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

The nursery's records and documentation are kept and stored in accordance with minimum legal archiving requirements. We currently archive records for at least 21 years and three months.

This policy will be reviewed annually and amended according to any change in law/legislation.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

300Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Late Collection and Non-Collection

EYFS: 3.73

At **Wisbech Day Nursery** we expect all parents to agree an approximate time to collect their child from the nursery. We give parents information about the procedures to follow if they expect to be late.

These include:

- Agreeing a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent (designated adult)
- Calling the nursery as soon as possible to advise of their situation.
- Asking a designated adult to collect their child wherever possible.
- Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation.
- If the designated person is not known to the nursery staff, the parent must provide a detailed description of this person, including their date of birth where known. This designated person must know the individual child's safety password in order for the nursery to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the nursery after a reasonable amount of time has been allowed for lateness, we initiate the following procedure:

- The nursery manager will be informed that a child has not been collected.
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails, the manager will try the emergency contacts shown on the child's records.
- The manager/staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record.
- In the event of no contact being made after one hour has lapsed, the person in charge will ring the local authority children's social services emergency duty team.
- The nursery will inform Ofsted as soon as convenient.
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child.
- The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process.

- In order to provide this additional care a late fee as set out in our prospectus. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.

Contact numbers:

Name	**Contact No**
Social Services Emergency Duty Team	01733 234 724
Ofsted	0300 123 1231

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Admissions Policy

EYFS: 3.28, 3.57

At **Wisbech Day Nursery** we care for children from 6 months to 5 years old.

The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions, we are mindful of staff: child ratios and the facilities available at the nursery.

The nursery will use the following admission criteria which will be applied in the following order of priority:

1. Looked after children.
2. A vulnerable child with either a Child Protection or a Child in Need Plan or Local Authority Early Years Assessment / Children's Centre referral.
3. A child known by the local authority to have special educational needs and/or a disability (SEND) and whose needs can be best met at the preferred nursery.
4. Children who have siblings who are already with us.
5. Children whose parents live within the area.

A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon occupancy and room availability.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Prior to a child attending nursery, parents must complete and sign a contract and registration form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

Providers eligible to provide government funded places for early education.

All settings registered to accept government funding (detailed in the code of practice) must offer free places for two and three- to five-year-olds for early learning sessions specified by the local authority, additionally we offer the Government Extended Entitlement for families on a stretched funding offer basis. All Government funded places will be allocated on a first come, first served basis. Please note for admissions for the free nursery education we have a termly intake, beginning the term following your child's second/third birthday.

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

When you register your child for their funded place, we will discuss your needs and, as far as possible with availability and staffing arrangements, we will accommodate your wishes.

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This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Arrivals and Departures

EYFS:3.7, 3.62

At **Wisbech Day Nursery** we give a warm welcome to every child and family on their arrival.

Parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety (this is usually a child's key person). The staff member receiving the child immediately records his/her arrival in the daily attendance register. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed.

If the child is to be collected by someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. A password is also required where possible for the designated adult. Parents are informed about these arrangements and reminded about them regularly.

The child's key person or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent, e.g., meals, sleep time, activities, interests, progress and friendships. The parent should be told about any accidents or incidents and the appropriate records must be signed by the parent before departure. Where applicable, all medicines should be recovered from the medicine box/fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.

The nursery will not release a child to anyone other than the known parent unless an agreement has been made at the time of arrival. A child will not be released to anyone under the age of 16 years.

In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated person of the agreed procedure and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the late collection policy).

On departure, the staff member releasing the child must mark the child register immediately marked to show that the child has left the premises.

Adults arriving under the influence of alcohol or drugs.
Please refer to the alcohol and substance misuse policy.

Arrivals and departures of visitors

For arrivals and departures of visitors the nursery requires appropriate records to be completed on entry and exit e.g., in the visitors' book. Please refer to supervision of visitor's policy for further information.

This policy was adopted on	Signed on behalf of the nursery	Reviewed
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Nursery Operational Plan

At **Wisbech Day Nursery** we provide quality affordable childcare for the local community. Quality childcare brings benefits for the whole community, enabling parents to return to work and combine employment with family life and enabling employers to retain and recruit employees from the local community.

We want parents to feel confident about the quality of care that is provided for their child for them to have no concerns for their child's health, welfare and early learning. To continuously develop our practice, we regularly complete a self-evaluation cycle where we publish our opinions about the quality of our childcare and an action plan to implement emerging good practice from the sector. We welcome parent's opinions and contributions to the self-evaluation process and actively seek feedback through questionnaires, parents' evenings and informal discussion which is recorded.

For **Wisbech Day Nursery** to run effectively and efficiently serve local community needs, it is important that we have an operational plan that is implemented, reviewed and revised on a regular basis. This plan is a blueprint for managing the nursery. It describes how the nursery is run and what type of service is provided. It describes the nursery service, the structure of the nursery, who is responsible and guidance on practices and procedures.

The plan is used by the nursery manager, staff, parents and outside agencies as a reference tool for general day-to-day practice and a tool against which to assess the quality of the service provided. We will review this policy yearly, using reflective practice, and make and implement any necessary changes following a review.

This policy was adopted on	**Signed on behalf of the nursery**	**Reviewed**
October 2018	*Sarah Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

308Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

CCTV

The nursery CCTV surveillance is intended for the purposes of:

- promoting the health and safety of children, staff and visitors
- protecting the nursery building and resources.

The system comprises of *14* fixed cameras. These are placed around the nursery, inside and outside, but **not** in the toilets or changing areas. This is to ensure the dignity of children is maintained.

The use of CCTV to control the perimeter of the nursery for security purposes has been deemed to be justified by the nursery management. The system is intended to capture images of intruders or of individuals damaging property or removing goods without authorisation or of antisocial behaviour.

Monitoring

The CCTV is monitored centrally from the nursery office and is registered with the Information Commissioner under the terms of the Data Protection Act. This policy outlines the nursery's use of CCTV and how it complies with the Act. The nursery complies with Information Commissioner's Office (ICO) CCTV Code of Practice to ensure it is used responsibly.

All authorised operators and employees with access to images are aware of the procedures that need to be followed when accessing the recorded images.

Authorised officers and employees are:

Sarah Vick. Barrie Vick and Jasmin West

All operators are trained to understand their responsibilities under the CCTV Code of Practice. All employees are aware of the restrictions in relation to access to, and disclosure of, recorded images.
A copy of this CCTV Policy will be provided on request to staff, parents and visitors to the nursery and will be made available on the website and in the policy file.

Location of cameras

The location of CCTV cameras will also be indicated, and adequate signage will be placed at each location in which a CCTV camera(s) is sited to indicate that CCTV is in operation.
Adequate signage will also be prominently displayed at the entrance to the nursery's property. Signage shall include the name and contact details of the data controller as well as the specific purpose(s) for which the CCTV camera is in place in each location.

Storage and retention

The images captured by the CCTV system will be retained for a maximum of 14 days, except where the image identifies an issue and is retained specifically in the

context of an investigation/prosecution of that issue. The images/recordings will be stored in a secure environment with a log of access kept.

Access will be restricted to authorised personnel. Supervising the access and maintenance of the CCTV System is the responsibility of the registered person / manager. In certain circumstances, the recordings may also be viewed by other individuals. When CCTV recordings are being viewed, access will be limited to authorised individuals on a need-to-know basis.

Files will be deleted on a 14-day rolling basis. Recorded footage and the monitoring equipment will be securely stored in a main office. Unauthorised access to that area will not be permitted at any time. The area will be locked when not occupied by authorised personnel. A log of access to footage will be maintained.

When accessing images two authorised members of staff must be present. A written record of access will be made. A record of the date of any disclosure request along with details of who the information has been provided to (the name of the person and the organisation they represent), why they required it and how the request was dealt with will be made and kept, in case of challenge.

Subject Access Requests (SAR)
Individuals have the right to request access to CCTV footage relating to themselves under the Data Protection Activity / GDSLR. Individuals submitting requests for access will be asked to provide sufficient information to enable the footage relating to them to be identified. For example, date, time and location.

The nursery will respond to requests within 14 calendar days of receiving the request. The nursery reserves the right to refuse access to CCTV footage where this would prejudice the legal rights of other individuals or jeopardise an on-going investigation. A record of the date of the disclosure along with details of who the information has been provided to (the name of the person and the organisation they represent) and why they required it will be made. Where footage contains images relating to 3rd parties, the nursery will take appropriate steps to mask and protect the identities of those individuals.

Complaints
Complaints and enquiries about the operation of CCTV within the nursery should be directed to the manager of the nursery in the first instance.

Responsibilities
The Company directors will:

- Ensure that the use of CCTV systems is implemented in accordance with this policy.
- Oversee and co-ordinate the use of CCTV monitoring for safety and security purposes.
- Ensure that all CCTV monitoring systems will be evaluated for compliance with this policy.
- Ensure that the CCTV monitoring is consistent with the highest standards and protections.

- Review camera locations and be responsible for the release of any information or recorded CCTV materials stored in compliance with this policy.
- Maintain a record of access (e.g., an access log) to or the release of files or any material recorded or stored in the system.
- Ensure that the perimeter of view from fixed location cameras conforms to this policy both internally and externally.
- Ensure that all areas being monitored are not in breach of an enhanced expectation of the privacy of individuals.
- Ensure that external cameras are non-intrusive in terms of their positions and views of neighbouring residential housing and comply with the principle of "Reasonable Expectation of Privacy".
- Ensure that monitoring footage are stored in a secure place with access by authorised personnel only.
- Ensure that images recorded are stored for a period not longer than 30 days and are then erased unless required as part of a criminal investigation or court proceedings (criminal or civil).
- Ensure that camera control is solely to monitor suspicious behaviour, criminal damage etc. and not to monitor individual characteristics.
- Under certain circumstances, the CCTV footage may be used for training purposes (including staff supervisions) or for parents to view child transitions.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
1st November 2020	S Vick	17/8/2026

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Food Play

At **Wisbech Day Nursery** we ensure any food we use for playing with the children is carefully supervised.

We will not use food in play unless it enhances the opportunities children are receiving from the activity. Many of the food will be reused in other activities, especially the dry materials.

We use the following procedures to ensure children are kept safe:

- Choking hazards are checked and avoided.
- We do not use whole jelly cubes for play. If we do use jelly to enhance our play, then all jelly will be prepared with water as per the instructions and then used.
- Small objects such as dried pasta and pulses will only be used for older children and under supervision.
- All allergies and intolerances will be checked, and activities will be adapted to suit all children's needs, so no child is excluded.
- All activities including food will be included on the planning sheets showing all allergens, so all staff and parents are aware of the ingredients.
- Children's allergies will be visible to staff when placing out food play activities to ensure all needs are met.
- Any cooking activities will be checked prior to start to ensure all children are able use all the ingredients based on their individual needs.
- Food used for play will be presented in ways that clearly distinguishes it from food intended for eating - for example in tuff trays, with added food colouring, raw, etc. Children are discouraged from eating play food, and from putting equipment and utensils in their mouths.
- Small objects such as dried pasta and pulses will not be used for younger children
- Dried food that is used for play will be kept away from food used for cooking, and utensils used for food play will be washed thoroughly and stored separately to utensils used in food production or at mealtimes
- Foods that are cooked and used for play which have limited shelf life (such as dough) will be replaced on a regular basis. Cornflour, cooked pasta and cooked rice will be discarded after use due to the high risk of bacteria developing

We will not use food in play unless it enhances the opportunities children are receiving from the activity. Where food is used in role play children will be supervised to ensure they do not consume it. Most of the food will be reused in other activities, especially the dry materials.

This policy was adopted on	**Signed on behalf of the nursery**	**Date Reviewed**
1st November 2020	*S Vick*	*17/8/2026; August 2026*

312Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Gun and Superhero Play Policy

We support all children's interests to further develop their play, learning and development, including the use of gun and superhero play, in line with the EYFS requirements and our Quality provision policy, Early learning opportunities statement and Promoting positive behaviour policy. Children will often take part in gun and superhero to make sense of the world around them.

They may develop this interest from:

- Watching their favourite movie or TV characters involved in physical battles with weapons
- Witnessing an older sibling or parent playing an online game with weapons
- The child's parent working with guns as part of their professional job role
- First-hand experience of witnessing or involvement in traumatic experiences.

The benefits of supporting gun and superhero play are:

- Supporting children to follow their interests
- Developing imagination
- Resolving conflicts
- Building self-esteem
- Language development
- Supporting emotional development by making sense of their experiences
- Developing physical skills.

We believe all children should be free to follow their play in a safe environment with adults who can positively support their play. We implement the following procedures to ensure that this type of play is appropriately supported:

- Ensure staff give the same positive praise for children engaged in gun and superhero play as they do for children engaged in other activities
- Engage with children and agree rules for gun and superhero play so everybody can play safely
- Allocate an agreed zone for this type of play so children who do not want to get involved can play undisturbed
- Use superhero play to tell stories
- Look at real life heroes who help the children. Talk about what makes somebody a hero. Create our own display of heroes in the children's lives
- Include action figures and capes (squares of material) in our continuous provision. Ask parents for donations of unwanted superhero costumes
- Talk about conflict resolution (age and stage appropriate) and different solutions for solving conflicts
- Be sensitive to the needs of children and families who may have experienced trauma, seeking the support of external professionals if required.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**
[August 2026	Sarah Vick	*Aug 2026*

314Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Gifted and Talented Children Policy

EYFS: 1.1, 1.6, 1.8, 2.1

At **Wisbech Day Nursery** we plan our teaching and learning so that each child can aspire to achieve their full potential. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our nursery who have been identified as 'gifted' and/or 'talented' and extend their learning to challenge them further.

'Gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects.
'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

With this in mind we will ensure all children are fully supported and challenged by:

- Working together with parents and carers to establish starting points on entry to nursery.
- Observing, assessing and planning activities in line with the individual child's needs and interests
- Providing challenging next steps to enhance the learning opportunities.
- Working with the child's school to provide activities that will stretch the child further in line with the child's future curriculum.
- Support transitions by providing key information to the next provision.

Gifted children in language and literacy:

- Are able to read and respond to a range of texts at a more advanced level.
- Use a wide vocabulary and variety of words in conversations and play.
- Are able to write fluently and with little support.

Gifted children in mathematics:

- Explore a broader range of strategies for solving a problem.
- Establish their own strategies for problem solving.
- Are able to manipulate numbers in a wide range of ways, e.g., adding, subtracting.

The management monitors all outcomes for children by tracking cohorts and individual children across the whole setting. This will include the gifted and talented children. Management will ensure that all children are progressing at an appropriate rate from their starting points through challenging and supportive activities and opportunities.

This policy was adopted on	**Signed on behalf of the nursery**	**Date reviewed**

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

1st November 2020	*S Vick*	*17/8/2026*

Multiple Birth Families Policy

At **Wisbech Day Nursery** we aim to ensure that all families are included and supported fully, no matter how big or small. There are more and more multiple births occurring in the UK, twins, triplets and even more. As a nursery we accommodate all families and work together with parents to ensure all children are treated as individuals and supported to make the best progress they can.

Twins, triplets and other multiple birth children will have unique relationships with their sibling, different to any other relationship in the nursery so we will take this into consideration with all aspects of care and early learning.

To this end we will:

- Acknowledge multiple birth relationship as special and to be celebrated as well as enabling children to develop as individuals.
- Explore each child's preferences, interests, needs and starting point.
- Complete separate forms for each child to discover their routines (where age appropriate), specific requirements, dietary needs etc.
- Recognise each child and call them by name. Differences will be recognised and tuned into to enable each child to be seen as an individual.
- Create "all about me" books for each child, including photos and special features.
- Recognise and celebrate all individual achievements.
- Report back on each child separately at the end of the day to the parents.
- Consider separation if this is beneficial for their development. Parents, and where appropriate the children, will be involved in the decision for when, where and how this may occur (e.g., focused activities, outdoor play)
- Arrange parental consultations for each child. Each child will be compared against the peer group or against typical developmental benchmarks not compared to their sibling. Each child will receive the same time during the consultation as any other child in the setting.
- Not expect each child to behave in the same manner, excel in the same areas or enjoy the same activities. If one child is not achieving at the expected rate, then we would investigate the reasons why.
- Ensure all staff are able to identify each child and know their name.

This policy was adopted on	**Signed on behalf of the nursery**	**Date Reviewed**
1st November 2020	*S Vick*	*17/8/2026*

316Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

Social Networking

EYFS: 3.4

Social media is becoming a large part of the world we live in and as such at Wisbech **Day Nursery** we need to make sure we protect our children by having procedures in place for safe use.

We use Facebook to share information with parents. In order to safeguard children, we will:

- Not post any photographs of children on Facebook.
- Not allow others to post on our Facebook page, i.e., only management can post on the page, only parents / family / carers who have been invited to join the group can view and comment on the posts.
- Monitor comments on all posts and address any concerns immediately.

We follow the Photographing and filming children policy to inform our decisions about when, who and what images to share on social media

Staff use of social media

We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the nursery, nursery staff, parents or children.

When using social networking sites such as Facebook or Instagram staff must:

- Not name the setting they work at
- Not make comments relating to their work or post pictures in work uniform
- Not send private messages to any parents/family members
- If a parent asks questions relating to work via social networking sites, then staff should reply asking them to come into the setting or contact the manager.
- Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e., foul language)
- Report any concerning comments or questions from parents to the manager/safeguarding lead.
- Follow the staff behaviour policy.
- Not post anything that could be construed to have any impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way.
- Not be connected to the nursery Facebook / Instagram account in any manner.

If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g., work emails and phone numbers. This is to protect staff, children and parents.

Parents use of social networking

We ask parents **not to:**

- Send friend requests to any member of nursery staff.
- Post any photographs to social media that have been supplied by the nursery with other children in them (e.g., Christmas concert photographs or photographs from an activity at nursery).

We ask parents to:

Share any concerns regarding inappropriate use of social media through the official procedures (please refer to the partnership with parents' policy, complaints procedures and grievance policy).

This policy was adopted on	**Signed on behalf of the nursery**	**Date Reviewed**
1st November 2020	*S Vick*	*17/8/2026*

Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

GDPR Privacy Notice

WHAT IS THE PURPOSE OF THIS DOCUMENT?

Wisbech Day Nursery, ("the Nursery" or "we") is committed to protecting the privacy and security of your personal information.
This privacy notice describes how the Nursery collects and uses personal information about employees of the Nursery ("Employees"), children attending the Nursery ("Child" or "Children") and the parents of the Children ("Parents") (known collectively as "You" or "Your"), in accordance with the General Data Protection Regulation (GDSLR).

The Nursery *Manager* is a "data controller". This means that we are responsible for deciding how we hold and use personal information about You. We are required under data protection legislation to notify You of the information contained in this privacy notice.

This notice applies to Employees, Children and Parents. This notice does not form part of any contract of employment or other contract to provide services. We may update this notice at any time but if we do so, we will provide You with an updated copy of this notice as soon as reasonably practical.

It is important that Employees, Children and Parents read and retain this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about You, so that You are aware of how and why we are using such information and what Your rights are under the data protection legislation.

DATA PROTECTION PRINCIPLES

We will comply with data protection law. This says that the personal information we hold about You must be:

1. Used lawfully, fairly and in a transparent way.

2. Collected only for valid purposes that we have clearly explained to You and not used in any way that is incompatible with those purposes.

3. Relevant to the purposes we have told You about and limited only to those purposes.

4. Accurate and kept up to date.

5. Kept only as long as necessary for the purposes we have told You about.

6. Kept securely.

THE KIND OF INFORMATION WE HOLD ABOUT YOU

Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data).
There are “special categories” of more sensitive personal data which require a higher level of protection, such as information about a person’s health or sexual orientation.

Employees:

We will collect, store, and use the following categories of personal information about Employees:

- Personal contact details such as name, title, addresses, telephone numbers, and personal email addresses.
- Date of birth.
- Gender.
- Marital status and dependants.
- Next of kin and emergency contact information.
- National Insurance number.
- Bank account details, payroll records and tax status information.
- Salary, annual leave, pension and benefits information.
- Start date and, if different, the date of an Employee’s continuous employment.
- Location of employment or workplace.
- Copy of driving licence (where applicable).
- Recruitment information (including copies of right to work documentation, references and other information included in a CV or cover letter or as part of the application process).
- Employment records (including job titles, work history, working hours, holidays, training records and professional memberships).
- Personnel files and training records including performance information, disciplinary and grievance information, and working time records.
- Information about your use of our information and communications systems.
- Records of any reportable death, injury, disease or dangerous occurrence.

We may also collect, store and use the following “special categories” of more sensitive personal information:

- Information about an Employee’s race or ethnicity.
- Information about an Employee’s health, including any medical condition, accident, health and sickness records, including:
- where an employee leaves employment and under any share plan operated by a group company the reason for leaving is determined to be ill-health, injury or disability, the records relating to that decision.

- details of any absences (other than holidays) from work including time on statutory parental leave and sick leave; and
- where an employee leaves employment and the reason for leaving is related to their health, information about that condition needed for pensions and permanent health insurance purposes.

Children:

We will collect, store, and use the following categories of personal information about Children:

- Name
- Date of birth
- Home address
- Dietary requirements
- Attendance information
- Photographs and video clips of the Child to signpost Children to where their belongings are stored at the Nursery that they attend, and also for general display purposes.
- Emergency contact should Parents be unavailable and the emergency contact's contact details.
- Record book for each Child containing the work of the Child whilst at the Nursery, observations about the Child's development whilst at the Nursery from Employees of the Nursery, specific examples of the Child's progress, photographs demonstrating the Child's development whilst at the Nursery, and personal details of the Child (e.g., their date of birth) ("Progress Report")
- Records relating to individual Children e.g., care plans, common assessment frameworks, speech and language referral forms.
- Accidents and pre-existing injuries forms
- Records of any reportable death, injury, disease or dangerous occurrence
- Observation, planning and assessment records of Children.

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about a Child's race or ethnicity, spoken language and nationality.
- Information about a Child's health, including any medical condition, health and sickness records.
- Information about a Child's accident or incident reports including reports of pre-existing injuries.
- Information about a Child's incident forms / child protection referral forms / child protection case details / reports.

Parents:

We will collect, store, and use the following categories of personal information about Parents:

- Name
- Home address
- Telephone numbers, and personal email addresses.
- National Insurance number.
- Bank account details.

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about a Parent's race or ethnicity, spoken language and nationality.
- Conversations with Parents where Employees of the Nursery deem it relevant to the prevention of radicalisation or other aspects of the governments Prevent strategy.

HOW IS YOUR PERSONAL INFORMATION COLLECTED?

Employees:

We collect personal information about Employees through the application and recruitment process, either directly from candidates or sometimes from an employment agency or background check provider. We may sometimes collect additional information from third parties including former employers, credit reference agencies or other background check agencies.

We will collect additional personal information in the course of job-related activities throughout the period of when an Employee works for us.

Children and Parents:

We collect personal information about Children and Parents from when the initial enquiry is made by the Parents, through the enrolment process and until the Children stop using the Nursery's services.

HOW WE WILL USE INFORMATION ABOUT YOU

We will only use Your personal information when the law allows us to. Most commonly, we will use Your personal information in the following circumstances:

1. Where we need to perform the contract, we have entered into with You.

2. Where we need to comply with a legal obligation.

3. Where it is necessary for our legitimate interests (or those of a third party) and Your interests and fundamental rights do not override those interests.

We may also use Your personal information in the following situations, which are likely to be rare:

1. Where we need to protect Your interests (or someone else's interests).

Situations in which we will use Employee personal information.

We need all the categories of information in the list above (see Employee section within the Paragraph entitled 'The Kind of Information We Hold About You') primarily to allow us to perform our contracts with Employees and to enable us to comply with legal obligations. The situations in which we will process Employee personal information are listed below.

- Deciding about an employee's recruitment or appointment.
- Checking an Employee is legally entitled to work in the UK. Paying an Employee and, if an Employee is an Employee or deemed Employee for tax purposes, deducting tax and National Insurance contributions (NICs).
- Providing any Employee benefits to Employees.
- Enrolling you in a pension arrangement in accordance with our statutory automatic enrolment duties.
- Liaising with the trustees or managers of a pension arrangement operated by a group company, your pension provider and any other provider of employee benefits.
- Administering the contract, we have entered into with an Employee.
- Conducting performance and/or salary reviews, managing performance and determining performance requirements.
- Assessing qualifications for a particular job or task, including decisions about promotions.
- Gathering evidence for possible grievance or disciplinary hearings.
- Making decisions about an Employee's continued employment, engagement.
- Deciding for the termination of our working relationship.
- Education, training and development requirements.
- Dealing with legal disputes involving Employees, including accidents at work.
- Ascertaining an employee's fitness to work.
- Managing sickness absence.
- Complying with health and safety obligations.
- To prevent fraud.
- To monitor your use of our information and communication systems to ensure

compliance with our IT policies.

- To ensure network and information security, including preventing unauthorised access to our computer and electronic communications systems and preventing malicious software distribution.
- Equal opportunities monitoring.

Some of the above grounds for processing will overlap and there may be several grounds which justify our use of an Employee's personal information.

Situations in which the Nursery will use personal information of Children.

We need all the categories of information in the list above (see Children Section within the Paragraph entitled 'The Kind of Information We Hold About You') primarily to allow us to perform our obligations (including our legal obligations to Children. The situations in which we will process personal information of Children are listed below.

- Upon consent from the Parents, Personal Data of Children will be shared with schools for progression into the next stage of their education.
- Personal information of Children will be shared with local authorities without the consent of Parents where there is a situation where child protection is necessary.
- The personal information of Children will be shared with local authorities without the consent of Parents for funding purposes.
- Ofsted will be allowed access to the Nursery's systems to review child protection records.
- To ensure we meet the needs of the Children.
- To enable the appropriate funding to be received
- Report on a Child's progress whilst with the Nursery.
- To check safeguarding records
- To check complaint records
- To check attendance patterns are recorded.
- When a Child's Progress Report is given to its Parent in order for that Parent to pass the same Progress Report to a school for application or enrolment purposes

Situations in which the Nursery will use personal information of Parents.

We need all the categories of information in the list above (see Parents Section within the Paragraph entitled 'The Kind of Information we Hold About You') primarily to allow us to perform our contracts with Parents and to enable us to comply with legal obligations. The situations in which we will process personal information of Parents are listed below.

- The personal information of Parents will be shared with local authorities without the consent of Parents for funding purposes.
- To report on a Child's attendance
- To be able to contact a Parent or a Child's emergency contact about their

Child.

- To ensure nursery fees are paid.

If Employees and Parents fail to provide personal information

If Employees and Parents fail to provide certain information when requested, we may not be able to perform the respective contracts we have entered into with Employees and Parents, or we may be prevented from complying with our respective legal obligations to Employees, Children and Parents.

Change of purpose

We will only use Your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use Your personal information for an unrelated purpose, we will notify the Employee, Child or Parent, as is appropriate in the circumstances, and we will explain the legal basis which allows us to do so.

Please note that we may process an Employee's, a Child's or a Parent's personal information without their respective knowledge or consent, as relevant to the circumstances, in compliance with the above rules, where this is required or permitted by law.

HOW WE USE PARTICULARLY SENSITIVE PERSONAL INFORMATION

"Special categories" of particularly sensitive personal information require higher levels of protection. We need to have further justification for collecting, storing and using this type of personal information. We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data. We may process special categories of personal information in the following circumstances:

1. In limited circumstances, with Employee or Parent explicit written consent.

2. Where we need to carry out our legal obligations or exercise rights in connection with Employee employment.

3. Where it is needed in the public interest, such as for equal opportunities monitoring or in relation to our occupational pension scheme.

Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is needed to protect an Employee, a Child or a Parents' interests (or someone else's interests) and the Employee, Child or Parent as is appropriate is not capable of giving consent, or where the Employee or Parent has already made the information public.

The Nursery's obligations as an employer

We will use particularly sensitive personal information of Employees in the following

ways:

- We will use information relating to leaves of absence, which may include sickness absence or family related leaves, to comply with employment and other laws.
- We will use information about the physical or mental health of an Employee, or their disability status, to ensure Employee health and safety in the workplace and to assess the fitness of Employees to work, to provide appropriate workplace adjustments, to monitor and manage sickness absence and to administer benefits including statutory maternity pay, statutory sick pay, pensions and permanent health insurance.
- We will use information about an employee's race or national or ethnic origin, religious, philosophical or moral beliefs, or an Employee's sexual life or sexual orientation, to ensure meaningful equal opportunity monitoring and reporting.

Do we need Employee consent?

We do not need the consent of Employees if we use special categories of personal information in accordance with our written policy to carry out our legal obligations or exercise specific rights in the field of employment law. In limited circumstances, we may approach Employees for their written consent to allow us to process certain particularly sensitive data. If we do so, we will provide Employees with full details of the information that we would like and the reason we need it, so that Employees can carefully consider whether they wish to consent. Employees should be aware that it is not a condition of their contract with the nursery that they agree to any request for consent from us.

INFORMATION ABOUT CRIMINAL CONVICTIONS

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where such processing is necessary to carry out our obligations and provided, we do so in line with our data protection policy.
Less commonly, we may use information relating to criminal convictions where it is necessary in relation to legal claims, where it is necessary to protect the interests of You (or someone else's interests) and You are not capable of giving your consent, or where an Employee or a Parent, as is relevant to the circumstances, has already made the information public.

We envisage that we will hold information about criminal convictions.

We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so, which includes but is not limited to Disclosure and Barring Service ("DBS") checks. Where appropriate, we will collect information about criminal convictions as part of the recruitment process or we may be notified of such information directly by you in the course of you working for us. We will use information about criminal convictions and offences in the following ways:

- To conduct a DBS, check on each Employee, to record the date of the DBS check, the number of the DBS check and the name of the body conducting the DBS

check.

We are allowed to use your personal information in this way to carry out our obligations. We have in place an appropriate policy and safeguards which we are required by law to maintain when processing such data.

AUTOMATED DECISION-MAKING

Automated decision-making takes place when an electronic system uses personal information to make a decision without human intervention. We are allowed to use automated decision-making in the following circumstances:

1. Where we have notified Employees or Parents of the decision and given the Employee of the Parent as is appropriate 21 days to request a reconsideration.

2. Where it is necessary to perform the contract with an Employee or a Parent and appropriate measures are in place to safeguard the Employee's, the Child's or the Parent's rights as is appropriate.

3. In limited circumstances, with explicit written consent from the Employee or the Parent, as is appropriate, and where appropriate measures are in place to safeguard Employee or Parent rights.

If we make an automated decision on the basis of any particularly sensitive personal information, we must have either explicit written consent from an Employee or a Parent as is appropriate, or it must be justified in the public interest, and we must also put in place appropriate measures to safeguard an Employee, or a Parents right as is relevant in the circumstances.

You will not be subject to decisions that will have a significant impact on You based solely on automated decision-making, unless we have a lawful basis for doing so and we have notified the Employee, or the Parent as is appropriate in the circumstances.

DATA SHARING

We may have to share Employee, Child or Parent data with third parties, including third-party service providers and other entities in the group.

We require third parties to respect the security of Your data and to treat it in accordance with the law.

Why might the Nursery share Employee, Child or Parent personal information with third parties?

We will share Your personal information with third parties where required by law, where it is necessary to administer the working relationship with You or where we have another legitimate interest in doing so.

Which third-party service providers process my personal information?

" Third parties" includes third-party service providers (including contractors and designated agents), local authorities, regulatory bodies, schools and other entities within our group. The following third-party service providers process personal information about you for the following purposes:

- Local Authorities – for funding and monitoring reasons (e.g., equal opportunities and uptake of funded hours)

- Regulatory bodies – for ensuring compliance and the safety and welfare of the children.

- Schools – to provide a successful transition by ensuring information about the child's progress and current level of development and interests are shared.

We will share personal data regarding your participation in any pension arrangement operated by a group company with the trustees or scheme managers of the arrangement in connection with the administration of the arrangements.

How secure is my information with third-party service providers and other entities in our group?

All our third-party service providers and other entities in the group are required to take appropriate security measures to protect Your personal information in line with our policies. We do not allow our third-party service providers to use Your personal data for their own purposes. We only permit them to process Your personal data for specified purposes and in accordance with our instructions.

What about other third parties?

We may share Your personal information with other third parties, for example in the context of the possible sale or restructuring of the business. In this situation we will, so far as possible, share anonymised data with the other parties before the transaction completes. Once the transaction is completed, we will share Your personal data with the other parties if and to the extent required under the terms of the transaction.

We may also need to share Your personal information with a regulator or to otherwise comply with the law.

DATA RETENTION

How long will you use my information for?

We will only retain Your personal information for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. Details of retention periods for different aspects of your personal information are available in our retention policy which is

available from the manager. To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of Your personal data, the purposes for which we process Your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

In some circumstances we may anonymise Your personal information so that it can no longer be associated with You, in which case we may use such information without further notice to You. Once you are no longer an Employee, or a Child benefiting from the Nursery's services or a Parent, as is appropriate, we will retain and securely destroy your personal information in accordance with [our data retention policy **OR** applicable laws and regulations].

RIGHTS OF ACCESS, CORRECTION, ERASURE, AND RESTRICTION

Your duty to inform us of changes.

It is important that the personal information we hold about You is accurate and current. Please keep us informed if your personal information changes during your working relationship with us.

Your rights in connection with personal information

Under certain circumstances, by law You have the right to:

- **Request access** to Your personal information (commonly known as a "data subject access request"). This enables You to receive a copy of the personal information we hold about You and to check that we are lawfully processing it.
- **Request correction** of the personal information that we hold about You. This enables You to have any incomplete or inaccurate information we hold about You corrected.
- **Request erasure** of your personal information. This enables Employees or Parents to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove Your personal information where You have exercised Your right to object to processing (see below).
- **Object to processing** of Your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about Your particular situation which makes You want to object to processing on this ground. You also have the right to object where we are processing Your personal information for direct marketing purposes.
- **Request the restriction of processing** of Your personal information. This enables Employees or Parents, as is appropriate, to ask us to suspend the processing of personal information about You for example if You want us to establish its accuracy or the reason for processing it.

- **Request the transfer** of Your personal information to another party.

If You want to review, verify, correct or request erasure of Your personal information, object to the processing of Your personal data, or request that we transfer a copy of Your personal information to another party, please contact the manager in writing.

No fee usually required

You will not have to pay a fee to access Your personal information (or to exercise any of the other rights).

What we may need from You

We may need to request specific information from You to help us confirm your identity and ensure Your right to access the information (or to exercise any of Your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

RIGHT TO WITHDRAW CONSENT

In the limited circumstances where You may have provided Your consent to the collection, processing and transfer of Your personal information for a specific purpose, you have the right to withdraw Your consent for that specific processing at any time. To withdraw Your consent, please contact [the manager]. Once we have received notification that You have withdrawn Your consent, we will no longer process Your information for the purpose or purposes You originally agreed to, unless we have another legitimate basis for doing so in law.

CHANGES TO THIS PRIVACY NOTICE

We reserve the right to update this privacy notice at any time, and we will provide You with a new privacy notice when we make any substantial updates. We may also notify You in other ways from time to time about the processing of your personal information.

If you have any questions about this privacy notice, please contact Sarah Vick at sarah.vick@wisbechdaynursery.co.uk.

This policy was adopted on	**Signed on behalf of the nursery**	**Date Reviewed**
1st November 2020	*S Vick*	*17/8/2026*

330Declaration: These policies have been reviewed by Sarah Vick annually since the adoption date

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