Blue Bell Woods Day Nursery

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Date: October 2026 Review Date: March 2027

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Date: October 2026 Review Date: March 2027

Accident Investigating and Reporting

An accident is an unplanned event that can lead to injury to a person or damage to premises, property or equipment. Staff should ensure that every accident and near miss is brought to the Nursery Managers' attention.

At Blue Bell Woods we define an injury as an accident requiring medical or dental attention. In the event of a child injury, nursery staff must properly care for the injured child and send him or her to a medical provider if necessary. In the event of injury to staff or visitors, nursery personnel must properly care for the injured person and if necessary, send him or her to an approved medical provider. Also, the incident must be reported, investigated and fully documented to determine the cause of the accident and identify corrective measures to help prevent recurrence.

The Nursery Manager will ensure that each accident is investigated to establish the direct and indirect causes of the accident. Nursery Managers should be assisted by the Health & Safety Officer with these investigations if necessary.

Purpose

This procedure sets down the process to be followed and sets out responsibilities to ensure that accidents, critical incidents and near miss incidents that occur at Blue Bell Woods are reported and investigated appropriately and remedial measures are taken to minimise the probability of a reoccurrence.

Responsibilities

If an employee is involved in or becomes aware of a near miss incident, they must inform their Supervisor or Manager immediately.

Supervisors and Managers must ensure that all near miss incidents are recorded on an accident form.

Definitions
Accident – An unplanned incident at work, resulting in injury or ill health to persons and/or damage to property. Examples include: a fall resulting in a fracture or other injury, incorrect operation or failure of work equipment resulting in injury, or articles falling causing injury to persons and/or damage to property
Near Miss Incident – An unplanned event which does not cause injury or damage but could do so. Examples include slips, trips and falls not resulting in injury, failure of work equipment which did not result in injury or damage to property, or articles falling which did not injure persons or damage property but could do so.
Safe Systems of Work – A safe system of work is a formal procedure which defines methods of working which eliminates hazards or minimises the risk associated with them. For example; the Nappy Changing procedure.

Supervisors and Managers should carry out their own investigation into the immediate and underlying causes of the incident and include their findings on the form.

Blue Bell Woods Day Nursery
Policies and Procedures
Dealing with Accidents and Incidents

Children are prone to bumps and falls as they play at nursery. Minor accidents will be dealt with by our First Aiders. In the case of a more serious injury, an ambulance will be called and the parent/carer will be asked to meet their child either at the nursery, or the hospital where medical assistance can be sought.

Recording
All accidents to children, including bites, must be recorded on an Accident Form on the Famly App immediately. The form must be completed by a member of staff in the room the accident occurred and approved by a senior level member of staff. In all cases of biting and when an accident requires medical attention, the Nursery Manager or Deputy Manager must be informed.

Accident Forms are sent to the parent/carer with a notification on the Famly App in real time. Where a child receives any type of head injury, a serious injury, or a bite, parents must be contacted immediately by a senior member of staff. If parents cannot be reached on first attempt, staff must leave a message for them to contact the nursery.

Incident Forms must be completed when a child causes injury to another person. The form must be completed by a member of staff in the room the incident occurred and approved by a senior level member of staff.
Incident Forms are sent to the parent/carer with a notification on the Famly App in real time. Depending on the nature of the incident and the context, parents must be contacted by a senior member of staff.

For each accident/incident record the parent/guardian must acknowledge and sign on the Famly App.

Accident & Incident Reporting and Investigation
Where an accident results in the child requiring medical attention, a full investigation must be conducted. An Accident / Incident Investigation Record must be fully completed along with any statements taken from witnesses to the accident / incident.

All accidents to children that require any off-site professional medical attention must be reported to the appropriate regulatory body.
Ofsted
HSE

Reporting to RIDDOR
It is a requirement that a RIDDOR report must be completed for any accident / incident which results in a child visiting hospital directly from the nursery as described in the legal duties under RIDDOR to "report injuries to members of the public or people not at work where they are taken from the scene of an accident to hospital".

Existing Injuries
If a child comes to the nursery with an injury because of an accident at home, this must be recorded as an Existing Injury using an Incident Form on the Famly App, including the parent/carer's explanation as to how it happened.

Accident / Incident Investigation Record

Name of person involved:	Child/ Staff/ Visitor/ Contractor
Date of accident/ incident:	Date of Investigation:
Date regulatory body informed:	

Incident / near miss

Undesirable occurrence	
Damage only	
Ill health	

Accident

Minor injury	
Serious injury	
Major injury	

Details of the incident or accident

1. What was the injured person actually doing at the time of the accident/incident?
2. How did the injury/damage occur and what caused it?
3. Describe the injuries/damage caused and any outstanding problems?
4. What emergency measures were taken?

5. Names of any witnesses.
6. Name of supervisor of the area where the accident/incident occurred.
7. Detail any equipment involved in the accident/incident.
8. Detail any problems or anything different about the working conditions where the accident/incident occurred?
9. Were there adequate safe working procedures in place e.g. Standard Operating Procedures, COSHH or risk assessment and were they followed?
10. What PPE was being worn by the person injured/present at the time of the accident/incident?
11. Was the injured/effected person competent and suitable? Detail any training provided.
12. Did the injured person, or other party(ies) involved in the accident/incident, understand the risk assessment, and any health & safety instructions or methods of work?

Recommendations	
Detail recommendations to reduce risks or remove hazard.	
Initial investigation carried out by: *Signature:*	*Date:*
Name (Capitals):	*Position:*
Further investigation required? *Yes/No*	

Providing First Aid for Children

Paediatric First Aiders

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises at Blue Bell Woods and available at all times when children are present.
At least one person who has a current paediatric first aid (PFA) certificate must accompany children on outings and walks.
When children are eating, a staff member with current paediatric first aid (PFA) certificate must be present.
Blue Bell Woods considers the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

Names and photographs of current Paediatric First Aiders are displayed in our Entrance Hall.
Names of current Paediatric First Aiders are displayed on our website and in our brochure.

Our training skills matrix is kept up-to-date to monitor expiration of paediatric first aid certificates.

We keep up-to-date with guidance from the Resuscitation Council UK.

First Aid Kits

A First Aid Kit is available in the kitchen (accessible from inside and the garden).

There is also a mini first aid kit available in the outings/evacuation bag.

The contents are listed on each first aid kit. It is the responsibility of all staff to inform the Health and Safety Officer if supplies need replenishing.

Reporting a significant event to Ofsted

Determining what counts as a significant event depends on many factors, including who the event involved and how much contact any individual involved may have with children.

As the registered provider, we should use our judgement to determine whether we should notify Ofsted. The greater the risk to children posed by the significant event, the more likely it is that we should notify Ofsted.

Ofsted also need to know about anything significant that is likely to affect the suitability of individuals to care for, or be in regular contact with, children. They need to know about these events, even if they happen:

- when you are not working with children (in the evening or weekend)
- when you have no children on roll
- away from the registered premises

Who this guidance covers

Ofsted need to hear about significant events that are related to the registered person and people connected with our registration, including:

- anyone aged 16 or over who lives, or works during childcare hours, in a childminder's home or childcare on domestic premises
- everyone that Ofsted checked when we registered our childcare, such as the nominated individual, directors, partners, committee members and others associated with registered childcare.

This is to make sure that they can check that all individuals connected with our registration continue to be suitable.

Ofsted do not need notifications about managers or staff at early years settings: they are checked by the registered providers themselves.

For full details please see: https://www.gov.uk/guidance/childcare-significant-events-to-notify-ofsted-about

Witness Statement

Name of person / child involved	
Date of accident / incident	

Comments (or list attached documentation)

Witness Name	
Position	
Signature	
Date	

Manager Name	
Signature	
Date	

Hand Washing

All staff at Blue Bell Woods are trained in general infection control procedures. This training covers proper hand-washing and hygiene measures, sanitation procedures, handling of body secretions, nappy changing and toileting procedures, and safe food handling procedures.

We have hand sanitisers, and these are available throughout the nursery for staff to frequently use the sanitiser lotion when it is not possible to wash hands with soap and hot water. Additionally, parents and visitors to the nursery should be encouraged to use the hand sanitiser lotion when entering the nursery.

Hand Washing

Hands must be washed and dried before and after meals and snacks, always after 'messy play' and after playing outside or having been on a walk. Children should always be encouraged to do this for themselves. Children must be encouraged to wash their hands thoroughly after using the toilet facilities and shown how to dry them effectively. Hand washing signs / posters should be displayed to show children how to wash their hands.

Children and staff members should wash hands according to the following guidelines:
- Use running water that drains out, not stopped-up water.
- Avoid common containers of water to reduce the spread of germs.
- Use liquid soap.
- Use friction (rubbing hands together)
- Wash hands

Temperature of hot water should be restricted to no hotter than between 39c - 43c.
Children and staff members should wash hands:
- before and after eating or handling food
- before and after using the water tray
- before giving medication
- after toileting or changing a nappy
- after wiping a nose
- after contact with bodily fluids or discharges
- after handling animals or their equipment
- after playing in the sand tray
- after cleaning
- after any activity that warrants hand washing for example gardening

Warm water must be available for staff and children within all toilet and changing areas. The temperature of the hot water must be checked on a weekly basis and recorded on the Bathroom Cleaning Schedule form. Warm water should be regulated to between 39ºc – 43ºc. Where this temperature cannot be achieved the appropriate action should be taken to rectify.

Intimate Hygiene

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required.

To maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible, by the child's key person with the exception of first aid treatment which must be carried out by a qualified first aider.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. first aid training, specialist medical support
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappies will be changed or intimate routines take place behind closed doors. Our toilet cubicles and nappy changing room support both visibility and discretion, to comply with safeguarding guidance without compromising on privacy.
- Conducting thorough inductions for all new staff to ensure they are fully aware of all procedures relating to intimate care routines
- 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. This is essential for intimate care routines which require specialist training or support. If a child requires specific support we 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 safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise to safeguard babies and children.
- Conducting regular risk assessments on all aspects of the nursery operation including intimate care and reviewing the safeguards in place.

Nappy Changing Procedure

Blue Bell Woods nappy changing policy is
• in accordance with requests of families
• consistent with children's physical and emotional abilities
• in compliance with child care regulatory bodies

A child's nappy should be changed promptly when it is soiled or wet. Staff should wear disposable gloves on both hands and a disposable apron for all nappy changes and use a new set of gloves and apron for each child. After the child's nappy has been changed, both the child and the person who changed the nappy should wash their hands.

The Nappy Changing Area
Place a changing mat in an area dedicated only to performing nappy changes. The changing surface should be
• cushioned
• smooth without cracks or tears
• easily cleaned
• waterproof
Running water should be adjacent to the nappy area for hand washing. Nappy areas and hand-washing facilities are separate from facilities and areas used for food preparation and service.
At the end of the day, and more often if necessary,
• empty the nappy sanitiser
• wash and sanitise the nappy sanitiser

Changing a Nappy

You should be careful throughout the nappy-changing process to avoid awkward postures with your hands (e.g., bent wrists and pinch grips) and unnecessary reaching and twisting with your upper body. This will help to prevent any risk of hand, arm, and wrist injuries occurring from repetitive nappy changing.

Children must never be left alone on the changing mat

Place a clean nappy and needed supplies on the changing table before changing a child.

Put a new, clean set of disposable gloves and apron on.

Remove the child's nappy. Set safely aside.

Wash and dry the child using an appropriate washing material, such as a single-use disposable wipe. Using a "wet wipe" or cotton wool with warm water, wipe the genital area front to back. Place the wipe or cotton wool safely aside until placing it into the nappy sanitiser.

Remove disposable gloves.

If requested, apply nappy cream.

Put a clean nappy on the child. If necessary, change the child into clean clothes. Families should replace any extra clothes the next time the child attends the nursery. Clothes which belong to the nursery should be laundered by the parent/carer after being worn by a child, and then returned to the nursery.

Dispose of the soiled disposable nappy, gloves and apron in the nappy sanitiser
Place soiled non-disposable nappy in a sealed plastic bag labelled with the child's name and return to the child's parent/carer at the end of the day.

Note: Double-bag soiled clothing and nappies. Place clothing and cloth nappies that are soiled by faeces, urine, vomit, or blood in a sealed plastic bag, and then place that bag in another sealed plastic bag. Keep the doubled bag apart from other items.

Label the double-bagged plastic bag with the child's name. Send it home with the child the same day to be cleaned.
Wash the child's hands thoroughly with liquid soap and running water. Dry the child's hands with disposable towels.
Place the child's individual nappy supplies back in his or her storage areas.
Thoroughly wash down the changing mat for the next nappy change. Prepare the changing surface for the next child by cleaning the table surface with paper towels, detergent and then sanitising solution
Wash and dry your hands thoroughly.
Record the nappy change on the FAMLY app.

Blue Bell Woods Day Nursery
Policies and Procedures
Toileting

Blue Bell Woods toileting procedures:
• Comply with family requests. (Details are recorded on the "All About Me" paperwork.)
• Are consistent with each child's physical and emotional abilities

Our guidelines for toileting:
• Staff should supervise children while in the bathroom area and assist children when necessary.
• Staff must ensure that children wash their hands with liquid soap and running water after toileting.
• Provide individual paper towels for each child's use.
• Parents/carers should provide appropriate extra clothing for their children. If an accident occurs, change the child into clean clothes. Families should replace extra backup clothes the next time the child attends the nursery. If a child does not have a change of clothes, then nursery-owned clothing should be used. Nursery-owned clothing should be laundered by the parent/ carer after being worn by a child and then returned to the nursery.
• Clothing or linens soiled by faeces, urine, vomit, or blood should be double-bagged in sealed plastic bags and stored apart from other items. Label the double-bagged plastic bag with the child's name and send it home with the child the same day to be cleaned. Children will not be reprimanded for toileting accidents.
• Where applicable, note each effort to use the toilet/ potty on the FAMLY app.

Toilet Training
Children should be toilet trained in accordance with the requests of their parents/ carers and in a manner that is consistent with the child's physical and emotional abilities. All children are required to always have a complete extra set of weather-appropriate clothing in the nursery. Supervise children during toilet training and praise them for their efforts and accomplishments. Do not coerce children during toilet training. Consider the individual developmental abilities of each child. Do not punish children emotionally or physically for soiling or wetting themselves or for not using the toilet.

Clothing, terry towelling nappies, blankets, or linens soiled by faeces, urine, vomit, or blood should be double-bagged in sealed plastic bags and stored apart from other items. Label the double-bagged plastic bag with the child's name and send it home with the child the same day to be cleaned.

Advise parents/ carers of their child's progress at regular intervals. Note each effort to use the toilet as well as each nappy change or toileting accident on the FAMLY app.

Child Illness and Communicable Diseases Policy

At Blue Bell Woods, working in partnership is central to our work. When children become ill it is sometimes in the child's interests and for the safety of the nursery for them to be excluded from the nursery during the illness. We understand that it is difficult for a families to leave or miss work. We therefore require that alternative arrangements be made for occasions when children should remain at home or need to be picked up due to illness.

Many illnesses can be infectious before a full diagnosis can be made. Health guidelines indicate that it is not necessary to operate a policy of exclusion for all child illnesses, but it is important that staff and parents understand when exclusion is appropriate and necessary.

Staff at Blue Bell Woods nursery must be aware of their responsibilities to protect the sick child and to prevent the spread of illness.

Blue Bell Woods seeks to:

- Maintain a healthy and safe environment through minimising or preventing the risk of the spread of a communicable disease or illness.
- Ensure staff and parents/carers are aware of their responsibilities
- Establish a system and process for responding to the diagnosis of a communicable disease including making all nursery users aware of the diagnosis.

All children will be observed during each day for symptoms of illness such as:

- temperature
- new, persistent cough
- dislike of light
- lethargy
- floppiness
- pain
- discomfort
- rash
- vomiting
- unusual demeanour

Senior nursery staff will call the Parent/ Carer to collect immediately if they should have serious concerns about the health of a child in their care. If a child's condition is considered serious, an ambulance will be called and the Parent/Carer will be asked to meet their child either at the Nursery, or the hospital where medical assistance can be sought.

Mild illness is common among children and because with many conditions, children spread infectious agents before showing any symptoms, exclusion serves no purpose so long as we can keep a child comfortable throughout the day. These children do not represent any harm to others.

Temperatures

Normal body temperature ranges between 36.3°C – 37.6°C.

If a child's temperature is over 38°C, then they have a fever (high temperature). They may also have a fever if they are flushed, hot and sweaty. This can be sign of an underlying infection.

If your child has a temperature, we will ask you to collect them and ask for permission to administer infant paracetemol to make them more comfortable in the meantime. Temperature reducing medication will only be administered in line with our Medication Policy.

You must inform us if for any reason you have given your child medication (such as Calpol) at home before nursery.

Exclusion from the nursery is sometimes necessary to reduce the transmission of illness or because the nursery is not able to adequately meet the needs of the child.
In cases of illness which can be spread to others, we require the children to be kept at home to avoid any further instances. Below is a list of possible illnesses and the exclusion periods:

- Covid-19 – as per current government guidance.
- Sickness/ diarrhoea - whilst symptomatic and **48 hours** after the last symptoms.
- Scarlet Fever- until 24hrs of appropriate antibiotic treatment is completed
- Chicken pox – Five days from onset of rash and all the lesions have crusted over
- Impetigo – until lesions are crusted /healed or 48 hours after starting antibiotic treatment.

This is not an exhaustive list, and children may be sent home at the Manager's discretion if it is seen that we cannot fully meet the needs of the child, or that they pose a risk to others.

Children with open wounds, or other broken skin conditions may attend nursery at the Manager's discretion, provided the affected area can be covered safely to prevent infection.

If children have been hospitalised, we may require them to not attend Nursery until they are back to full health. This will be dependent on how severe the illness is/ was and what treatment they have been given. In the interest of the child, we may refuse to allow the child to remain at Nursery, this will be decided at the Manager's discretion.

Please also see the Nursery Medication Policy for more details on what we can administer to children here at Nursery should they have an ongoing illness that is not contagious.

Our staff will follow the relevant health agency guidelines on when it is appropriate to exclude a child from the nursery due to illness.

Notifiable Diseases
Diseases notifiable to local authority proper officers under the Health Protection (Notification) Regulations 2010:

- Acute encephalitis
- Acute infectious hepatitis
- Acute meningitis
- Acute poliomyelitis
- Anthrax
- Botulism
- Brucellosis
- Cholera
- Diphtheria
- Enteric fever (typhoid or paratyphoid fever)
- Food poisoning
- Haemolytic uraemic syndrome (HUS)
- Infectious bloody diarrhoea
- Invasive group A streptococcal disease
- Legionnaires' disease
- Leprosy
- Malaria
- Measles
- Meningococcal septicaemia
- Monkeypox
- Mumps
- Plague
- Rabies
- Rubella
- Severe Acute Respiratory Syndrome (SARS)
- Scarlet fever
- Smallpox
- Tetanus
- Tuberculosis
- Typhus
- Viral haemorrhagic fever (VHF)
- Whooping cough
- Yellow fever

If a doctor confirms that a child has a communicable disease:

- The Manager/Person in Charge will notify all other parents of their child's exposure to the infection within 24 hours or the next working day. (This is particularly important with regard to Rubella, given the danger it represents to unborn children in the first trimester of pregnancy).
- The child will be excluded from the nursery for the recommended time.

No child or member of staff known to be suffering from a communicable disease or considered too ill to participate in normal nursery activities should be admitted to the nursery. Attendance at the nursery is at the discretion of the Manager/Person in Charge.
When determining the nature of a communicable disease and exclusion periods the current guidance from the UK Health Security Agency should be used. It is the responsibility of the Manager/Person in Charge to ensure an up-to-date copy of current guidance on communicable diseases is available at the nursery.

Clothing and Jewellery Hazards

Safety is a major concern for anyone providing childcare. Clothing and jewellery are to be considered when thinking of ways to keep child safe, for instance, a child's clothing can become entangled with climbing or sliding equipment and post a serious hazard of strangulation or other harm. Hooded jackets, sweatshirts and shirts with drawstrings can also present a major safety hazard for children. A similar risk is associated with necklaces, lockets, keys, and any other article hung around the neck.

To reduce risk, Blue Bell Woods does not permit any child, while at a nursery, jewellery, or any other articles that are tied around the neck. It is the parent(s)/carer(s)' responsibility to send their child to the nursery with safe clothing and jewellery that is not likely to cause harm e.g. hooped earrings and long chains. Blue Bell Woods will respectfully consult with parents/carers as needed regarding the wearing of culturally significant jewellery.

Consideration should also be given regarding suitable footwear. Sandals and other open toe footwear are not recommended in a nursery environment, flat soles shoes and trainers / plimsolls are recommended.

It is Blue Bell Wood's responsibility to:
• Remove or make as safe as possible hazardous clothing and jewellery.
• Ensure that all equipment at the nursery is in good repair.
• Adequately supervise the outdoor space, and all climbing or sliding equipment, indoors or outdoors.
In addition, nursery staff will communicate guidelines on suitable clothing whenever appropriate.

Blue Bell Woods uses the outdoor space as an extension of the group room and conducts daily activities outside weather permitting. The nursery should communicate the following guidelines to parents/carers regarding suitable clothing:
• In general, durable clothing that can withstand the energetic activity of young children is best.
• For a child to enjoy participation in Blue Bell Wood's activities, dress him or her appropriately for the weather. Dress the child in boots and waterproof outer clothing in rainy weather.
• Provide a sunhat for sunny weather. Provide a hat and gloves for cold weather.
• If a child is newly toilet trained, it is recommended to keep an extra set of underwear on hand. Items should be replaced when they become soiled.
• Because children participate in activities such as painting, Blue Bell Woods suggests clothes that wash easily so the child can enjoy the experiences without being concerned about getting messy.
• Label all clothing with the child's full name.

Infection Control

All staff at Blue Bell Woods are trained in general infection control procedures. This training covers proper hand-washing and hygiene measures, sanitation procedures, handling of body secretions, nappy changing and toileting procedures, and safe food handling procedures.

We have hand sanitisers, and these are available throughout the nursery for staff to frequently use the sanitiser lotion when it is not possible to wash hands with soap and hot water. Additionally, parents and visitors to the nursery should be encouraged to use the hand sanitiser lotion when entering the nursery.

The Manager is responsible for routine monitoring of compliance with infection control procedures and providing training as needed.

General Hygiene Practice

All staff are responsible for promoting the very highest standards of personal hygiene. Children should be checked regularly for 'runny noses' and their faces kept clean. Tissues should be readily available for children and staff in all rooms. Children should be encouraged to blow their noses using the tissues provided and to dispose of in dustbins. Staff should take every opportunity to enhance children's awareness and understanding of hygiene.

Hands must be washed and dried before and after meals and snacks, always after 'messy play' and after playing outside or having been on a walk. Children should always be encouraged to do this for themselves. Children must be encouraged to wash their hands thoroughly after using the toilet facilities and shown how to dry them effectively. Hand washing signs / posters should be displayed to show children how to wash their hands.

Children and staff members should wash hands according to the following guidelines:
- Use running water that drains out, not stopped-up water.
- Avoid common containers of water to reduce the spread of germs.
- Use liquid soap.
- Use friction (rubbing hands together)
- Wash hands

Temperature of hot water should be restricted to no hotter than between 39c - 43c.
Children and staff members should wash hands:
- before and after eating or handling food
- before and after using the water tray
- before giving medication
- after toileting or changing a nappy
- after wiping a nose
- after contact with bodily fluids or discharges
- after handling animals or their equipment
- after playing in the sand tray
- after cleaning
- after any activity that warrants hand washing for example gardening

Warm water must be available for staff and children within all toilet and changing areas. The temperature of the hot water must be checked on a weekly basis and recorded on the Bathroom Cleaning Schedule form. Warm water should be regulated to between 39ºc – 43ºc. Where this temperature cannot be achieved the appropriate action should be taken to rectify.

Each room should have a cleaning schedule for all toys and equipment which should be followed, and checks recorded. During bouts of sickness and diarrhoea at the nursery items need to be cleaned more frequently.

Bodily Fluids

When dealing with bodily fluids, staff must

• wear disposable gloves and aprons
• use disposable cloths, paper towels, blue roll, and cotton wool as appropriate.
• wear disposable gloves and aprons
• use disposable cloths, dry wipes, paper towels, blue roll, or cotton wool
• double wrap and seal waste in nappy sacks, and dispose of in nappy bin
• use absorbing granules where appropriate
• sanitise the area thoroughly

Sand Hygiene
Sand trays and sandpits must both be checked daily to ensure that the sand in them remains in a clean and hygienic condition.
Sand in small portable sand trays
• Any doubtful 'patches' of sand to be removed immediately.
• Sand should be sieved after use or at least on a weekly basis.
• On at least a monthly basis the tray must be sanitised.

Sand in the main sandpit:
• Any doubtful 'patches' of sand to be removed immediately.
• Once every 2 to 3 months the sand must be sieved as thoroughly as possible.

The H&S Officer must ensure that monitoring checks are made.
• Sand in wet sand trays must be replaced monthly or more frequently if required.
• During bouts of sickness the use of wet sand must be suspended.
• Overnight, wet sand trays should have the lid removed to allow the sand to air.
• Sand toys must be removed from the trays, rinsed and placed in a box / shelf until next used.

Water Play
To minimize the spread of germs through contaminated water all children should ideally wash their hands before beginning play at a water table.
Do not permit a child who has open wounds, rashes, or other broken skin conditions to play in the water tray until the condition is completely healed.
Water in water trays must be replaced after each session. (Sink emptied inside) Water must not be left standing overnight. Nurseries should dispose of the water and sanitise water tray/ sink.
Water tray toys must be removed from the trays at the end of each day and placed in a box / shelf to dry until next used. Toys used in the water tray must be sanitised each week.

Sanitation Procedures
- Use sanitiser. We must ensure that certain equipment, items, and surfaces are regularly washed with soap and water followed by a sanitiser. If using a commercial sanitiser, staff should follow directions on the product label.
- Wash surfaces. The following specified items, equipment, and surfaces should be washed with soap and water and sanitised per the indicated schedule:

After Each Use
• sinks and tap handles after being used to clean faeces, vomit, urine, or blood
• nappy changing surfaces
• toys or other community objects mouthed by infants and toddlers
• bibs
• thermometers
• mops used for cleaning body fluids

Daily and whenever there is visible contamination

• toilets, toilet seats, and flushing handles
• lids and containers for holding soiled nappies
• sinks, tap handles, and drinking fountains
• water table and water play equipment
• play tables
• smooth surface, non-porous floors
• mops and non-disposable wash cloths or other materials used for cleaning
• Cots should be stripped and cleaned, including the mattress, with an anti-bacterial solution at the end of each day. The mattresses should then be stood up on end to air overnight.
Weekly
• Cots to be sanitised including sides and bars

Special Items
All cot sheets/blankets, and machine washable fabric toys owned must be laundered on a weekly basis or more frequently if needed. Items should be kept in each child's bag. Sheets, blankets, and fabric toys belonging to children must be sent home for laundering once per week.

Take special care to wash and sanitise food preparation and serving surfaces, such as counters, tables, and cooker tops. Disposable cloths or paper towels are preferred for cleaning these surfaces. Do not reuse cloths or paper towels for any other purpose. These surfaces should be cleaned before and after food preparation. Wash dishes in an automatic dishwasher with a temperature setting of 75ºc.

If the dishwasher is out of commission hand washing is acceptable. Wash the dishes in hot soapy water using rubber cleaning gloves to prevent scalding. Rinse and allow to air dry in dish rack. Do not use tea towels to dry dishes.

Any equipment or surface should be sanitised whenever there is visible contamination.

Colour Coding of Cleaning Materials and Equipment
Colour coding cleaning materials and equipment ensures that these items are not used in multiple areas therefore reducing the risk of cross-infection. All cleaning materials and equipment such as cloths, mops and buckets, should be colour coded.

Colour Code
Kitchen: Blue
Bathroom: Red
Art: Green

COVID-19
Coronavirus remains a health risk. We will stay cautious to help protect ourselves and others.

We will follow current guidelines from the government and local authority. Current government guidelines can be found here.

Medication

Blue Bell Woods permits senior/named staff members to administer medication to a child once the appropriate form has been signed by his or her parent/carer or an acknowledgement has been made on the FAMLY app. At no time will students or volunteers be permitted to administer any medication to a child.

In the context of this policy, our senior/named staff members are Hayley Withers, Taylor-Lee Sketchley, Rachel Porter, Caroline Todd, Sarah Braithwaite and Samantha Monino.

A parent/carer may come to administer medication to his or her own child during the day, so long as it does not cause any unnecessary distress to the child. If the child becomes unduly upset, then we may ask for them to be taken home.

The parent/carer must complete one of the following forms (electronically on the FAMLY app or a paper copy) for nursery staff to be able to administer any medication:

- Administration of Prescribed Medicine
- Administration of Non - Prescribed Medicine and Topical Ointments
- Long Term Medication Form/ Health Care Plan

Only senior/named members of staff holding a current Paediatric First Aid certificate can administer medication and must record every instance on the relevant medication form (electronically on the FAMLY app or paper copy). Parents must sign the record to acknowledge such administration. Paper forms must be filed in the child's record when completed. All unused medicine must be returned to the parent/carer.

Medication must be stored in the kitchen: in the child's medication bag, in the Medication Box or in the fridge door if applicable. All medication on site such as, temperature reducing infantile suspension or asthma pumps/ spacers, should be regularly checked by the Health & Safety Officer to ensure it is within date. Any medication which is past its 'Use by date' must be returned to the parent/ carer where appropriate.

Some forms of medication WILL NOT be administered by staff under any circumstances, for example; injections, peccaries and suppositories. These types of medication represent intrusive nursing which we are unqualified to carry out. Eye drops may be administered to children at the Manager's discretion only due to the sensitive nature of the area.

Prescription Medications

Before senior/named nursery staff can administer any prescription medication to a child, Blue Bell Woods requires authorisation on the FAMLY app by the parent/carer as well as a written order from the GP, dentist or an appropriately qualified pharmacist or nurse (this may include the label on the medication). The parent/carer must provide;

• information specifying the dosage and the time(s) the medication should be administered as well as the reason the medication is needed

• the medication must be provided in the original container and must have a current pharmacist's label that includes the child's name, dosage, current date and times to be administered.

Medication must only be given by a senior/named member of staff and must be checked and witnessed by a senior/named member of staff. Both members of staff must sign the medication form on the FAMLY app.

After administration, parents/ carers must acknowledge this electronically on the FAMLY app.

A new authorisation is necessary each time a medication is prescribed.

When a child is prescribed a medication for the first time, e.g. antibiotics, they will need to be given their first dose at home. This is in order that a child can be monitored carefully at home for any adverse reaction to the new medication, i.e. diarrhoea, rash or other symptoms. This is particularly relevant for antibiotics. The parent/ carer must confirm that this is not their first dose.

In the event of any adverse reaction to medication or incorrect dosages being given, staff must immediately contact the child's parent/carer and the child's GP or pharmacist to seek medical advice.

Non-Prescription Medications
A limited number of non-prescribed medications can be given in the nursery. The use of medication containing aspirin is strictly prohibited unless it has been prescribed by a GP.

Administering Temperature Reducing Infant Suspension (paracetamol or ibuprofen-based medication)
Infant suspension can be given in the nursery to reduce a child's temperature with parental consent. Infant suspension may be given to relieve pain, strictly at the discretion of the Nursery Manager/ Deputy Manager. Infant suspension must be a paracetamol or ibuprofen-based medication only.

Infant suspension can only be administered following the manufacturers' instructions. Normal body temperature ranges between 36.3°C – 37.6°C (97.4°F - 97.6°C). If a child's temperature is over 38°C or 100.4°F, then they have a fever (high temperature). They may also have a fever if they are flushed, hot and sweaty.

If your child has a temperature, we will ask you to collect them and ask for permission to administer infant paracetemol to make them more comfortable in the meantime.

Blue Bell Woods will provide paracetamol-based infant suspension if needed. Parents/carers must sign the Terms and Conditions Consent Form to give consent for this. If parents/carers prefer, they can provide the nursery with their preferred brand of infant suspension which must be labelled with the child's name and handed to a member of staff on arrival, it must not be left in the child's bag under any circumstances.

Parents/carers must be informed that their child is unwell. First, the Nursery Manager / Deputy Manager must inform parents of the symptoms and the course of action taken by nursery staff (e.g. in the case of a temperature, wiping child down with cool cloths, removing warm clothing, giving cool drinks etc.).

If the temperature remains high, senior/named staff will administer the medication in accordance with the dosage amounts relating to the age of the child as recommended by the manufacturer's directions on the packaging. Before giving any medicine, senior/named staff must check that the consent form has been completed and signed by parent/carer. The parent/ carer will be contacted at this time to discuss the administration of infant suspension to their child and make arrangements for the child to be collected.

It is important at this stage to check with the parent/carer whether temperature reducing medication was administered to the child prior to their arrival at the nursery. If medication has been administered, the time must be noted on the FAMLY app and senior/named staff must ensure that the required length of time between dosages is adhered to.

In the event we cannot reach a parent, someone listed on the emergency contacts will be called.

After administration of Calpol, the child will be monitored every 10-15 minutes following this dose to make sure the fever is reducing.

The child's temperature and any other symptoms must be recorded on the FAMLY app.

A child who has never been given infant suspension before in their life will be sent home immediately so that the parent/carer can administer and monitor the effect of this first dose. If the child tolerates it well, then the above procedures will be followed.

Administering Piriton in the event of Severe Allergic Reactions
Parents/carer must complete the Terms and Conditions consent form to give consent to antihistamines to be administered. Piriton must ONLY BE GIVEN TO CHILDREN OVER ONE YEAR OF AGE and only in the event of a child showing signs of an allergic reaction to food, sting or other. Piriton will be administered immediately once an allergic reaction has been identified by a senior/ named member of staff, only to children who have a completed consent form. Parents must be informed immediately, and if necessary, an ambulance called to ensure the child receives the appropriate medical treatment where necessary.

Piriton MUST NOT be given to children for any other reason other than described above unless it is prescribed by the child's GP for known allergies.

Requirements for Administering Non-Prescription Topical Ointments
Before nursery staff can administer any non-prescription topical ointments (e.g., nappy cream, teething gel) to a child, Blue Bell Woods requires written authorisation signed by the parent/carer.

- A Non-Prescribed Medicines and Topical Ointments Form or Long Term Medication Form (electronically on the FAMLY app or paper copy)will be completed and signed by the child's parent before such medication can be administered.
- The ointment / cream must be in its original container labelled with the child's name

Each time teething gel is applied this must be recorded on the Non-Prescribed Medicines and Topical Ointments Form or Long Term Medication Form. As with all other medication, the senior/named staff member administering the medication should be witnessed by a senior/named staff member, and for both members of staff to sign the form.

Homeopathic Remedies
Homeopathic products designed to relieve teething pains are permitted in the nursery. Strict controls are in place regarding its administration. However, it may not be possible for us to administer some Homeopathic Remedies and will depend on what they are and how they need to be administered. This will be decided at the Manager / Deputy's discretion.
Parents/carers must to give consent for its administration. The staff member administering the medication is witnessed by a colleague and both members of staff sign the form on the FAMLY app. After administration, parents/ carers must acknowledge this electronically on the FAMLY app.

Administering Prescription Medications in 'Special Circumstances'
Blue Bell Woods allows standing authorisation for the administration of medication or procedures for special situations such as, but not limited to:
• "as needed" nebuliser treatments for asthma
• use of epinephrine for allergic reactions
• glucagon treatment for insulin shock

These medicines may be administered to enable children with occasional special medical needs to participate fully in all nursery activities. Training on administering special medications by qualified health professionals should be sought. In such circumstances the child's parents will be consulted with about suitable training as they may be able to provide details of health professionals they are already working with.

The Nursery Manager / Deputy will make the final decision on agreeing to the administration of medications, based on the ability of the Manager / Deputy and the child's primary caregivers to provide the services requested.

In all cases of a child requiring medication for Special Circumstances, an All About Me- My Care Plan must be completed in conjunction with the parents, manager, key person and any others necessary. The care plan must be reviewed regularly to ensure all involved are aware of any changing needs of the child and must include specific details of the child's illness and medication.

Any medication which is essential for the child to have with them such as epi pens, inhalers and nebulisers must be kept at nursery. We request that parents/ carers bring in a spare that we can store at nursery should we need to use it. Most GP's will be happy to provide this. If a child with a Health Care Plan does not have their essential medication with them at nursery, they will not be permitted to stay for their session.

Emergency Medical Treatment — Call an Ambulance
An ambulance will be called immediately upon recognising a child's emergency condition and the parent(s)/carer(s) will be notified as soon as is reasonably practical. If a child is having severe difficulty breathing at any time (which may be caused by an existing/ ongoing illness e.g. asthma), or worsens with treatment, notify the parent/carer as soon as possible when giving as-needed nebuliser treatments or inhalers. In the event of an ambulance being called, the Nursery Manager/ Deputy Manager/ Senior Staff Member will accompany the child to hospital until the parent/ carer arrives.

Performing Daily Health Checks

After greeting each child down on his or her level and welcoming them Blue Bell Woods staff should ensure that they carry out a daily health check on each child on arrival at the nursery, preferably before the parent or carer leaves. Each health check should include checking for the following:

- Any breathing difficulties
- Severe coughing
- Discharge from the nose or eyes
- Change in activity level
- Changes in skin colour (pale or flushed)
- Changes in mood (cranky, tearful, or cheerful)
- Bruising or swelling
- Cuts, abrasions, sores, or rashes

Any concerns must be discussed with the parent/carer. Discuss any concerns about your observations with the parent/carer before he or she leaves if possible. If it appears that a child has had an accident at home discuss with the parent what has happened and record as an **Existing Injury** using an Incident Form on the Famly App. If a child has any condition warranting exclusion per Blue Bell Woods Policy on Child Illness, ask the parent/carer to take the child home at that time.

Otherwise, discuss how you will manage mild conditions at the nursery and at what point (worsening signs or symptoms) you would call the parent/carer. There is no reason to exclude a mildly ill or injured child as long as he or she is able to comfortably participate in the day's activities. If a mildly ill or injured child remains at the nursery for the day, give the parent/carer a verbal progress report at the end of the day on the child's condition and whether or not any associated problems arose.

When appropriate, assess a child's illness or injury. Should you observe signs of illness or injury in a child after the parent/carer leaves or at any other time during the day, assess the child for the extent of the illness or injury to determine whether the condition requires

- exclusion per Blue Bell Woods' health care guidelines. Refer to Policy on Child Illness for detail.
- emergency first aid and transport to the nearest hospital. Refer to Guidelines on Handling Emergencies for detail.
- minor first aid at the nursery.
- observation only.

Pets in the Nursery

Please note this policy and procedure applies to visiting pets also.

Blue Bell Woods recognises the value of having pets in a nursery to allow children to experience and have the opportunity to nurture and care for an animal. It enables them to learn about life cycles in a practical situation and encourages them to understand the needs of other living creatures. If it isn't suitable to have a pet in a nursery, you could have pets visit either from Zoo Lab or families attending the nursery.

The choice of pet should be appropriate e.g. tame and easily kept clean and not a health risk to children. Pets should only be obtained from a registered breeder or pet shop to ensure purchase of a healthy animal. The pet chosen should be tame, easy to handle and to care for and reared for domestic situations.

Banned dog breeds (meaning dogs to which section 1 of the Dangerous Dogs Act 1991 applies including the XL Bully type), must not be kept or present on the premises at any time.

Suggested pets suitable could be:
Guinea Pigs - usually two together
Rabbit - one
Hamsters - one per cage
Gerbils - two or three
Goldfish - two or more
African snails
Stick insects

Where two pets or more are kept together, please ensure they are of the same gender and check whether they are best kept alone or in groups of two or more.

Staff should be humane, positive and confident as regards the pet becoming an integral part of the nursery's learning provision and routine. They should be aware of each pet's need and be very conscious of fostering continuity and kindness with regard to day-to-day handling.

At least two members of staff should be given the responsibility of each pet to ensure the animal is well cared for and to ensure children maximise the daily learning benefits of keeping a pet.

Basic rules and procedures should be adhered to when handling pets in the nursery, these include:

• Washing hands before and after handling pets and their habitat.
DO NOT ALLOW CHILDREN TO HANDLE OR TOUCH THE PET'S URINE OR FAECES.
• Regular cleaning of pet's habitat should be undertaken.
• Separate cleaning implements must be kept for pets i.e. Dustpan and brush and cloths. They should also be clearly labelled.
• Children and adults must never kiss pets.
• Pets should never be allowed in the food preparation area.
• Pet's habitats should be appropriate to the size of the pet and also to their living patterns. All cages and hutches should be well secured, and an adult should supervise when the pet is taken out.

Prior to choosing a pet the following should be taken into consideration:
• What is the purpose of having a pet at the nursery?
• Are there sufficient pet friendly staff who are willing to be responsible for the care of the pet?
• Is there sufficient space available for the pet?
• What arrangements will be put in place at the weekend and when the nursery is closed?

• Fish tanks should be kept on a deep high surface so that they can be observed. This also ensures that the children will not pull the tank over or put their hands or faces into the water.
• The pet's habitat must always be appropriately placed within the nursery i.e. not close to a heat source to avoid the pet becoming over heated.
• Pets should be seen by a vet once per year. Pet Insurance may be considered depending on the type of pet acquired.
• Staff should promote a positive attitude to the pet. Staff who are nervous or anxious about a pet should not be asked to take responsibility or care for the pet, as this will be obvious to the children.
• Pets should be handled and cared for by the children daily and where appropriate space and time for exercise should be provided outside where possible.
• Adequate arrangements should be made to care for each pet when the nursery is closed.
• The nursery should build links with professionals i.e. vet and a local animal hospital.
• If a pet should become injured or unwell a vet should be consulted immediately, and the appropriate course of action taken. This may involve excluding animals from nursery until recovered, possible termination of pet's life to avoid suffering.
• When an animal is sick always handle with disposal gloves and remove from the main nursery area until ailment is diagnosed and declared non-infectious or safe.
• Should a new pet prove not to be tame, or should an older pet suddenly become territorial or aggressive, consult the vet and if necessary, make arrangements for the animal to have a new owner in an appropriate environment.
• Always ensure pets are secured in their habitat when new people visit the nursery, so that visitors are not startled or frightened by the animal's presence.
• Where pets have freedom to access the nursery environment during the day, ensure their faeces and urine are cleaned up immediately and the floor or surface is sterilised.
• Pets should always be in a confined area, i.e. not running around freely in the nursery.
• Always keep relevant reference books in the nursery about your pet; these should be both adult and children's publications.

When a Pet Dies
Always be honest with the children, be sensitive to their feelings and allow them to ask questions. Use language that is appropriate to each child's stage of development in your own answers and explanations. Remember, books can help them have a better understanding some suggested titles are;
'I'll Always love You' by Hans Wilhelm
'When a Pet Dies' by Fred Rogers
'Goodbye Mousie' by Robie. H. Harris and Jan Ormerod

Reassure and be sensitive to the children and allow them to relate to the incident with their own experiences if they need to.
Always consider alternative ways of caring for and learning about animals. E.g. borrowing incubating equipment from farms to observe chicks hatching, so that we can learn about their life cycles, feeding birds, erecting bird tables* (*nuts must not be used under any circumstances and care should be taken that bird feeding does not attract vermin).

Policy to Avoid Choking

Whilst children are eating there is always be a member of staff in the room with a valid paediatric first aid certificate. Whilst eating, children are always within sight and hearing of a member of staff.

Avoiding Choking Hazards

Choking on foods is a very real danger for children of all ages; however, children less than 4 years of age are particularly susceptible to this hazard. It has been shown that children who eat while rushed, walking, running or laughing may have a tendency to choke. For this reason, it is critical that staff monitor children carefully during snacks and meal times to make sure these are enjoyable but relaxing times and children are seated while eating.

Children should not be forced to rush through their snack or meal to get to the next activity or rest time. They should be allowed to finish at their own pace. Children need to be reminded to take small bites and chew thoroughly; staff need to make sure the food is cut into small enough pieces as detailed below. Staff should remember that they are role models for young children. We expect staff to sit with children at their tables during family style meals, not to eat standing up or walking in front of children.

Children could choke on any type of food but foods that are round or cylindrical and pliable or compressible most effectively form an 'air plug' that could result in choking in young children.

Food Choking Hazards

Vegetable and fruits
Pips or stones in fruit - Always check beforehand and remove hard pips or stones from fruit.
Small fruits - Cut small round fruits like grapes, cherries, berries, strawberries and cherry tomatoes, into small pieces: cut lengthways and then again cut them in halves (quarters).
Large fruits and firm fruits- Cut large fruits like melon and firm fruits like apple into slices instead of small chunks.
For very young children, consider grating or mashing firm fruits, or softening them up by steaming or simmering.
Vegetables- Cut vegetables like carrots, cucumber and celery into narrow batons. For very young children consider grating or mashing firm vegetables and legumes like butter beans,
chickpeas and tofu, or softening them up by steaming or simmering.
Skin on fruit and vegetables- Consider removing the skin from fruit and vegetables, especially for very young children. Peeled fruit and vegetables can be swallowed more easily.
Cooking fruit and vegetables- Consider softening firm fruit and vegetables (such as carrots, broccoli, yam and apples) by steaming or simmering until soft. Serve cut into slices or narrow batons.

Meat, fish, cheese and nuts
Sausages and hot dogs- Cut sausages and hot dogs into short strips. Cut them in half and then lengthways or as thinly as possible. Peeling the skin off the sausages helps them to be swallowed more easily.
Meat or fish- Remove bones from meat or fish. Cut meat into strips as thinly as possible. Remove skin and fat from meat and fish, it will help the food pass smoothly down the throat.
Cheese- Grate or cut cheese into short strips. Cut lumps of cheese as narrow as possible.
Nuts and seeds- Chop or flake whole nuts, peanuts and seeds. Whole nuts should not be given to children under five years old.

Bread- White bread and other breads- White bread can form a ball shape with a dough-like texture at the back of a child's throat, if not chewed properly. Brown bread or toasted white bread are good alternatives. Cut bread, chapatis, naan bread and other breads into narrow strips.

Snacks and other foods
Popcorn- Do not give babies and young children popcorn.
Chewing gum and marshmallows- Do not give babies and young children chewing gum or marshmallows.
Peanut butter- Do not give babies and young children peanut butter on its own, only use as a spread.
Jelly cubes- Do not give babies and young children raw jelly cubes.
Boiled sweets and ice cubes- Do not give babies and young children boiled, hard, gooey, sticky or cough sweets, or ice cubes.
Raisins and other dried fruits- Do not give babies under the age of 1 whole raisins or dried fruits. Cut them into small pieces

Foods for babies should be cut into ¼-inch pieces, those for children under age four years into ½-inch pieces. All foods should be cut into pieces according to each child's chewing and swallowing capabilities but no larger than ½ inch.

Non-Food Choking Hazards
• Any small objects such as coins, which are the most common cause of choking in the under-fives, toy parts, marbles, pen tops etc, can become lodged in a child's throat so keep them out of reach.
• Deflated or un-inflated balloons can take the shape of a child's windpipe or airway and should be avoided.
• Other substances such as plastic wrappings may also pose a hazard and should be kept out of reach of children.
• Polystyrene pieces found in packaging should not be used at all for activities with the under 3s.

Responding to choking
How to deal with choking - Baby up to 1 year of age
A baby can easily choke on food or small objects in the mouth; you need to act quickly to clear the obstruction. Are they able to breathe, cry or cough? If so, this is a mild case and the obstruction will probably clear on its own. Keep an eye on the baby and make sure their condition doesn't deteriorate. If not, this is a severe case of choking. You should:
1. Lay the baby face down along your forearm, with their head low.
2. Give up to 5 back blows between the shoulder blades with the heel of your hand. Check their mouth quickly after each one and remove any obvious obstruction. If the obstruction is still present:
3. Turn the baby onto their back and give up to 5 chest thrusts, with the two-thumb encircling grip that you use for CPR. Check the mouth quickly after each one. If the obstruction does not clear after three cycles of back blows and chest thrusts, dial 999 for an ambulance. Continue cycles of back blows and chest thrusts until help arrives and resuscitate if necessary.
Seek medical advice for any baby who has been given chest thrusts.

How to deal with choking - Aged 1 year and above
1. Give up to 5 back blows between the shoulder blades with the heel of your hand.
2. Check the mouth quickly after each one and remove any obvious obstruction. If the obstruction is still present:
3. Give up to 5 abdominal thrusts. Place a clenched fist between the navel and the bottom of the breast bone and pull inwards and upwards. Check the mouth quickly after each one. If the obstruction does not clear after three cycles of back blows and abdominal thrusts, dial 999 for an ambulance.
4. Continue cycles of back blows and abdominal thrusts until help arrives and resuscitate if necessary. Any casualty who has been given abdominal thrusts must seek medical advice.

Recording
If a child experiences a choking incident that requires intervention, staff should record details of where and how the child choked on an incident form in the FAMLY app. Families are made aware and required to acknowledge.

Incident records are reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking and action must be taken to address any identified concerns.

Sun Protection

It is Blue Bell Wood's policy to protect children from over exposure to the sun. Contrary to popular belief, the British weather does get hot enough to cause skin problems.
In line with current cancer research, nurseries should adopt the following recommendations:

Children under the age of six months should always be kept out of direct sunlight altogether, particularly as some experts recommend that high-protection sun creams should only be used on children over the age of six months.

Staff should also be aware that even on overcast days UV rays can still be strong enough to cause harm to fairer skins prone to sensitivity in the sun.

All children, no matter whether they tan easily or not, should be protected from the sun. Protection must include:
• Loose fitting clothes made of tightly woven material, e.g. cotton T-shirts, nylon clothing should be avoided.
• A hat that protects the face, the head and nape of the neck. Nurseries should ensure that spare hats are available for children without their own.
• A 'high protection' sunscreen of at least SPF 30 which also has high UVA protection. This should be applied generously and reapplied regularly, especially if the child is playing with water. The cream should be applied to all exposed areas of skin at least 20 minutes prior to going out in the sun for the cream to be effective and should be water resistant rather than waterproof.
• Playing in the shade. Keeping children in the shade and out of the sun whenever possible is the simplest way to protect them.

During the part of the day when the sun's rays are at their most harmful i.e. between 11am and 3pm children should, where possible, stay out of direct sunlight. This decision should be made by room leaders in consultation with the Nursery Manager.

Regular fluids must be available, especially to young toddlers as they dehydrate very quickly.
When on trips, care should be taken to avoid over exposure to direct sunlight.
Do not use sun cream to buy more time in the sun this is not good practice
Some children may have an allergy to certain brands of sun protection cream. It is therefore vital that parents provide their own sun cream.
If a parent refuses to give consent for staff to apply sun protection cream, it will be necessary to work with the parent to understand the reasoning behind why we insist that sun protection cream is used whilst the child is at the nursery. If a parent(s) still refuse to allow staff to apply sun protection cream, then it may be necessary for that child to remain indoors and away from harmful sun rays.

Environmental Policy

Blue Bell Woods is committed to meeting the needs of children in an environmentally sound and sustainable manner. We seek continuous improvement in environmental performance throughout all activities.

Our environmental policy is communicated to all staff who are encouraged to consider the environmental impact of their activities, and to encourage the children in their care to be environmentally aware.

Nursery staff should ensure that they use the resources within the nursery in an environmentally sound manner.

Resources include:
1. Energy
2. Play consumables
3. Water
4. Food

Careful preparation and monitoring will ensure that food wastage is minimised. Home cooking will reduce packaging in addition to being nutritious.
We encourage staff when they can to use recycled materials and to recycle.

To comply with workplace recycling regulations, we separate waste using separate bins:

- dry recyclable materials (plastic, metal, glass, paper and card)
- food waste
- non-recyclable waste

Water and energy will be treated as precious commodities that are used efficiently and with minimum waste.

Nursery staff will ensure that the garden and outside area is free of litter and is a safe place for children to play. We will encourage children to have sensitivity to plant and animal life and an awareness of environmental issues. Nurseries are not by nature silent places, but the staff will strive to ensure that noise levels emitted from the nursery are acceptable and appropriate.

Fire Safety Policy

The person responsible for Fire Safety is:

KARTIK PATEL (Owner)

The Fire Wardens is:

TAYLOR-LEE SKETCHLEY (Manager)

Fire safety
A Fire Risk Assessment is completed annually.
Fire doors are clearly marked, never obstructed and easily opened from inside.
Smoke detectors/alarms and firefighting appliances conform to BSEN standards, are fitted in appropriate high-risk areas of the building and are checked as specified by the manufacturer.
Our emergency evacuation procedures are

- Clearly displayed in the premises
- Explained to new members of staff, volunteers and parents and visitors; and
- Practised regularly – termly

Records are kept of the fire drills and the servicing of fire safety equipment

Fire Safety Risk Assessment
Electrical installations and equipment
Are fixed installations periodically inspected and tested every five years-Yes-Heating/ air con system serviced and cleaned regularly
Are electrical equipment and appliances periodically inspected and tested?-Yes-Annual PATT
Is the use of trailing leads and adaptors avoided where possible-Yes-In place

Smoking
Are adequate measures in place to stop people from smoking on the premises?-Yes-Staff Code of Conduct
Are 'No smoking' signs provided?-Yes-Displayed-
Are suitable arrangements in place for those who wish to smoke outside the premises?-N/A-No staff currently smoke

Arson
Are the premises adequately secured to prevent unauthorised access?-Yes-Building securely locked.
Are combustible materials, waste and refuse bins stored safely clear of the premises or in purpose-built compounds/rooms?-Yes-Located away from building on car park

Heating systems and portable heaters
Are fixed heating systems subject to periodic maintenance?-Yes-Regularly serviced and cleaned.-
Are portable heaters subject to periodic inspection and used safely?-Yes-PATT tested
One portable heater in office.-

Cooking
Are adequate measures taken to prevent fires from cooking?-Yes-SFBB followed
Fire safety equipment present-
Are filters and ductwork subject to regular cleaning?-N/A

Housekeeping
Is the standard of housekeeping adequate to avoid the accumulation of combustible materials and waste?-Yes-Bins emptied daily
Are combustible materials kept separate from ignition and heat sources?-Yes-Heaters are located up high

Is it ensured that all contractors who undertake work on the premises are competent and qualified?-Yes-Qualified contractors used
Dangerous substances
Are suitable measures in place to address the fire hazards associated with the use and storage of dangerous substances?-Yes-Stored safely in designated areas

Means of escape
Are all escape routes kept clear of obstructions to enable people to escape safely?-Yes-Staff ensure floor and exits are free from obstructions by routinely tidying toys and equipment-
Are all fire exits easily and immediately openable?-Yes
Are distances of travel considered reasonable?-Yes-Small nursery
Are suitable precautions in place for all inner rooms?-Yes-In place
Is adequate fire protection provided to stairways, including the provision of self-closing, fire-resisting doors?-N/A
Are reasonable arrangements in place for the safe evacuation of disabled employees and other disabled persons on the premises?-Yes-One floor. Wide doors.

Evacuation Procedure

The nursery may need to be evacuated for reasons including, but not limited to fire, bomb threat, gas leak, flood, swarm of wasps.

In the event that evacuation is necessary:

If the danger occurs WITHIN the nursery:

1) Raise the alarm – DIAL 999

2) Decide safest exit(s)

3) EVACUATE (as below)

4) Meet at agreed assembly point. (Garden/ Front of Nursery)

When the emergency alarm sounds:

- Pick up outings pack, tablet (with children/ staff register on and emergency contact information), visitors signing in sheet, and nursery phone.
- Vacate premises via appropriate exit.
- Check premises totally evacuated: toilets, nappy changing room/ accessible toilet, play rooms, office, sleep room, kitchen
- Shut all fire doors.
- Walk to Assembly Point
- Assemble in small groups of children with one worker as "Group Leader" for each group.
- Roll call from registers (children, staff and visitors).
- If absence from nursery is likely to be prolonged, ring parents/ carers
- Return to nursery when "All clear" announced.
- Roll call again to ensure all return.
- Hold de-briefings for snags, difficulties and suggestions.
- Complete the Evacuation Record

Emergency Evacuation Procedure (Off-site)

The nursery may need to be evacuated for reasons including, but not limited to fire, bomb threat, gas leak, flood, swarm of wasps.

If the danger requires a swift evacuation AWAY from the nursery, the agreed assembly point is: BINLEY WOODS VILLAGE HALL

1) Raise the alarm – DIAL 999

2) Decide safest exit(s)

3) EVACUATE (as below)

4) Proceed to the agreed assembly point:
   Binley Woods Village Hall
   Rugby Road
   Binley Woods
   Warwickshire
   CV3 2AX

When the emergency alarm sounds:

- Pick up outings pack, tablets (with children/ staff register on and emergency contact information), visitors signing in sheet, and nursery phone
- Vacate premises via appropriate exit.
- Check premises totally evacuated: toilets, nappy changing room/ accessible toilet, play rooms, office, sleep room, kitchen
- Shut all fire doors.
- Roll call from registers (children, staff and visitors).
- Telephone ahead to the key holders of the village hall. (Contact numbers on laminated card in office and evacuation bag, and stored in mobile phone).
- Walk to Assembly Point. Use reins and buggies as required for safe travel to the village hall.
- Assemble in the building.
- Roll call from registers (children, staff and visitors).
- If absence from nursery is likely to be prolonged, ring parents/ carers
- Return to nursery when "All clear" announced.
- Roll call again to ensure all return.
- Hold de-briefings for snags, difficulties and suggestions.
- Complete the Evacuation Record

Fire Safety - Record Keeping:
A Fire Log is maintained, including:

- Fire Risk Assessment- Completed annually and added to and amended as required
- Fire detection and alarm system service- annually
- Fire alarm / smoke detectors inspection – every 6 months
- PAT Testing Record- annually
- Fire Training Record- record of staff training
- Emergency Lighting Inspection Log (Monthly)
- Fire Alarm Inspection Log (Monthly)

- Quarterly Health and Safety Checklist - Nursery management must complete the checklist once each quarter.
- Evacuation Record- Termly

It is the responsibility of all staff to report any concerns regarding fire safety (including risks, hazards and faults) to management.

Health & Safety Requirements

Daily Health and Safety Checklist
Each day staff should complete the daily health and safety checklist. It can be completed by nursery management or a staff member. Any items identified as requiring action must where possible be dealt with immediately or otherwise notified to the nursery management to be resolved.

Daily Garden Checklist
The garden checklist must be completed by a staff member at the beginning of each day and before any children play outside in the garden area. Any items identified as requiring action must where possible be dealt with immediately or otherwise notified to the centre management to be resolved. Children must be kept away from unsafe areas until they are made safe again. Repairs must be done with a sense of urgency and completed in a reasonable amount of time utilising resources through the facilities department and others as needed.

Toilet Checklist
A member of the staff should complete the checklist daily. Any items identified as requiring action must where possible be dealt with immediately or otherwise notified to the nursery management to be resolved.

Food Safety Checks
Kitchen Opening Check (To be completed daily)
Kitchen Closing Check (To be completed daily)
Food Probe Record (To be completed daily)
Fridge/Freezer Temperatures (To be completed daily)
Food Delivery Record (To be completed per delivery)

Risk Assessments
Completed annually but added to and amended continuously.

COSHH
Updated annually/ when new products are used.
Our COSHH Data Sheets can be accessed by all staff members on the FAMLY app: DOCUMENTS>HEALTH & SAFETY> COSHH DATA SHEETS

Fire Safety
Fire Log maintained: -
Fire Risk Assessment- Completed annually and added to and amended as required
Fire Alarm service - Completed if problems detected
PATT Testing Record- annually
Fire Training Record- as part of Induction
Emergency Lighting Inspection Log (Monthly)
Fire Alarm Inspection Log (Monthly)
Quarterly Health and Safety Checklist - Nursery management must complete the checklist once each quarter.
Evacuation Record- Termly

Health and Safety Policy

Policy Statement
Blue Bell Woods Day nursery believes that the health and safety of children is of paramount importance. We make our nursery a safe and healthy place for children, parents, staff and visitors. We will designate a member of staff to be the Health and Safety co-ordinator.

Aim
We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Methods
The member of staff responsible for health and safety is competent to carry out these responsibilities. They will have undertaken health and safety training and regularly update their knowledge and understanding. We display the necessary health and safety poster in the office.

Risk assessment
Our risk assessment process includes:

- Checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children
- Deciding which areas need attention and
- Developing an action plan that specifies the action required, the timescales for action, the person responsible for the action.
- We maintain health and safety checks regularly
- The Risk Assessment is reviewed annually or as and when needed.

Insurance cover
We have public liability insurance and employers' liability insurance. The certificates are displayed in the Entrance Hall and Office.

Awareness raising
- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety will be discussed regularly at staff meetings.
- We have a no smoking/ vaping and alcohol policy
- Children are made aware of health and safety issues through discussions, planned activities and routines.
- Children take part in their own risk assessments.

Children's safety
- We ensure all staff employed have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present
- A member of staff will monitor the front door at the start and end of the sessions. Security systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults – staff, volunteers, visitors are recorded.

- Our systems prevent unauthorised access to our premises
- Our systems prevent children from leaving our premises unnoticed.
- Daily health and safety checks are carried out in the morning and at the end of the day.

Windows
Low level windows are made from materials that prevent accidental breakage or are made safe.
Low level windows are locked so that children cannot climb through them and to prevent unwanted entry.

All windows will be checked daily to ensure they are clean and not damaged.

Doors
Doors are made from materials that prevent accidental breakage or are made safe.
Doors have finger guards.
External doors remain locked.
The internal lobby door remains locked.
All doors will be checked daily to ensure they are clean and not damaged.

Kitchen
Children do not have unsupervised access to the kitchen
All surfaces are clean and non-porous
There are separate facilities for hand-washing and for washing up
Cleaning materials and other dangerous materials are stored out of children's reach
When children take part in cooking activities, they:
Are supervised at all times
Are kept away from hot surfaces and hot water; and
Do not have unsupervised access to electrical equipment

Electrical equipment
All electrical equipment conforms to safety requirements and is checked regularly
Our electrical switch meter cupboard is not accessible to the children
Heaters, electric sockets, wires and leads are properly guarded
There are sufficient sockets to prevent overloading
The temperature of hot water is controlled to prevent scalds
Lighting and ventilation are adequate in all areas

Storage
All resources and materials from which children select are stored safely
All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing

Faulty equipment
Defective equipment must be reported to the Manager
It is to be removed from use immediately and clearly labelled as faulty until it is repairs or replaced.

Outdoor area
Our outdoor area is securely fenced
Our outdoor area is checked for safety and cleared of rubbish before it is used.
Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides
Where water can form a pool on equipment, it is emptied before children start playing outside
Our outdoor sand pit is covered when not in use and is cleaned regularly
All outdoor activities are supervised at all times
During the summer months all children are to wear sun protection, hats and sun cream

Sun cream
During the summer months parents will be asked to provide sun cream and sun hats with their names on
We encourage children to play outside, however during the summer we avoid going out during the hottest part of the i.e. 11.30 – 3p.m.
Children are offered drinks throughout the day, this will be monitored

Hygiene
We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.
Our daily routines encourage the children to learn about personal hygiene.
We have a daily cleaning routine for the nursery which includes play rooms, kitchen, toilets and nappy changing area.
We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings
The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.

We implement good hygiene practices by:
- Cleaning tables between activities
- Checking toilets regularly
- Wearing protective clothing – such as aprons and disposable gloves as appropriate
- Providing sets of clean cloths
- Providing tissues and wipes
- Providing hand gel sanitizers around the nursery

Activities
Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the nursery
The layout of play equipment allows adults and children to move safely and freely between activities
All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded
All materials – including paint and glue are non-toxic
Sand is clean and suitable for children's play
Physical play is constantly supervised
Children are taught to handle and store tools safely
Children who are sleeping are checked regularly
Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow

Fire safety
A Fire Risk Assessment is completed annually.
Fire doors are clearly marked, never obstructed and easily opened from inside.
Smoke detectors/alarms and firefighting appliances conform to BSEN standards, are fitted in appropriate high-risk areas of the building and are checked as specified by the manufacturer.
Our emergency evacuation procedures are
- Clearly displayed in the premises
- Explained to new members of staff, volunteers and parents and visitors; and
- Practised regularly – termly
- Records are kept of the fire drills and the servicing of fire safety equipment

First Aid and medication

At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

Our first aid kit:

- Complies with the Health and Safety (First Aid) Regulations 1981;
- Is regularly checked by a designated member of staff and re-stocked as necessary;
- Is easily accessible to adults; and
- Is kept out of the reach of children

At the time of admission to the nursery, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval. Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Our accident record

- Is kept safely and accessibly on our Famly app
- All staff and volunteers (where applicable) know where it is kept and how to complete it; and
- Data can be reviewed in the Famly app to identify any potential or actual hazards

We must notify Ofsted of any significant events within 14 days, following current government guidance: Report a serious childcare incident.

When there is any serious injury to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Dealing with incidents

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive.

Any accident to a member of staff requiring treatment by a general practitioner or hospital;
and
Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
Any dangerous occurrence is recorded in our Incident Book.

Our Incident records

We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.

These incidents include:

- Break in, burglary, theft of personal or the nursery property
- Fire, flood, gas leak or electrical failure,
- Attack on member of staff or parent on the premises or nearby,
- Any racist incident involving a staff or family on the nursery premises,
- Death of a child, and
- A terrorist attack, or threat of one

In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it, - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.

Illness and infectious diseases
Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents/carers or other authorised adults if a child becomes ill while in the nursery.

- We do not provide care for children who have contagious illness (sickness and diarrhoea, chicken pox) and other infectious disease.
- Children with head lice are not excluded but must be treated to remedy the condition.
- Parents are notified if there is a case of head lice in the nursery
- Parents are notified if there is an infectious disease, such as chicken pox
- Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.
- Ofsted is notified of any infectious diseases that a qualified medical person considers notifiable
- If staff develop an illness or are on medication that may affect their work performance, they must notify a member of management.

Control of Substances Hazardous to Health (COSHH)
We ensure so far as is reasonably practicable, the safe use, handling, storage and transport, of articles and substances.
We will prevent the exposure of children and employees to harmful substances, or, where this is not reasonably practicable, ensure that any exposure is reasonably controlled.

It is the Manager's responsibility to ensure that material safety data sheets are obtained for all substances and chemicals stored and used within the nursery and that suitable and sufficient COSHH assessments are carried out. It is also the Manager's responsibility to ensure all such items are used and stored safely and out of reach of children.

All Employees are responsible for co-operating and complying with the requirements of COSHH assessments and following any associated safe practices and procedures.

Employees are also responsible for:

- Making full and proper use of control measures including personal protective equipment (PPE)
- Reporting and defects immediately, and
- Ensuring equipment is returned after use to any storage place provided for this purpose.

Records Kept on Site

Adults

- Name and addresses, telephone numbers of all staff on the premises, including temporary staff who work with the children or who have substantial access to them;
- Names and contact details of next of kin
- Records of any medical needs
- All records relating to the staff's employment with the setting, including application forms, references, results of checks undertaken etc.

Children

- Names, addresses and telephone numbers of parents and adults authorised to collect children from the nursery
- The names, addresses and telephone numbers of emergency contacts in case of children's illness or accident
- The allergies, intolerances, dietary requirements and illnesses of individual children
- The times of attendance of children, staff, volunteers and visitors
- Accidents and medicine administration records
- Consents for outings, administration of medication, emergency treatment; and
- incidents

Invacuation/ Lockdown Procedure

Introduction

An invacuation (with or without lockdown) may be deemed the most appropriate course of action if an incident occurs inside or outside the nursery's building/grounds which renders an evacuation unsafe. Staff, children, parents/ carers, students and visitors would be expected to stay in the designated lockdown area inside until advised otherwise by the Emergency Services.
The lockdown area is located in the **toilet area.**

Invacuation may be appropriate in many circumstances, for example:

- if air pollutants are present due to a nearby fire or chemical release
- if a dangerous animal is in the grounds
- if unusual activity is happening in the surrounding areas

Invacuation with lockdown may be appropriate in many circumstances, for example:

- if an aggrieved and/or intoxicated person is trying to obtain access to the nursery
- if an intruder is on site
- if a threat is made on the building and/or any persons therein

Measures are in place to always ensure the safety of children in the event of this type of emergency:

- All doors and low windows are always locked.
  Only authorised persons are allowed to enter the building.
- Staff remain vigilant and inform the Manager/ Deputy immediately if they notice any unusual activity or potential external threat.
- When in the garden, staff are situated around the garden to ensure safety e.g. near fences.
- When staff are handing over with parents outside the front of the building, the internal door remains locked.

The additional step of lockdown aims to help prevent an intruder or violent individual from causing harm to those inside the nursery.
In the event of lockdown situation, a **whistle will be blown** to indicate that the emergency procedure should be put into action.

If the whistle sounds:

The following procedure will then be followed:

- Any staff and children that are outside the building will make their way quickly and calmly back into the building
- Manager / Deputy collects nursery phone and tablet
- Manager / Deputy ensures all doors and windows are closed and locked
- Children will be gathered in the allocated lockdown area – in the toilet area
- The toilet door will be locked from the inside.
- Emergency services are called by a senior member of staff (dial 999)
- Roll call from registers (children, staff and visitors).
- Children will be kept as calm and quiet as possible.

- All individuals within the building will remain in the designated lockdown area to await further instructions from emergency service, or await the all clear to exit the building.

Parents/ carers will be notified of the situation at an appropriate time, but will be advised not to collect their children until advised it is safe to do so by the nursery or emergency services. The presence of additional persons may make it difficult for help to arrive if there are an abnormal amount of vehicles trying to park.

No Smoking or Vaping Policy and Procedure

Policy Statement

Blue Bell Woods Day Nursery accepts that smoking and passive inhalation of smoke is harmful to health. Blue Bell Woods Day Nursery also adopts the position that this is particularly so for children in the early stages of their physical development. Accordingly, we have a strict no smoking policy for all areas of the nursery and external play areas including adult spaces. Vaping is also prohibited. Practitioners must not vape when children are present or about to be present.

The no smoking policy seeks to:

- Protect children, staff and other visitors to the nursery from the harmful effects arising from the inhalation of smoke
- Adhere to legal requirements

Procedures relating To the No Smoking Policy

- No one shall smoke or vape in any part of the nursery or the external play areas or on a nursery outing
- If a member of staff is found smoking or vaping in any part of the nursery or external play areas, they will be subject to disciplinary action
- If a parent or visitor to the nursery is found smoking or vaping in any part of the nursery or external play areas their attention will be drawn to the no smoking signs displayed around the nursery and the no smoking or vaping policy and will be asked to desist.

Staff will be permitted to smoke or vape

- Only at the beginning of their lunch break with at least 20 minutes between their last cigarette and working with the children.
- In a location away from the nursery and external play areas.
- Provided that staff change or cover their uniform and wash their hands and freshen breath before resuming their work.
- If they pay particular attention to personal hygiene when working with babies and young children.

Waste Management Policy

Blue Bell Woods is committed to the protection of the environment through the implementation of an effective waste management programme that meets all legislative and regulatory requirements placed on it.

To comply with workplace recycling regulations, we separate waste using separate bins:

- dry recyclable materials (plastic, metal, glass, paper and card)
- food waste
- non-recyclable waste

At Blue Bell Woods we regard the minimisation of waste as the first step to reducing our impact on the environment. Where possible we try to:
• recycle items of waste
• incorporate items into play activity, such as painting cardboard tubes, re-using boxes for creative play and so on.
• where recyclable items are not suitable for play purposes and are disposed of, we have a dedicated recycling box for such items.
• dispose of products in a responsible manner such as 'de-gassing' fridges and freezers when they are removed from a nursery.

Nappy Waste and Hazardous Waste
A bi-product of child care provision is used nappies, and these are disposed of carefully to ensure maximum hygiene standards. Nappy waste is not classed as Hazardous or Clinical waste. Nappies are disposed of in a nappy sanitiser and collected with general waste.

The disposal of chemicals used within nursery will be done in accordance to the guidelines given on the COSHH datasheets provided by the supplier and COSHH assessments.

Food Waste
Every effort is made to ensure food does not go to waste. All food that needs to be disposed of is placed in a separate food waste bin and collected.

Confidential Waste
Particular care will be taken in the disposal of all confidential waste. If confidential waste is in the form of paper this will be shredded internally.

Food and Nutrition Policy

Our approach to food and healthy eating

The early years are a crucial time to reduce health inequalities and set the foundations for a lifetime of good health.

We provide healthy, balanced and nutritious food ensuring that all children:
• Get the right amount of nutrients and energy they need while they are growing rapidly, which is especially important for children who might not have access to healthy food at home. This can help prevent children from becoming overweight or obese.
• Develop positive eating habits early on. Children's early experiences with food can shape future eating habits. This can impact children's long-term health including maintaining a healthy weight, and good oral health.

This policy has been developed to ensure we meet the EYFS safeguarding and welfare requirements which are given legal force by Regulations made under section 39(1)(b) of the Childcare Act 2006, Early Years Foundation Stage nutrition guidance, the Eatwell Guide, NHS Better Health- Start for Life, DfE Health and Well-Being -Nutrition, Food Standards Agency and the School Food Standards (SFS). We have considered children's preferences, information provided by parents / carers and staff, and learning from staff training.

Food and drink provision

We ensure that meals and snacks provided are healthy, balanced and nutritious to enable children to learn and develop positively.

Over the space of a Full Day, we provide:

- Breakfast
- Two-course homemade lunch
- Homemade high tea
- Fruit and snacks
- Unlimited cow's / dairy free milk and fresh drinking water.

Our menus rotate on a three-weekly basis, and we have a summer and winter menu which allows us to incorporate seasonal produce.
Our menus are published on the FAMLY app and parents/ carers are given relevant information relating to their child.

We use a compliant catering company for cooked lunches and have a clear meal plan and prepare high tea from scratch using affordable, seasonal ingredients. This helps to save time, reduce costs, and ensures healthier meals by avoiding pre-packaged options that may contain added sugars or preservatives.

Allergies, Intolerances & Dietary Requirements

Meeting the needs of all children

We cater for the cultural and dietary needs of the children in our care.

The most common dietary requirements in early years are:
Food allergies: Allergies to foods and drinks can cause serious reactions, including death.
Food intolerances: Food intolerances often cause stomach pain and discomfort.
Vegetarianism: A vegetarian won't eat meat of any kind, including fish. They also won't eat by-products of animal slaughter, such as gelatine. Most people who choose to be vegetarian do so for religious, health or moral reasons.
Veganism or eating a plant-based diet: A vegan is someone who eats a diet based on plants (such as vegetables, grains, legumes, nuts, seeds and fruits) and foods made from plants. Vegans don't eat foods derived wholly or partially from animals (such as meat, fish, eggs and honey). Some people refer to this as eating a plant-based diet.
Pescetarianism: A pescetarian avoids meat but eats fish and seafood. They may also consume dairy and eggs. People choose this diet for health, environmental, or ethical reasons, believing fish is a more sustainable or ethical option than other meats.
Religious preferences: Some religions or faiths have strict dietary requirements. Although eating certain foods won't physically harm children, it is vital to respect their religious and cultural beliefs. Religious dietary requirements include (but are not limited to):
- only eating halal foods
- avoiding pork or beef
- keeping kosher
- eating specific foods only on certain days.

Children with special dietary requirements may need specific foods excluded or included. It is important not to exclude foods from a child's diet without a valid reason as this may lead to unnecessary restrictions in their diet. Where a food is excluded from a child's diet you should consider substitutions and replacement ingredients.
We create a safe and inclusive environment for all children to eat and children with special dietary requirements should be included in mealtimes with other
children as far as possible. Only where a risk assessment concludes that a significant risk remains despite adequate training and supervision of meals and snacks times, would a child need to eat their meal separately to other children.
We have ongoing discussions with parents and/or carers about their child's dietary needs. Parents and/or carers may assist by sharing guidance from healthcare professionals, and we seek professional advice for menu planning when needed.

The NHS has further information on the vegetarian diet and the vegan diet.

Food allergies

Food allergies can be life threatening conditions for some children and should be taken very seriously.
Food allergies develop when the body's immune system reacts against food proteins which it sees as invaders. It then releases chemicals to attack.
Symptoms of an allergic reaction may include:
- coughing, wheezing, breathlessness, noisy breathing or a hoarse voice
- a red raised rash (hives)
- tingly or itchy feeling in the mouth
- sneezing or an itchy, runny or blocked nose
- stomach pain
- feeling sick or vomiting

- swelling of face, lips, tongue or eyes
- difficulty swallowing
- diarrhoea
- feeling dizzy or lightheaded
- pale or floppy
- suddenly sleepy
- collapse or unconscious

These symptoms can happen on their own or they may be present in a serious reaction. A severe reaction called anaphylaxis or anaphylactic shock can occur. This is a medical emergency that can be life threatening and needs urgent treatment. We should administer the child's autoinjector if they have one and then call 999. We should use the child's second autoinjector if they have one if they haven't improved after 5 minutes.
A child who is showing signs of anaphylaxis should never walk to a new location. Where necessary, they should be carried to a suitable safe location away from an allergen (for example, if a food item was spilt in their vicinity).
Any one or more of the following symptoms may be present:
- swelling of throat, tongue or upper airways
- difficulty swallowing
- wheezing / noisy breathing
- breathing difficulty
- persistent cough
- dizziness
- feeling faint
- sudden sleepiness
- confusion
- pale clammy skin
- loss of consciousness

It's possible to be allergic to anything, but there are 14 common allergens. These are:
- celery
- cereals containing gluten (such as wheat, barley and oats and some flours)
- crustaceans (such as prawns, crabs and lobsters)
- eggs
- fish
- lupin (such as bread made using lupin seeds)
- milk
- molluscs (such as mussels and oysters)
- mustard
- peanuts
- sesame
- soybeans
- sulphur dioxide and sulphites (sometimes found in dried fruits and fruit juices)
- tree nuts (such as almonds, hazelnuts, walnuts, brazil nuts, cashews, pecans, pistachios and macadamia nuts).

DfE's help for early years providers website has a full list of common food allergens.
We may also encounter children with food allergies that are not on this list.
We find out if a child has any food allergies before they join our setting.

Children can develop allergies at any time, particularly during the introduction of solid foods (weaning). As children may be trying some foods for the first time in our care we

must know how to recognise the signs and symptoms of an allergic reaction. If we suspect that a child has a food allergy, we encourage parents and/or carers to seek advice and diagnosis from a doctor.
We have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known food and drink allergies and intolerances. This information must be kept up to date and shared with all staff.

We think about food allergies when food and drinks are being stored, delivered, sorted, prepared and cooked. We avoid mixing foods that are safe with those that can cause allergic reactions. We

- clearly label foods with their ingredients
- store foods and items containing allergens separately from other foods
- avoid cross-contamination by:
  - washing hands
  - using colour-coded equipment and utensils, or practices such as labelling a child's cup with their name if they have a milk allergy
  - having separate preparation areas for foods that are allergens

The NHS has further information on food allergies in babies and young children, including how to recognise symptoms and how to react.
The Food Standards Agency has free food allergy training and an allergen checklist with tips on food allergy best-practice.

Food intolerances
Food intolerance is different to food allergy and usually occurs when the body has difficulty digesting certain foods or ingredients in food. Intolerances do not involve the immune system and are not life threatening. Food intolerances cause unpleasant symptoms such as abdominal pain or discomfort, diarrhoea, bloating, constipation, red rash, itching or eczema flares.
Some common food intolerances include:

- lactose intolerance (lactose is the sugar found in animal milk, e.g. cow's milk, goat's milk and sheep's milk and can be found in foods or drinks containing animal milk, e.g. yoghurt)
- gluten intolerance or sensitivity (gluten is a protein found in wheat, barley and rye). It is important to note that gluten intolerance is different to coeliac disease
- intolerance to some food additives or chemicals.

The diagnosis of food intolerances can be challenging. If a food intolerance is suspected, we work with parents and/or carers to keep a diary of foods eaten at the setting and at home and any symptoms experienced. This food diary can then be discussed with a health professional. This can be a useful way to highlight patterns between foods and symptoms.
If an allergy is suspected, the food should be avoided while parents and/or carers seek input from an appropriate health professional. However, it is important not to exclude foods from a child's diet without a valid reason as this can result in an unnecessarily restricted diet, which could have a negative impact on nutrition.

The NHS has further information on food intolerances.

Coeliac disease

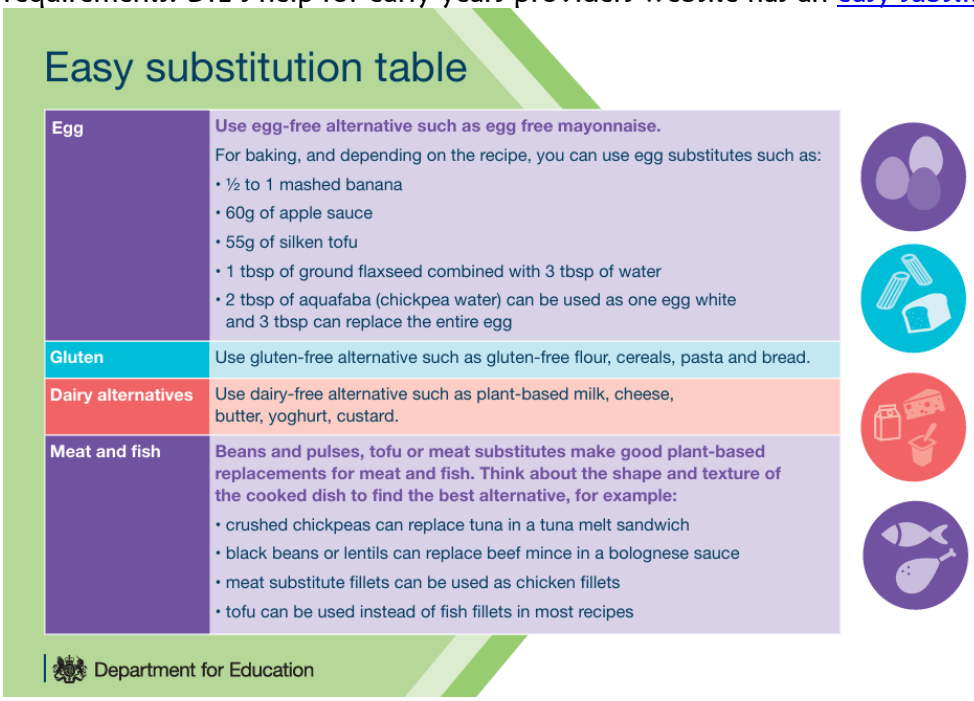
Coeliac disease is a common and serious autoimmune condition that can develop at any age. Children with coeliac disease have to strictly avoid foods containing gluten, e.g. ordinary wheat flour, bread, breakfast cereals, crackers, biscuits, pastry and pasta. Many packaged and processed foods contain gluten, e.g. some processed meats and fish, sausages and soups, and these need to also be avoided. Traces of gluten may also be found in foods where gluten is not an ingredient but where there has been cross contact of gluten containing foods. An example of this is oats. Oats do not contain gluten but can be contaminated by other cereals during production.
The NHS has further information on coeliac disease.

Food for religious faiths and beliefs

Children and their families may have specific food preferences or dietary needs according to cultural or religious beliefs.
Some families may exclude certain foods or only eat foods prepared or cooked in a particular way according to their religious faith. For example, some faith groups will follow a vegetarian diet due to both religious customs and personal choice. Additionally, fasting is common in many religions, although younger children tend to be exempt. It is important to be aware how this may affect children at meal and snack times and ensure where possible that an inclusive approach is used.
Compliance with these customs may vary between denominations, branches or even families. We engage in open communication with parents and/or carers to ensure that all food provided meets children's food preferences and dietary needs according to their religious faiths or beliefs. This is essential for creating an inclusive environment in our setting which can support children's wellbeing.
Additionally, incorporating traditional foods from different cultures in our menus can help children feel connected to their cultural heritage and help us to understand and respect any cultural or religious beliefs.

Ensuring a healthy, balanced diet

When creating menus, we consider substitutions and replacement ingredients for children with special dietary requirements. DfE's help for early years providers website has an easy substitution table.



Easy substitution table

Egg	Use egg-free alternative such as egg free mayonnaise. For baking, and depending on the recipe, you can use egg substitutes such as: • ½ to 1 mashed banana • 60g of apple sauce • 55g of silken tofu • 1 tbsp of ground flaxseed combined with 3 tbsp of water • 2 tbsp of aquafaba (chickpea water) can be used as one egg white and 3 tbsp can replace the entire egg
Gluten	Use gluten-free alternative such as gluten-free flour, cereals, pasta and bread.
Dairy alternatives	Use dairy-free alternative such as plant-based milk, cheese, butter, yoghurt, custard.
Meat and fish	Beans and pulses, tofu or meat substitutes make good plant-based replacements for meat and fish. Think about the shape and texture of the cooked dish to find the best alternative, for example: • crushed chickpeas can replace tuna in a tuna melt sandwich • black beans or lentils can replace beef mince in a bolognese sauce • meat substitute fillets can be used as chicken fillets • tofu can be used instead of fish fillets in most recipes

Department for Education

Children with additional support needs and other special diets

Some children may have specific dietary needs because of physical or developmental issues, which may affect their ability to eat independently, for example difficulty with swallowing. These children may need to have their food prepared in a particular way to make it easier to eat. They may need early years settings to provide one to one support at each meal and snack time if they are unable to feed themselves.
It is also important to consider children who may experience sensory needs in relation to foods, for example, sensitivity to textures, tastes or smells, which can lead to limited preferences or aversions towards specific foods. We consider these needs when planning menus and providing food.
As well as modifying the foods offered, some adaptations to the eating environment could also be made, wherever possible, as a way to support the child at mealtimes, e.g. limiting noise and other distractions, having a cloth to wipe hands if required and not pressuring the child to eat.
If a child requires a special diet for a medical reason not discussed above, it is important to have written confirmation from their qualified health professional about the nature of their specific needs so that their nutritional requirements can be achieved. This information should be recorded, updated regularly and communicated to all staff involved
in the preparing and handling of food.
For children on a special diet, the parents and/or carers and carers or registered dietitian should supply details of the child's dietary needs. This will include suitable food choices for meals and snacks, foods that should be excluded or specifically included, or supplements that may be required.

Allergies and Intolerances Procedure
All parents/carers are required to complete the initial enrolment forms and give details of allergies and intolerances on the "All About Me" paperwork.

Once the parent/carer has completed and signed the All About Me form, the information must be put into the FAMLY app and displayed for all staff in the rooms for staff to see; a comprehensive list of children and their known allergies and intolerances must be posted in each area where food is served and, in any food / milk preparation area. An up-to-date photograph of each child must be included on this list.

All staff must be informed of the child's allergy / intolerance and given details of the causes, signs, symptoms and any emergency response procedures. These should be discussed at staff meetings.

Parents/carers must keep us fully informed of any change to allergies/ intolerances- there should be a system for review of the information provided by the parents/carers of a child with allergies/ intolerances. The purpose of the review is to ensure the nursery has the most up to date and accurate information on a child's dietary needs. This review of information should take place every 3 months.

Parents/carers can update allergies/ dietary requirements on the FAMLY app- the system notifies staff that details have been updated to ensure changes are noted.

Children with severe allergies must have an allergy action plan in place.

Where medication is provided, senior staff should be trained in its administration e.g. Epipens.

Menus and shopping lists should be checked against lists of food / products known to trigger allergies.

Our menus display known allergens.

Dietary Preferences

A parent/carer may prefer their child not to eat various foodstuffs out of choice, or for cultural and religious reasons rather than due to an allergy/ intolerance. The information must be put into the FAMLY app and displayed for all staff in the rooms for staff to see. A comprehensive list of children and their known dietary requirements must be posted in each area where food is served and, in any food / milk preparation area. An up-to-date photograph of each child must be included on this list.

It is important that all staff understand:
• each child's special dietary requirements including which foods, drinks or ingredients need to be avoided, and which should be included
• food and drink modification for particular children
• how to balance safety and inclusion for each child
• their responsibility in reducing risk, for example:
    - preparing and serving meals and snacks, making sure each child receives the correct food and drinks
    - avoiding art/craft or other activities involving foods that a child is allergic to, for example, play dough or pasta (wheat/gluten), birdseed or music shakers (nuts or pulses)
    - supervising children appropriately at mealtimes to avoid food and drink sharing and cross contact
    - taking care with celebrations (e.g. birthdays, festivals or holidays) where foods and drinks are brought in from home and shared by providers or parents and/or carers
    - informing all parents and/or carers of the potential risk of foods and drinks brought from home for other children
    - assessing the appropriateness of cookery activities/ messy play activities involving food
• how to encourage children with food allergies to ask about what is in the food and drink that is offered to them
• warning signs or symptoms to look out for in the case of food allergies or intolerances
• which children have allergy action plans in place, how to access these and follow the procedures described within them, including action to take in case of an emergency and correct administration of prescribed medication.

Mealtimes
Whilst children are eating there is always be a member of staff in the room with a valid paediatric first aid certificate. Whilst eating, children are always within sight and hearing of a member of staff.

Children with severe allergies, intolerances or medical conditions that are linked to diet, will have a unique meal made for them that is labelled with their name. This is served on a red plate/ in a red bowl. In the case of severe allergies (e.g. risk of anaphylaxis), children will sit with a member of staff at mealtimes away from allergens which may be present in another child's meal. At each mealtime and snack time staff are clear about who is responsible for checking that the food and drink being provided meets all the requirements for each child. Managers have ultimate responsibility for ensuring the children receive the correct food and drinks.

Early Years Choking Hazards

Early years food choking hazards

Food Standards Agency
food.gov.uk

Below is a table of advice on key foods for care givers who are involved with preparing and serving food for babies and young children (under 5 years old)

Vegetable and fruits	Advice
Pips or stones in fruit	Always check beforehand and remove hard pips or stones from fruit.
Small fruits	Cut small round fruits like grapes, cherries, berries, strawberries and cherry tomatoes, into small pieces: cut lengthways and then again cut them in halves (quarters).
Large fruits and firm fruits	Cut large fruits like melon and firm fruits like apple into slices instead of small chunks. For very young children, consider grating or mashing firm fruits, or softening them up by steaming or simmering.
Vegetables	Cut vegetables like carrots, cucumber and celery into narrow batons. For very young children consider grating or mashing firm vegetables and legumes like butter beans, chickpeas and tofu, or softening them up by steaming or simmering.
Skin on fruit and vegetables	Consider removing the skin from fruit and vegetables, especially for very young children. Peeled fruit and vegetables can be swallowed more easily.
Cooking fruit and vegetables	Consider softening firm fruit and vegetables (such as carrots, broccoli, yam and apples) by steaming or simmering until soft. Serve cut into slices or narrow batons.
Meat and fish	**Advice**
Sausages and hot dogs	Cut sausages and hot dogs into short strips. Cut them in half and then lengthways or as thinly as possible. Peeling the skin off the sausages helps them to be swallowed more easily.
Meat or fish	Remove bones from meat or fish. Cut meat into strips as thinly as possible. Remove skin and fat from meat and fish, it will help the food pass smoothly down the throat.
Cheese	**Advice**
Grate or cut cheese	Grate or cut cheese into short strips. Cut lumps of cheese as narrow as possible.
Nuts and seeds	**Advice**
Chop or flake whole nuts	Chop or flake whole nuts, peanuts and seeds. Whole nuts should not be given to children under five years old.
Bread	**Advice**
White bread and other breads	White bread can form a ball shape with a dough-like texture at the back of a child's throat, if not chewed properly. Brown bread or toasted white bread are good alternatives. Cut bread, chapatis, naan bread and other breads into narrow strips.
Snacks and other foods	**Advice**
Popcorn	Do not give babies and young children popcorn.
Chewing gum and marshmallows	Do not give babies and young children chewing gum or marshmallows.
Peanut butter	Do not give babies and young children peanut butter on its own, only use as a spread.
Jelly cubes	Do not give babies and young children raw jelly cubes.
Boiled sweets and ice cubes	Do not give babies and young children boiled, hard, gooey, sticky or cough sweets, or ice cubes.
Raisins and other dried fruits	Do not give babies under the age of 1 whole raisins or dried fruits. Cut them into small pieces.

Make sure food is prepared appropriately for children under 5 years old, see: https://www.nhs.uk/start4life/weaning/

It is also advisable that care givers are familiar with how to respond to a choking incident, see: How to stop a child from choking: https://www.nhs.uk/conditions/baby/first-aid-and-safety/first-aid/how-to-stop-a-child-from-choking/

and How to resuscitate a child: https://www.nhs.uk/conditions/baby/first-aid-and-safety/first-aid/how-to-resuscitate-a-child/

Early Years Choking Hazards Food Safety Advice

Food Standards Agency
food.gov.uk

Early years choking hazards food safety advice

For babies and young children, food can be a choking hazard, especially when they do not chew their food well or they try to swallow it whole.

Choking can happen with any foods, but 'firm foods', bones and small round foods that can easily get stuck in the throat present a higher risk. Therefore, care givers should follow these five essential steps:

1. Make sure food is **suitably prepared and served** for babies and children under 5 years old. For suitable foods, see https://www.nhs.uk/start4life/weaning/ Introduce babies to solid foods from around 6 months of age.
2. **Think about size, shape and texture of food**. Cut food into narrow batons, avoid round shapes and firm foods. Firm fruit & vegetables can be softened by cooking.
3. Ensure that babies and young children are **alert and seated safely upright** in a highchair or appropriately sized low chair whilst eating.
4. **Babies and young children should be supervised at all times** while eating. You will be able to identify the early signs of choking and prevent harm.
5. **Encourage babies and young children to chew food well.** Teach children how to chew and swallow food properly, and ensure they take their time during meals. This will reduce their risk of choking.

Care givers and parents should be familiar with how to respond to a choking incident in line with guidance on first aid for children:

How to stop a child from choking: https://www.nhs.uk/conditions/baby/first-aid-and-safety/first-aid/how-to-stop-a-child-from-choking/

How to resuscitate a child: https://www.nhs.uk/conditions/baby/first-aid-and-safety/first-aid/how-to-resuscitate-a-child/

Encouraging Children to Eat Well

Food plays a fundamental part in young children's lives while they are our settings, and eating should be a positive and enjoyable experience for them. Meal times provide opportunities for children to learn about and try new foods, and to develop their social skills.

The eating environment
• Areas used for eating are clean, warm and bright, and should be free from distractions such as toys.
• We use appropriately sized tables, chairs, plates, bowls, cups and cutlery to help children to eat independently,
• We encourage children to drink from an open cup or free-flow cup (without a valve), so that they learn to sip rather than suck drinks, which is better for their teeth.
• We encourage children to choose the food they are going to eat for themselves, and to try new foods. • Children are not be expected to finish everything on their plate, and should be able to eat their dessert, even if they have not finished their main course. If they are still hungry after their main course, they have the opportunity to have second helpings.
• Food is not be used as a punishment, or as a reward.

Social interaction
• Meal times are sociable occasions and a valuable time to talk to children about food, so they are an integral part of children's education.
• We encourage children to sit around tables to eat their meals and snacks, as this will help to develop social skills and good eating habits.
• Children are involved in helping to set up and clear away tables before and after meals. We encourage them to serve themselves or to support other children sitting at their table.
• We sit with the children and encourage conversation and promote manners. We monitor which meals are popular with the children, and feedback to parents and carers about how well their child is eating.

Celebrations and special occasions
It is important that children are given the opportunity to celebrate special occasions and cultural events, and food and drink is often used to mark these occasions. However, many foods and drinks served at celebrations can be high in saturated fat, sugar and salt, and therefore have limited nutritional value for young children. There can be so many special occasions, such as birthdays, that children may be eating these foods very frequently. Therefore, on birthdays, **families are asked NOT to bring a cake or food from home**; this is also to ensure dietary requirements are followed. To mark the occasion, we sing happy birthday, and the child is invited to wear the 'birthday hat'. Please share with us ideas for cultural and family celebrations, e.g. families may wish to bring in non-food items such as stickers instead of cakes or sweets for birthdays and other celebrations.

Learning about food
Learning about food is integrated into our educational programme. As part of our curriculum, children take part in cookery activities; cooking with children is both an enjoyable activity and an effective way of encouraging all children to try and eat a wide range of foods. Children help to harvest fruit, vegetables and herbs that they have grown in the nursery garden, and learn about healthy eating.

Feeding Babies

Whilst babies are eating there is always be a member of staff in the room with a valid paediatric first aid certificate. Whilst eating, babies are always within sight and hearing of a member of staff. Feeding time is a social occasion, an excellent time to build a close relationship with a baby. Staff should sit at eye level, make eye contact, and communicate with the baby while feeding.

Babies aged 0-6 months

In the first year of life, babies follow individual feeding and sleeping patterns that can regularly change. We ask parents and/or carers about their baby's current pattern. These patterns should be kept consistent and should be part of the baby's care plan each day, wherever possible.
Our nursery practitioners are aware of the signs (feeding cues) a baby will show when they are hungry (e.g. mouth opening, puckering, smacking lips, or turning of head towards the bottle) and when they are full (e.g. milk spilling out of the mouth, closing mouth, head turning away, splayed fingers and toes, or pushing the bottle away in an older baby).
Children are fed responsively according to their needs. This means feeding children whenever they show signs that they are hungry, feeding at their own pace and using the cues that they are full. We never force a baby to finish a feed if they seem to be full. Overfeeding could upset their tummy, make them vomit or gain weight too quickly.

Breastfeeding

In the UK, exclusive breastfeeding is recommended for around the first 6 months of a baby's life with continued breastfeeding throughout the first year and beyond for as long as the parent or carer and baby wishes to continue.
The NHS provides information on the benefits of breastfeeding - NHS.
NHS Start for Life has helpful information and advice on breastfeeding.

We support parents or carers wishing to continue breastfeeding and encourage them to provide breastmilk for their baby while attending the setting.
To support parents and/or carers to continue breastfeeding we:
• providing a comfortable place to breastfeed within the setting
• signposting to evidence-based and expert information and support
• encouraging parents and/or carers who wish to provide expressed breastmilk for their babies and children to do so.
The NHS provides information on safe storage of expressed breast milk - NHS.

Infant formula

If a baby is not exclusively breastfed, then first infant formula (first milk) should be the addition, or alternative, to breastmilk for babies in the first year of life, unless an alternative milk has been prescribed by a doctor.
The NHS provides information on types of formula.

Good hygiene is very important when making up infant formula. Anyone preparing infant formula should wash their hands thoroughly and all bottles, teats and other equipment should be sterilised and drip-dried before use.
Follow the instructions on how to prepare the formula carefully. Adding too much powder to a feed can make a baby constipated and dehydrated; adding too little will mean insufficient energy and nutrients are provided.
Powdered infant formula is not sterile and therefore needs to be made up with water which is boiled and left to cool for no more than 30 minutes so that it stays at a temperature of at least 70ºC to kill any harmful bacteria. Let the made formula cool before it is given to a baby.
NHS Start for Life has advice on how to make up infant formula and how to sterilise

equipment.

Parents/carers must share their child's feeding routines with the staff prior to the child starting, as part of the All About Me paperwork, and update staff with any changes.
This should include what sort of milk they are having as well as how much and when.

- All bottles must be labelled.
- Parents / carers should send the bottle and the formula in separately, they should not be made up prior to arriving at nursery, when the child is due their bottle staff will make up the bottle as per parent instruction. The bottle should contain a premeasured amount of water and the powder should also be premeasured.
- Bottles will be heated when required by placing them in hot water. **Under no circumstances will a bottle be re-heated or heated in the microwave.**
- Once the bottle has been heated, we will keep the milk for up to one hour.
- After one hour the milk will be thrown away and not given to the child. Breast milk may not need to be refrigerated and/or heated so in these instances we will follow the parent's and child's routines. A letter of consent may be required for special requirements.
- All bottles will then be washed up and placed back in the child's bag. Parents please note that these bottles will not have been sterilised.
- All children will be provided with a bib which will be removed once the feed has finished.
- Staff will supervise all bottle feeds and children who can feed themselves will be allowed to do so although they will be encouraged to sit down whilst doing so.
- Bottles are not allowed in children's cots or on their sleep mats.
- All bottle feeds will be recorded on the FAMLY app and discussed at the handover.

Weaning
There are a variety of weaning methods and methods are chosen by each child's parent/carer. We will work closely with parents/carers when a child is weaning and each child's key person will take responsibility for overseeing weaning. We are happy to use both baby led and traditional methods of weaning and we will liaise frequently to ensure that progress and development is monitored and mapped.

Babies aged 6-12 months
Introducing solid foods or weaning
Introducing a baby to solid foods is sometimes called complementary feeding or weaning.
This should start when a baby is around 6 months old in collaboration with parents and/or carers. We continue to give the baby breast or formula milk alongside solid foods. 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.
We have ongoing discussions with parents and/or carers about the stage their child is at regarding introducing solid foods and assumptions must not be made based on age. This includes reaching agreement with parents and/or carers about when and how
they want to start introducing solid foods. We find out what foods they have been exploring at home and where they are in the food introduction process.
We go at the baby's pace and let them show when they're hungry or full. For example, they may firmly close their mouth or turn their head away.

The baby will show if they are ready to move on to the next step, for example by chewing, moving food around their mouth and swallowing it. We share information with parents and/or carers to track the baby's progress in becoming a confident eater. Babies develop at different rates. Age is just an indication so let them go at their own pace.

NHS Best Start in Life has advice on how to start weaning.
The Food Standards Agency has two posters on how to prepare food safely to avoid choking.

First foods to introduce
From around 6 months of age, babies should be introduced to a wide range of foods, flavours and textures, alongside their usual milk feeds.
We prepare food from scratch and do not provide premade foods from shops such as puree pouches, unless instructed to by parents/ carers. This helps introduce babies to a range of appropriate flavours and textures.

Baby's first food could be a simple vegetable or fruit puree. To help baby get used to different textures and tastes quickly, moving onto mashed and finger foods (from purées or smooth blended foods) as soon as they're ready can let them get used to moving food around their mouths and swallowing it.
Start off with slightly bitter pureed or smooth blended vegetables (such as broccoli, cauliflower and spinach) This will help babies get used to a range of flavours (rather than just the sweeter ones like carrots and sweet potato).
We gradually increase the amount and variety of the different food groups.

It may take ten tries or more for a baby to get used to new foods, flavours and textures. Staff are patient and keep offering a variety of foods, even the ones that they don't seem to like. Let them get used to the food in their own time.

DfE's help for early years providers website has a solid food roadmap.

Introducing solid foods – a roadmap

0-6 months

- Until they are 6 months old, babies should only have breastmilk or formula milk.
- Breastfed babies should be given vitamin D supplements.
- A baby's digestive system isn't mature enough to handle nutrients in foods until around 6 months.

Around 6 months

Babies are ready for solid foods when:

- They can stay sitting and supporting their own head.
- They can coordinate hands, eyes and mouth.
- They can swallow their food.

- Start off with slightly bitter pureed vegetables (like broccoli) before moving onto sweeter ones (like carrot).
- Many babies can handle a range of blended and mashed foods – go at a pace to suit them.
- Food is complementary to breastmilk or formula until they are at least 12 months old.
- Water can be offered as a drink, but cow's milk should never be given as a drink until 12 months.

Around 7-12 months

- Around 7 months, babies should be offered three meals a day, alongside breastmilk or formula.
- As babies become more confident at eating, you can give them food with lumps in.
- Babies have a heightened gag reflex, they will gag and spit out food as they work out how to move lumps around their mouths.
- Babies will naturally reduce the amount of breastmilk they drink as they eat more food. If they are formula fed, gradually reduce the amount of formula milk you give them.

Department for Education

How to cut food for babies

6 to 9 months:

Babies are developing their pincer grasp. Cut food into long, thin strips or wedges to make it easy for them to hold and nibble. Try cooked vegetables, soft fruits and well-cooked pasta.

9 to 12 months:

Babies are getting better at holding things, so introduce bite-sized pieces. This helps them practise chewing. Foods like soft fruits, cheese and well-cooked meat can be cut into pea sized cubes.

Over 12 months:

Older babies and toddlers can handle a variety of textures. Be sure to cut food into pieces that are appropriate for the child's mouth and throat size, making sure they are easy to chew.

Remember:

- Always supervise babies and toddlers while they are eating.
- Avoid choking by cutting food into the right sizes.
- Introduce a variety of textures and flavours.
- Pay attention to what the child likes and doesn't like.

Department for Education

We have discussions with parents and/or carers about common food allergens

that have been introduced at home. These foods need to be introduced one at a time and in very small amounts to spot any reaction.
DfE's help for early years providers website has a full list of common food allergens.

Drinks to offer from 6 months
The only drinks that are recommended for babies aged 6-12 months are:
• breast milk
• first infant formula
• water

Avoid giving other milks that are labelled as being suitable for babies aged 6 months and over (for example 'follow on formula'). Research shows that switching to follow-on formula at 6 months has no benefits for the baby who can continue to have first infant formula as their main drink until they are 1 year old. Formula milks marketed for children aged 12 months and over (such as 'growing-up' milks and other 'toddler' milks) are also not necessary. We discuss with parents and/or carers and recommend that these milks should only be used after consulting a qualified health professional for advice.

Babies should be offered sips of water during meal times from an open or free-flow cup without a valve. Open cups help babies learn to sip and are better for their teeth.

The importance of different textures
Once babies are comfortable with eating solid foods, it is important to start introducing more mashed and lumpier foods.
It's important to introduce different textures as it helps babies to:
• learn to chew and swallow properly, which encourages mouth and muscle development
• get used to different textures, which means they will be less likely to become fussy eaters or develop sensory needs.

Remember, babies take different amounts of time to get used to texture and lumps. We keep offering lumpy textures from around 6 to 7 months and always supervise babies closely to be sure they are swallowing it safely.

The NHS has advice on fussy eaters including tips to pass on to parents and/or carers.

How to introduce different textures
We gradually make purees thicker, and mash vegetables or fruit.
These thicker and lumpier textures can help babies develop muscles in their mouths.
Try finger foods which are easy to grab and hold, such as thin sticks of cheese or bread, soft-cooked broccoli, cauliflower, carrot or banana cut into thin batons. These can encourage a baby's hand-eye coordination, as well as introducing new textures.
We let babies touch food with their hands and play with textures, such as portions of cooked spaghetti.

Cutting food safely when introducing solid foods
We make sure to cut food to a size that's right for a child's size, age and stage of weaning.
This helps avoid choking.

Choking can happen with any food, but there are steps to minimise the risks.
NHS Start for Life has advice on preparing food safely for babies - Start for Life - NHS.

Foods that are a good choice for first finger food include:
• soft-cooked fruit such as peeled apple slices or finger sticks of bananas, kiwis
• soft-cooked vegetables in finger sticks such as carrots, broccoli, courgette sticks
• cooked protein in finger sticks such as tofu or chicken.

For more advanced eaters, from around 9 months old, cut food into small, bitesized pieces so that babies can practise their pincer grasps.

When preparing food, it is important to avoid round shapes as these are a choking hazard. Cut small fruits lengthways and then halve again (quarters). These fruits include:
• grapes
• raspberries
• strawberries
• cherry tomatoes.

Foods to avoid
Babies should not eat:
• much salt, as it is not good for their kidneys. Do not add salt to food prepared for babies or cooking water. Stock cubes and gravy shouldn't be used either
• any sugar. Avoiding sugary snacks and drinks including fruit juice can help prevent tooth decay
• foods that are high in saturated fat, salt and sugar like cakes, puddings, sweet and savoury pastries, biscuits, crisps, chocolate and other confectionery
• popcorn, raw jelly cubes, or whole nuts, which are all choking hazards
• honey (which should be avoided until 12 months) as it can contain bacteria that can make babies seriously unwell
• cheeses made from unpasteurised milk or mould-ripened soft cheeses, such as brie or camembert, or ripened goat's milk cheese and soft, blue-veined cheese, such as roquefort. There's a higher risk that these cheeses might carry a bacteria called listeria
• raw and lightly cooked eggs (including uncooked cake mixture, homemade ice creams, homemade mayonnaise, or desserts) if you do not see a red lion with the words "British Lion Quality" on the box
• rice drinks as a substitute for breast milk or infant formula as they may contain too much arsenic
• slush ice drinks, sometimes known as slushies, as they may contain too much glycerol
• raw or lightly cooked shellfish, such as mussels, clams and oysters, which can risk food poisoning.
The NHS has advice on foods to avoid giving babies and young children.
NHS Start for Life has advice on Safe weaning - Start for Life - NHS.

Typical daily feeding patterns for babies aged 7-9 months and 10-12 months

Meal	7-9 months	10-12 months
Breakfast	Breakfast (blended or mashed with soft lumps depending on development), served with a finger food.	Breakfast (chopped or minced as needed), served with a finger food.
Lunch	Main dish (blended or mashed with soft lumps depending on development), served with a finger food.	Main dish (chopped or minced as needed), served with a finger food. Second dish.
Tea	Main dish (blended or mashed with soft lumps depending on development), served with a finger food.	Main dish (chopped or minced as needed), served with a finger food. Second dish.
Breastmilk or first infant formula	Typically, 4 milk feeds daily (for example on waking, after lunch, after tea, before bed) totalling approximately 600ml/day for formula fed babies. Breastfed babies should be fed responsively, and itis not necessary to monitor intakes of breastmilk. Ongoing discussions with parents and/or carers can help you to understand how much milk each child needs.	Typically, 3 milk feeds daily (for example after breakfast, after lunch, and before bed) totalling approximately 400ml/day for formula fed babies. Children should be fed responsively. Ongoing discussions with parents and/or carers can help you to understand how much milk each child needs.

Feeding children aged 1 to 5 years

A healthy plate

We encourage children to eat a balanced diet containing a wide variety of foods.
We plan meals and snacks that include a variety of food and drinks from the 4 main food groups every day.
The more children try new foods, the wider the range of nutrients they will get from their meals.
Children eat together in our setting. This encourages them to try foods that they might not try at home. For example, children who won't touch broccoli at home might happily try some if they see their peers eating it.

The 4 food groups

Children aged 1 to 5 years have different nutritional requirements to adults. They need to be fed a healthy balanced diet with a range of foods even as they are introduced to solid foods.

The Eatwell Guide uses government advice to show what a healthy and balanced diet looks like. It shows what a balance of foods should look like in one day or over a whole week. The advice in the Eatwell Guide applies to children from the age of 2 years.

A healthy, balanced diet is based on the 4 main food groups (fruit and vegetables; potatoes, bread, rice, pasta and other starchy carbohydrates; dairy or dairy alternatives; and beans, pulses, fish, eggs, meat and other proteins). These provide essential nutrients to help children grow and develop.

DfE's help for early years providers website has a poster on the 4 food groups.

A healthy balanced diet for children

Food group	Examples of food included	Main nutrients provided	Recommended serving
Fruit and vegetables	Fresh, frozen, canned, and dried fruit, vegetables, and pulses	Carotenes (a form of vitamin A), vitamin C, zinc, iron, and fibre	**At least 5 portions each day** Provide a portion as part of each main meal (breakfast, lunch and tea) and with some snacks
Potatoes, bread, rice, pasta and other starchy carbohydrates	Bread, potatoes and sweet potatoes, starchy root vegetables, pasta, noodles, rice, other grains, breakfast cereals	Carbohydrate, fibre, B vitamins and iron	**4 portions each day** Provide a portion as part of each meal (breakfast, lunch and tea) and provide as part of at least one snack each day
Dairy and alternatives	Milk, cheese, yoghurt, fromage frais	Protein, calcium, and vitamin A	**3 portions each day** Provided as part of meals, snacks and drink
Beans, pulses, fish, eggs, meat and other proteins	Meat, poultry, fish, shellfish, eggs, beans, pulses, nuts	Protein, iron, zinc, omega 3 fatty acids, vitamins A and D	**2 portions each day** Provide a portion as part of lunch and tea (two to three portions for vegetarian children)

Department for Education

Food and drink guidelines

Food and Guideline
Fruit and vegetables These include: fresh, frozen, tinned or dried fruit and vegetables, pulses such as lentils and beans. Provide at least 1 portion of vegetables and/or fruit as part at each main meal (breakfast, lunch, dinner) and as part of some snacks (not including dried fruit). Provide a variety of vegetables or fruit across the day and each week. Limit baked beans to once a week if this is being counted as a vegetable. Avoid dried fruit as a snack. It should only be provided as part of a meal. Avoid fruit tinned in syrup and choose fruit tinned in juice. Avoid added salt and sugar in tinned vegetables and pulses and choose no added salt and sugar options or those tinned in water.
Starchy Carbohydrates These include: bread, potatoes, sweet potatoes, and other starchy root vegetables, pasta and noodles, rice and other grains, breakfast cereals. Provide a portion of starchy food as part of each main meal (breakfast, lunch and tea) each day. Provide plain starchy food such as plain savoury crackers, or unsalted unsweetened rice or corn cakes as part of at least 1 snack each day. Provide at least 3 different types of starchy food and a variety of wholegrain and white starchy foods across breakfasts, snacks, lunch and tea each week. Provide wholegrain starchy foods for at least 1 breakfast, lunch and tea each week. Limit sugar and salt content in breakfast cereals. Choose those with the lowest sugar and salt content which are labelled as 'low' (green). **Limit** the salt content in bread and bread products. Choose those with a lower salt content which are labelled as 'low' (green) or 'medium' (amber) in salt. **Limit** starchy foods which have been fried to a maximum of once a week (e.g. chips, fried rice and fried noodles). **Limit** tinned pasta in sauce (e.g. spaghetti hoops) and choose no added sugar options. **Avoid** cereals labelled as 'high' (red) in sugar such as sugar-coated or chocolate-flavoured cereals. Avoid flavoured dried rice, pasta and noodle products e.g. packets and pots of instant flavoured noodles, pasta and rice.
Dairy and plain, fortified plant-based alternatives These include milk, cheese yoghurt and fromage frais. Provide 3 portions of milk and unsweetened dairy foods each day (which includes those provided at home). Provide non-dairy alternatives that are unsweetened and calcium fortified (e.g. oat milk or soya milk). Provide full fat dairy foods (such as cheese and unsweetened yoghurt and fromage frais) for children under the age of 2 and gradually introduce lower-fat dairy options after this age. Avoid sweetened yoghurts and fromage frais (including non-dairy alternatives) and choose plain unsweetened options.

Food and Guideline
Proteins These include beans, pulses and nuts, meat and poultry, fish and shellfish, eggs, meat alternatives. Provide a portion of protein as part of lunch and tea each day. Provide a variety of protein sources as part of lunch and tea across the week. Provide at least 1 lunch and 1 tea for children each week which uses beans, lentils, pulses or a meat alternative as the protein source. Provide vegetarian and vegan children with a variety of protein sources such as beans, pulses, and meat alternatives each week aspart of lunch and tea. Provide oily fish (such as salmon, sardines or mackerel) at least once every 3 weeks; this can be provided as part of lunch or tea. When oily fish is not provided as a main meal in the week, you could try to provide oily fish as a snack. Limit oily fish to a maximum of twice per week. Limit the provision of processed meat products (e.g. sausages, breaded chicken, meatballs), processed fish products (e.g. fish fingers, fish cakes), and products made from meat alternatives (e.g. vegetarian sausages), to once a week for each of the 3 types asthese products can be high in saturated fat and salt.
For all foods Avoid foods high in saturated fat, salt, and/or sugars like cakes, sweet and savoury pastries, biscuits, crisps, chocolate and other confectionary. Avoid artificial sweeteners as they may encourage children to prefer very sweet foods
Drinks Provide children with access to water throughout the day. Provide only fresh tap water and plain milk to drink. Provide whole milk, semi-skimmed cow's milk or unsweetened calcium fortified non-dairy alternatives for children from 1 year of age. Avoid skimmed and 1% cow's milk. Avoid sugary drinks (including fruit juices, squash and smoothies).

Traffic light food labels

Some food labels use red, amber and green colour coding to tell you if a food has high, medium or low amounts of fat, saturated fat, sugars and salt:

- red means high
- amber means medium
- green means low.

In general, a food or drink that has mostly greens on the label is a healthier choice. Red means the product is high in fat, saturated fat, salt or sugars, and we avoid giving these to children and try to choose products which are low or medium in saturated fat and sugars, and low in salt.

The colour coding covers a range of amounts of the particular nutrient so a food labelled as 'medium' for sugars can have 5g - 22.5g of sugar per 100g of the food. This means some foods in this category still contain a significant amount of sugar. To cut down on sugary foods look at the amount of sugar per 100g of the food (usually on the pack) and choose products with the lowest sugar content.

As young children (under 2 years) need a higher fat diet than older children and adults, there is no need to compare foods to choose lower-fat options. We gradually introduce lower-fat dairy options for children older than 2 years.

The NHS has further information about information about food labelling.

Portion size for children aged 1 to 5 years

A portion size for a child aged 1 to 5 is generally smaller than an adult portion.
Portion size refers to 1 part of a meal. For example - 1 portion of vegetables alongside a portion of carbohydrates and a portion of protein could be 1 meal. There are no official guidelines on exactly how much food children need. Portions should be appropriate for a child's body size and appetite.
For toddlers, portion size is usually roughly the size of their clenched fist. About half a piece of fruit (cut appropriately) or a tablespoon of vegetables is a good portion size for a snack.

We monitor a child's appetite and adjust portion sizes to make sure they get enough energy and nutrients. It can be helpful to start meals with small servings (they can always ask for more if they are still hungry). We avoid:
• making children finish everything on their plate or eat more than they want to
• offering rewards to children for finishing everything on their plate (e.g. stickers or dessert).

DfE's help for early years providers website has a guide to portion sizes.

Portion sizes for children aged 5 and under

Food group	Portion size
A variety of fruit and vegetables (at least 5 portions each day)	
Cooked and raw	40g
Carbohydrates (4 portions each day)	
Cooked rice, pasta and potatoes	80g
Bread	25g
Average sized potato	1
Dairy and alternatives (3 portions each day)	
Milk	150ml
Cheese (sliced or grated)	15g
Cottage cheese	30g
Plain yoghurt	60g
Protein (2 portions each day)	
Baked beans	55g
Egg	55g
Meat, fish and poultry	40g
Most pulses and hummus	40g

Department for Education

When serving food to children, we always cut food to a size that's right for a child's size, age and stage of weaning. This helps avoid choking.

Packed Meals and Care Consumables from Home

Government funding does not cover the costs of meals, other consumables or additional hours purchased. Therefore, families accessing a funded-only session can purchase Consumables Bundles on the days that the child is attending a session with no paid for hours.

Consumables Bundles (See our current Price List)	
Meals	Care
Breakfast Two-course homemade lunch Homemade high tea Snacks Fruit Unlimited cow's milk (or non-dairy alternative)	Wet wipes Large dry wipes Cotton wool Facial tissues Antiseptic / barrier nappy cream Nappy sacks Factor 50 sun cream Infant paracetamol

At Blue Bell Woods our aim is to positively promote the health and wellbeing of every child. If you have chosen not to purchase our Consumables Bundles on days your child attends funded only hours, the following policy applies to all items supplied from home.

Packed Meals

To support healthy growth and development, children need a well-balanced, nutritious diet. Establishing good eating habits in early childhood lays the foundation for lifelong health.
However, there is growing concern that many children are consuming excessive amounts of fat, sugar and salt, and not enough fibre, fruits, and vegetables.
At Blue Bell Woods, our aim is to positively promote the health and wellbeing of every child. We aim to support your child to foster a healthy attitude to food and work with you to ensure your child benefits from a balanced diet.
We follow the Early Years Foundation Stage nutrition guidance and take this into account to support a balanced diet that includes daily intake of the recommended food groups.

A healthy balanced diet for children

Food group	Examples of food included	Main nutrients provided	Recommended serving
Fruit and vegetables	Fresh, frozen, canned, and dried fruit, vegetables, and pulses	Carotenes (a form of vitamin A), vitamin C, zinc, iron, and fibre	**At least 5 portions each day** Provide a portion as part of each main meal (breakfast, lunch and tea) and with some snacks
Potatoes, bread, rice, pasta and other starchy carbohydrates	Bread, potatoes and sweet potatoes, starchy root vegetables, pasta, noodles, rice, other grains, breakfast cereals	Carbohydrate, fibre, B vitamins and iron	**4 portions each day** Provide a portion as part of each meal (breakfast, lunch and tea) and provide as part of at least one snack each day
Dairy and alternatives	Milk, cheese, yoghurt, fromage frais	Protein, calcium, and vitamin A	**3 portions each day** Provided as part of meals, snacks and drink
Beans, pulses, fish, eggs, meat and other proteins	Meat, poultry, fish, shellfish, eggs, beans, pulses, nuts	Protein, iron, zinc, omega 3 fatty acids, vitamins A and D	**2 portions each day** Provide a portion as part of lunch and tea (two to three portions for vegetarian children)

Department for Education

Date: October 2026 Review Date: March 2027

At Blue Bell Woods we require your child's packed meals to be based on the NHS guidance 'Healthier Families' and for children over the age of two, the NHS 'Eat Well' Guide.

Therefore, your child's food bag for meals provided for both lunch and tea are required to contain:
Bread, Rice, Potatoes, Pasta - these starchy foods are a healthy source of energy. Packed meals should include 2 or more portions.
Fruit and Vegetables - these foods provide vitamins, minerals, and fibre. Packed meals should include at least 1 portion of fruit and 1 portion of vegetables / salad, or more.
Milk and Dairy foods - these foods provide calcium for healthy bones and teeth. Packed meals should include 1 portion at lunch.
Meat, Fish, Eggs, Beans, Pulses - these foods provide protein for growth. Packed meals should include 1 portion of these foods.

Drinks are not permitted in packed meals as children will be provided with fresh drinking water throughout the day.

Breakfast
Families will be required to provide low-sugar, healthy cereals.

Snack
Families will be required to provide a daily fruit option.

All children will receive one third of a pint of cows' milk per day. The nursery will use this to accompany any cereal provided for their packed breakfast if required. Where a milk alternative is required due to preference, intolerance or allergy, parents will be required to supply this.

Allergens and Child Safety
Blue Bell Woods must ensure children are not exposed to potentially life-threatening allergens or food that could pose a choking risk. Packed meals MUST NOT contain the following:

- Nuts or nut products.
- Fizzy / sugary drinks in cartons, bottles, or cans
- Chocolate-coated products / sweets / confectionary
- Crisps
- Chocolate or sweet spreads as fillings for sandwiches
- Sugared / toffee and salted popcorn.

Due to the complexities in ensuring the correct temperatures of food, we **do not permit hot foods or food that requires reheating**. We do not have the capacity to reheat food in nursery.

Choking can happen with hard foods, bones and small round uncut items that can easily get stuck in the throat. It is of great importance that you ensure that the risk from these is minimised where it cannot be eliminated. We ask that whole uncut round foods such as grapes, cherries, blueberries, strawberries, cherry tomatoes, olives etc are cut up to prevent a choking risk.

Where foods provided do not meet the above criteria, the nursery may either:

- Remove the food from the packed meals and call parents to provide an alternative.
- Allow the food to be given on that one occasion after being made safe, with guidance provided for parents on the criteria set. Please note, the nursery cannot offer substitutions to replace food not being given.

In a case where a child presents with an identified food avoidant/ARFID, which limits access to a nutritionally balanced diet, please refer to your Nursery Manager for support and advice.

Food safety
As fridge space is not available in nursery, parents are required to provide the packed meals in a thermally insulted lunch box or bag, with freezer blocks to keep foods chilled.
Foods can be kept at room temperature for no longer than 4 hours, therefore, if you are unable to provide a thermally insulted meal box / bag with freezer blocks, then you will need to arrange for tea to be delivered to the nursery after 12.15pm and before 4pm.

Different foods should be individually wrapped to help reduce likelihood of cross contamination.
All meal bags MUST be clearly and securely labelled with the following information:
- Child's full name
- Clear and up to date picture of your child's face
- Breakfast, snack, lunch and tea to be separated and clearly labelled in the meal bag.
- Details of any dietary requirements that your child has, such as vegetarian or fish allergy.

Parent/carers must complete a '**Packed Meal Declaration'** slip indicating the meals provided and what allergens are present from the list of 14 allergens; we require one slip daily per bag/box for the overall contents. The slip will also list any foods that are omitted at the nursery where we have identified a need for a food item to be excluded. If a food item is listed on the slip this must not be present in a packed meal.

Waste and Disposal
All uneaten foods in unopened packets/boxes as well as whole fruits such as bananas will be sent home at the end of the nursery day. This will enable parents to monitor what their child has consumed during the day and then raise any concerns over their child's food intake within nursery. All other left-over food will be disposed of at nursery to promote good hygiene practices.

Things to consider when packing your child's meals:
- Foods are suitable for your child, considering their age and stage of development – please follow the Food Standards Agency 'Early years choking hazards food safety advice' for cutting and preparing your child's food.
- Is the food easy for your child to eat?
- Ensure the food is presented in a way that is inviting to eat.
- Only contains food that have been tried at home.
- For weaning babies, please ensure food is prepared so that it is suitable for the age and stage, to minimise risk of choking.
- Jars and weaning foods must be in sealed containers. These will not be reheated.

Monitoring
- Parents and carers who do not adhere to the Packed Meal Policy will be spoken to with guidance given. If a child regularly brings in packed meals that do not follow the policy, the nursery will reserve the right to remove all funded sessions.
- If children arrive at nursery without their packed meals, families will be contacted and expected to plan for healthy packed meals to be delivered to nursery by 10.30am for lunch, or after 12.15pm and before 4pm for tea. The responsibility lies with the parent regarding the storage and preparation of all food.

Freshly prepared nursery meals are NOT available on an ad hoc basis.

Care Consumables

To be able to support the care routines of your child and meet their individual needs, care consumables must be brought to nursery every day that your child is accessing a fully-funded session.

You are required to provide the following items:

Main nursery bag (kept on child's peg) labelled with child's full name	
• A packet of wet wipes / large dry wipes • A single packet of pocket facial tissues	These items must be individually labelled with child's full name and stored in their named main nursery bag.
Separate bag (which staff keep out of reach of children) labelled with child's full name	
• All year-round sun cream -labelled with child's full name and date of opening (product details required) • Infant paracetamol individual sachets- labelled with your child's full name and date of birth • Nappy sacks/ other suitable waterproof bags (so wet/ soiled clothes can be returned home hygienically)	This separate bag must be labelled with child's full name and HANDED TO STAFF MEMBER (not put in main nursery bag).
Nappy changing kit (if applicable) labelled with child's full name	
• Nappy creams – labelled with full name and date of opening (product details required) • Packet of wet wipes / cotton wool • Nappy sacks	This must be a separate bag containing your child's nappy changing kit, labelled with their full name. It must be HANDED TO STAFF MEMBER (not put in main nursery bag).

We do not have the capacity to store these items at nursery therefore they must be brought in daily and clearly labelled with your child's full name.

Your child must have a main nursery bag- plastic bags are not suitable due to the safety risk.

The nappy changing kit, nappy sacks/ other suitable waterproof bags, sun cream and infant paracetamol must be brought to nursery every day that your child is accessing a funded only place in a separate bag and handed to a member of staff; they must NOT be left in your child's main nursery bag. This is to ensure these items are not accessible to other children.

Keeping your child safe and healthy

Some sun creams and nappy creams may contain ingredients that are unsafe for your child or another child with an air borne allergy e.g. almond oil. Please provide product details to your Nursery Manager – product full title and manufacturers full name so suitability can be checked.

It is the responsibility of parent/carers to check that any creams are within their date of expiry, noting date of opening, as well as ensuring that there is enough cream to keep your child safe and healthy throughout the day.

For sun protection "instant" or "one use" creams can be used provided they meet the SPF

criteria and following the packaging guidelines. Children should wear at least SPF30 sun cream that also provides UVA protection.

Infant Paracetamol
Temperature reducing infant suspension sachets (e.g. paracetamol) must be brought to nursery every day that your child is accessing a funded only place and handed to a member of staff. Infant paracetamol must NOT be left in your child's bag. We do not have the capacity to store bottles of infant paracetamol at nursery therefore in-date individual sachets must be provided, clearly labelled with your child's full name and date of birth. We will only administer temperature reducing infant suspension in line with our Medication Policy.

Monitoring
It is the parents/carers responsibility to ensure that their child arrives at nursery with all the essential items to meet their child's individual care routines; this will enable nursery colleagues to keep children safe and healthy whilst in their care.
If it is observed on arrival that your child does not have a nursery bag containing the essential items, you will not be able to leave your child until such items are provided. If during the day your child runs out of, or is running low on any essential items, a nursery colleague will contact you and request that these items are provided without delay. Alternatively, we have the right to request that a child is collected from nursery.

Blue Bell Woods recognises our moral and statutory responsibility to safeguard and promote the welfare of the children. Where there is a persistent failure to meet a child's basic needs, a record of this will be made at nursery. Parents/carers will also be invited to attend a meeting to check in and discuss further. This could result in funded only sessions being retracted if parents/carers regularly fail to provide essential items.

Things to consider:
• We advise that you check and replenish your child's nursery bags the day prior to attending nursery, this will ensure you are fully prepared, your child's outcomes are not impacted as well as avoid any unnecessary interruptions to your day.
• Remember that these items are only needed for funded days that your child attends (unless, due to allergies, intolerances or preferences you usually provide items, such as sun cream).

Packed Meals Declaration

Blue Bell Woods Day Nursery - Packed Meal Declaration (one to be completed each day)

Child's name:	Day of week:	Date:

BREAKFAST: List **all** individual items included					
Low sugar, healthy cereal	1)				
Ambient cow's milk alternative	1)	(leave blank if N/A - nursery provide cow's milk)			
Allergens: Please indicate which allergens are present by ticking the chart below:					
Celery		Fish		Peanuts NOT PERMITTED	
Cereals containing gluten		Lupin		Sesame	
		Milk		Soybeans	
Crustaceans		Molluscs		Sulphur dioxide	
Eggs		Mustard		Sulphites	

LUNCH: List **all** individual items included – the minimum required number of portions is specified					
Fruit & vegetables (2 portions)	1)	2)	3+)		
Carbohydrates (2 portions)	1)	2)	3+)		
Dairy & alternatives (1 portion)	1)	2+)			
Protein (1 portion)	1)	2+)			
Allergens: Please indicate which allergens are present by ticking the chart below:					
Celery		Fish		Peanuts NOT PERMITTED	
Cereals containing gluten		Lupin		Sesame	
		Milk		Soybeans	
Crustaceans		Molluscs		Sulphur dioxide	
Eggs		Mustard		Sulphites	

TEA: List **all** individual items included – the minimum required number of portions is specified					
Fruit & vegetables (2 portions)	1)	2)	3+)		
Carbohydrates (1 portion)	1)	2+)			
Dairy & alternatives (1 portion)	1)	2+)			
Protein (1 portion)	1)	2+)			
Allergens: Please indicate which allergens are present by ticking the chart below:					
Celery		Fish		Peanuts NOT PERMITTED	
Cereals containing gluten		Lupin		Sesame	
		Milk		Soybeans	
Crustaceans		Molluscs		Sulphur dioxide	
Eggs		Mustard		Sulphites	

FRUIT / SNACKS: List **all** individual items included – the minimum required number of portions is specified					
Fruit & vegetables (1 portion)	1)	2+)			
Allergens: Please indicate which allergens are present by ticking the chart below:					
Celery		Fish		Peanuts NOT PERMITTED	
Cereals containing gluten		Lupin		Sesame	
		Milk		Soybeans	
Crustaceans		Molluscs		Sulphur dioxide	
Eggs		Mustard		Sulphites	

I have read, understood and comply with the 'Packed meals from home' policy.
I have not included any prohibited food items (listed below) on relevant days.
PROHIBITED FOOD ITEMS: Monday – NO DAIRY Thursday – NO DAIRY Friday– NO DAIRY

Parent / Carer name:	Parent / Carer signature:

Sustainability

Food production, processing, transport, cooking and waste all impact on the environment. It is important to think about reducing the impact we have on the environment by shopping and cooking in as sustainable a way as possible for our setting.

Examples of ways we do this include:

- reducing the amount of food wasted by buying and preparing only the amount of food needed
- choosing food that is grown locally and that is in season where possible.
- buying cooking oils that are not made from palm oil or choosing those which use palm oil from sustainable sources
- buying products with minimal packaging, recycling packaging and food waste.
- growing our own fruit, vegetables and herbs to use within menus.

Food Safety Policy

Food is stored, prepared and presented in a safe and hygienic environment. This is especially important as young children may have a low resistance to food poisoning.

All staff involved in preparing and handling food receive training in food hygiene every three years.

We have systems in place to ensure the food we provide is safe to eat.

- We wash hands before preparing food and after touching raw meat, chicken, fish and shellfish, raw vegetables and eggs.
- Check children's hands are clean before feeding.
- We teach children to wash their hands after touching pets and going to the toilet, and before eating.
- We keep surfaces clean and keep any pets away from food or surfaces where food is prepared or eaten.
- We thoroughly wash all bowls and spoons used for feeding in hot soapy water, and make sure chopping boards and utensils are also kept clean.
- We keep raw meats and eggs covered and away from other foods in the fridge, including cooked or ready-to-eat meats – we store raw meats in clean, covered containers at the bottom of the fridge to prevent any drips from falling onto other foods.
- We cook all food thoroughly, probe it, then cool it until lukewarm before giving it to your child.
- We do not save and reuse foods that a child has half eaten.
- We wash fruit and vegetables.
- We cool food as quickly as possible (ideally within 1 to 2 hours) and put it in the fridge or freezer. Food placed in the fridge should be eaten within 2 days.
- We cool rice as quickly as possible (within 1 hour) and put it in the fridge or freezer. Rice placed in the fridge should be eaten within 24 hours and never reheated more than once.
- Frozen food should be thoroughly defrosted before reheating. We leave it in the fridge overnight or use the defrost setting on a microwave.
- When reheating food, we make sure it's steaming hot all the way through, then let it cool down before giving it to a child. If we use the microwave, we stir the food and check the temperature before feeding it to a child. We do not reheat cooked food more than once, and do not reheat packed meals provided from home.
- To cool food quickly, we put it in an airtight container and hold it under a cold running tap, stirring it from time to time so it cools consistently all the way through.

We are registered as a food provider with the local authority Environmental Health Department.

We follow the Food Standards Agency guidelines and use Safer Food Better Business pack to ensure we have the most up to date information on how to make sure the food we serve is safe and that we remain compliant with legislation. Our SFBB pack is in the kitchen and contains more detail about our food safety procedures and our monitoring records.

Date: October 2026 Review Date: March 2027

Chilled and Frozen Storage Temperature Record

W/b:	Fridge AM	Fridge PM	Freezer AM	Freezer PM	Problems Identified/ Action Taken
Monday Time: Temp: Initial:					
Tuesday Time: Temp: Initial:					
Wednesday Time: Temp: Initial:					
Thursday Time: Temp: Initial:					
Friday Time: Temp: Initial:					

The maximum temperature of chilled food should be 8º C.
Refrigerators should operate at 5º C or below to maintain this temperature.
Freezer units should operate at -18º C or below.

Food Probe Temperature Record

W/b	Time	Food	Temperature	Signature
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Cooked food should have a core temperature of 75'C or above. Jelly should be probed and have a temperature of below 7'C. Food probe thermometers must be kept clean and should be disinfected before and after use. You should use "food-safe" disinfectant wipes, which leave no residue, to clean food probes.
Food probes must be calibrated monthly and temperatures recorded on Kitchen Opening Check.

Food Delivery Checklist

Supplier:		
Chilled Food- Acceptable: 0-8'C	Frozen Food: Acceptable- below 18'C	
Date of Delivery:	Time of Delivery:	
Temperature of Vehicle (via print out)		
Temperature of Frozen Item (probe)	Temperature of Chilled Item (probe)	
Any packaging faults?	Any items rejected?	Any sign of damage by pests?
Signed:		

Food Probe Calibration

The food probe should be calibrated monthly and the results recorded on the Kitchen Closing Checks schedule.

How to calibrate the food probe: -
1. Hot test
Place the probe of the thermometer into a beaker/pan of boiling water until a steady reading is achieved. The probe should read 100° C (+/-1°C).
2. Cold test
Place the probe of the thermometer into a beaker of agitated iced water until a steady reading is achieved. The probe should read 0° C (+/-1° C).
If reading is outside this range, you should replace your probe.

It is very important to keep the probe clean otherwise it could spread dirt and harmful bacteria to the food you are testing. Clean the probe with hot water and detergent after you have used it and disinfect it with antibacterial wipes before you use it again.

Do not leave a digital probe inside your fridge or freezer, or on hot surfaces. When you are not using it store it safely away from extreme temperatures and liquids.

Item	Frequency	Method of Cleaning	Cleaning Product	Precautions
Work surfaces	After Use	1) Pre-clean 2) Apply sanitizer with trigger spray, leave for 2mins 3) Wipe over 4) Air dry	Sanitizer & cloth	
Sinks	After Use	1) Pre-clean 2) Apply sanitizer with trigger spray, leave for 2mins 3) Wipe over 4) Air dry	Sanitizer & cloth	
Floors	Daily	1) Pre-clean 2) Clean, apply detergent with mop 3) Rinse 4) Air dry	Detergent & Mop & Bucket	
Bin Lid	Daily	1) Pre-clean 2) Apply sanitizer with trigger spray, leave for 2mins 3) Wipe over 4) Air dry	Sanitizer & cloth	
Fridge / Freezer Handles	Daily	1) Pre-clean 2) Apply sanitizer with trigger spray, leave for 2mins 3) Wipe over 4) Air dry	Sanitizer & cloth	
Cooker tops	Daily	1) Pre-clean 2) Apply sanitizer with trigger spray, leave for 2mins 3) Wipe over 4) Air dry	Sanitizer & cloth	
Microwave	Daily	1) Pre-clean 2) Apply sanitizer with trigger spray, leave for 2mins 3) Wipe over 4) Air dry	Sanitizer & cloth	
All window sills and doors	Daily	1) Pre-clean 2) Apply sanitizer with trigger spray, leave for 2mins 3) Wipe over 4) Air dry	Sanitizer & cloth	
Toaster	Daily	1) Pre-clean 2) Apply sanitizer with trigger spray, leave for 2mins 3) Wipe over 4) Air dry	Sanitizer & cloth	
Tiles and walls	Daily	1) Pre-clean	Detergent &	

		2) Clean -Apply detergent with hand held spray, leave for 2 mins. 3) Rinse 4) Air Dry	cloth	
Kettle	Weekly	1) Pre-clean 2) Apply sanitizer with trigger spray, leave for 2mins 3) Wipe over 4) Air dry	Sanitizer & cloth	
Bin	Weekly	1) Pre-clean 2) Fill with sterilizing solution, leave over night 3) Wipe over 4) Air dry	Sterilizing solution & cloth	
Oven	Weekly	1) Ensure oven is turned off & cool 2) Pre-clean 3) Clean, apply oven cleaner leave for 30mins 4) Rinse 5) Allow to air dry	Oven Cleaner	Rubber Gloves
Fridge	Weekly	1) Pre-clean 2) Clean- Apply detergent with hand held spray, leave for 2 mins. 3) Rinse 4) Dry	Hot water & detergent	
Freezer	Monthly	1) Pre-clean 2) Clean Apply detergent with hand held spray, leave for 2 mins. 3) Rinse 4) Dry	Hot water & detergent	
Dishwasher	Monthly	1) Pre-clean 2) Clean Apply detergent with hand held spray, leave for 2 mins. 3) Rinse 4) Dry	Hot water & detergent	
Ceiling	Monthly	1) Pre-clean 2) Clean -Apply detergent with hand held spray, leave for 2 mins. 3) Rinse 4) Dry	Detergent & cloth	

Kitchen Closing Check

	Initial each check				
Area to be cleaned/ checked daily	**Mon**	**Tues**	**Wed**	**Thurs**	**Fri**
All work surfaces					
No food is left out					
Food past "use by date" thrown away					
Blue cloths thrown away & replaced with clean blue cloths					
Sinks					
Fridge / Freezer Handles					
Cooker tops					
Microwave					
All window sills and doors					
Toaster, blender/ mixer					
Brush and mop floor					
Wash down tiles and bin					
Fridge & freezer temperature PM check recorded					
All plugs switched off					
Dishwasher turned off					
Check for signs of pests					
Empty bin and new bin bag put in					
Sterilize bin (as required)					
Problem identified/ Action:					

Kitchen Opening Check

	Initial each check				
Area to be cleaned/ checked daily	**Mon**	**Tues**	**Wed**	**Thurs**	**Fri**
All work surfaces					
Sinks					
Fridge & freezer temperature AM check recorded					
All equipment working properly					
Staff are fit to work and wearing clean clothes					
Paper towel dispenser filled					
Liquid soap available					
Area to be cleaned/ checked weekly					
Inside cupboards / shelving					
Oven					
Inside fridge and freezer					
Dishwasher					
Clean extractor fan filters (every 2 weeks)					
Light fittings (Monthly)					
Food Probe Calibration (Monthly)	Hot Test Temp:		Cold Test Temp:		
Problem identified/ Action:					

Arrival and Collection Policy

Arrival Procedure

When children arrive at Blue Bell Woods Day Nursery it is our intention to make sure that the children and their families feel welcome. A staff member will greet at the door and share any messages.

A member of staff will open the door and accompany the child into the nursery, and write their name on the white board. Staff must sign each child in to the nursery on the FAMLY app which will record the time of arrival. Time will be taken to greet and settle the child into the nursery session.

Parents are reminded that they can call the nursery at any time to enquire about their child.

Collection Procedure

When a child is collected from the nursery, Parents/carers are asked to sign their child out, noting down the departure time.

Children are only released into the care of individuals named by the parent; these names and contact details are recorded on the registration form.

Staff member crosses the child's name off the white board in the Main Room.

A password system is in place and a password is agreed and recorded in the child's documentation in order to verify an adult's identity.

It is the responsibility of the parent/carer to inform the nursery of any change in emergency contact numbers for any nominated contact persons which are on the registration form.

Parents/carers must inform the nursery, before the end of a session, of any change of nominated person collecting the child.

In the event of an emergency nominated person collecting a child, the parent/carer must inform the nursery that this is happening, and why, and give identification details of the person collecting the child. i.e. their address, car registration number and the password.

Nursery Walks

Planning for a safe walk

A full risk assessment is required for each walk prior to it taking place. Where the route is regularly or has previously been used, the previous risk assessment should be used unless there have been any changes, in which case a new risk assessment is required.

A senior member of staff must be present on the walk. This person has overall responsibility for ensuring the safety of all children on the walk.

At enrolment parents are asked for consent for their child to go on walks at the nursery. (On the Terms and Conditions). No child is allowed to go on a walk without this prior written consent.

A member of staff must never take children out on his/her own.

Each staff member is fully responsible for their group of assigned children and must maintain headcounts throughout the walk.

Students must not be counted in the ratios. A student may be assigned to support a child/ group of children within ratio.

Parents may join you on a walk but must not be responsible for any other children than their own

Staff must discuss safety with the children before the walk. The discussion needs to include instructions on what to do if they should become separated from the group.

Prior to the trip commencing we will take group photos so that we have current images of the children, showing the clothing worn that day by each child for easy identification in the event of a missing child. These images are to be kept secure by the most senior person whilst on the outing if this information is required.

Ratios must not exceed:
1:3 for under 2 years
1:4 for 2-3 years
1:6 for 3–8 years

We will judge the ratio for each outing separately depending on the children and staff present.

Headcounts must be undertaken regularly throughout the walk – this is the responsibility of all staff.

Children must never be left unattended during a walk. Children are not allowed to go into a public toilet unless accompanied by a member of staff.

Qualified paediatric first aiders must be in attendance for all walks.

The following items must be available on the walk.
• A first aid kit
• Drinks/ snacks, spare clothing
• The nursery's mobile phone fully charged and topped up with credit to be used in case of an emergency. The phone number must be left with the person in charge at the nursery.
• Any special medication for children on the walk or trip such as epipen or inhaler.

In the event of an emergency
The person in charge, or another adult, must first call an ambulance and then call the Manager. The Manager must notify the parent(s)/carer(s).

In the event of a missing child
The person in charge must contact the police to report a missing child. The Manager be informed immediately of the situation. Refer to our policy – Procedure for Uncollected and Missing Children.

Outdoor Play and Learning Provision

Outdoor learning is an integral part of the play and learning provision for all age groups and requires specific planning and supervision. The outdoor learning area is a valuable learning environment and every effort should be made to enable the children to have supervised access to the outdoor learning area every day.

The outdoor learning area should be an inviting and stimulating environment supporting learning across all areas and should offer a variety of different activities, for example a digging and growing area, equipment to develop skills such as climbing and balancing, space to play on wheeled toys and cosy areas to pause for sharing books, drawing or creating patterns with natural materials.

Planning for outdoor learning should recognise the area as an extension of the indoor learning area. Many learning areas that are provided indoors could easily be set up in the outdoor environment when the weather permits, for example, sand and water play, a book area, an area for maths.

Exploring the outdoor environment is an important part of development of understanding the world, both within the nursery grounds and the surrounding area.

It is expected that staff come to work with appropriate clothing for being outdoors with the children regardless of the weather. (Wellies, coats etc)

Babies and Non-Mobile Children and Outdoor Learning

Babies and non-mobile children should also have plenty of opportunities to experience the outdoors through playing on mats on the ground, watching leaves move, observing flora and fauna. Leaving babies and non-mobile children in buggies and pushchairs is not the best outdoor learning experience if they are able to feel, explore the outdoor environment. Careful thought and preparation are required to ensure babies and non-mobile children have appropriate planned learning experiences outside

Fresh Air

Children need regular access to fresh air. It contains fewer germs than air inside because ultra-violet rays kill the germs and it contains oxygen which gives us energy and also stimulates exercise. Sunlight causes the skin to produce Vitamin D, which is required for the growth of healthy bones and teeth. If the weather makes it impossible to play outside (for example heavy rain, fog) the indoor play areas must have open windows or be well ventilated in some other way in order for there to be a supply of fresh air.

Safety

Staff must ensure that all external play areas are safe and secure. Outdoor play equipment should be checked regularly and removed if it is broken or dangerous. Fixed play equipment should also be checked regularly. Any faults or damages must be reported immediately to the Health and Safety Officer. It is the responsibility of every member of staff to ensure that the outdoor play area is safe and secure before allowing children into the area. Record that the play area has been checked using the Daily Garden Checklist.

Supervision and Supporting Children's Learning

The garden is an extension of the children's room with the same ratios and the same need to make every effort to ensure the care and safety of the children at all times. Additionally, staff members should know how many children are in their care at all times. However, with outdoor learning come some other considerations that do not present themselves within the children's room but must be considered at all times.

Supporting the flow of play and learning indoors and outdoors

Good early years provision has always promoted a flow of play and learning between indoors and outdoors for a significant part of the day for pre-school children. Increasingly this is becoming expected as the norm by regulatory bodies and needs careful thought and planning by the setting team.

We have immediate access to the outdoor learning space, so staff are expected to plan for supporting free flow play and learning between indoors and outdoors for a core part of the day. This means that staff will need to be positioned in 'zones' across the indoor and outdoor area and will need to move flexibility and accordingly to the numbers of children inside and outside – this requires effective teamwork and communication.

Outdoor learning must always be viewed as a quality play and learning time that is planned and supported in the same way as indoor play and learning. it is not a time for children to 'let off steam' and staff to 'take a break' as is typical in a school situation.

Supervision
All children will be supervised by sight and sound when in the garden. If there are areas that are out of the sight line, staff should position themselves in the garden so that area is within their line of sight. If this is not possible, that area should be blocked from accessibility.

Staff should position themselves so that at least two areas of the garden can be viewed and are easily accessible. Staff should move about the garden depending on where the children are at any given point in time while continuing to interact with the children.

When children are playing on a piece of garden equipment, staff should position themselves close enough to respond to a situation efficiently, always keeping the equipment within sight and sound.

Roll call / headcounts of children in the outdoor play areas should be taken at regular intervals to ensure that all children are accounted for.

Note: Staff should never undertake outdoor play and learning supervision sitting down unless sitting down is part of interaction with children or there is a medical reason. Neither should staff be huddled together talking amongst themselves. Outdoor learning is as important as indoor learning, so the expectation is that staff interact with children by joining in child-initiated play or planned learning activities.

Supervision in the Park
In addition to the above, the following should take: -
• Staff should be located by the gate area at all times that children are allowed to play freely to ensure that it remains closed/locked.
• As some public parks are not fenced in it may be necessary to have extra staff assigned to outdoor time. This person(s) should be stationed at a specific area to ensure that all necessary areas of the garden are supervised.
• A first aid kit must be available and at least one fully qualified First Aider present to deal with minor injuries. Additionally, the nursery mobile phone should be taken.
• Head counts and roll call should be done every 15 minutes.

Equipment
Each piece of garden equipment must have a limit on the number of children that can be safely accommodated. As with any area, too many children on a piece of equipment can lead to conflicts, which could result in injuries, or at the very least, upset children. Often the limit on the number of children is determined by the manufacturer. If you are not able to find this, together with your staff you should establish a reasonable number.

To avoid injuries, help children find the safest route around play equipment, i.e., to walk away from swings and the front of slides. Even though most children enjoy climbing up to the top of a piece of equipment, it can sometimes be daunting to make their way down. Staff should be aware of those children at the top who have

become frightened to make their way down or the child stalling at the slide with others behind him. Crowding can result in pushing, leading to conflicts and possible injuries.

Equipment for outdoor learning needs to be developmentally and age appropriate for the age group. IAs the outdoor space is shared across different age groups then staff are responsible for setting up for that age group and likewise for putting away before another younger or older age group comes out.

Outdoor Activities and Safety
Being that the outdoor learning area is an extension of the children's room there may be times that additional materials and equipment occupy the outdoor space. For safety purposes it is critical that these materials remain in their specific areas. Pieces both large and small from other garden activities that make their way onto the bike paths, slides or even throughout the garden can become hazards in these other areas. In addition, it is important to make certain that the children complete one activity before going to another or going to play on the equipment.

If water play of any kind has taken place outdoors, children should be dry and fully clothed, including appropriate footwear before resuming regular garden activities.
Outdoor play must not be viewed as a recreation time for staff, neither is it an opportunity for ratios to drop whilst staff take their breaks.

Outings and Trips using Hired Transport or Public Transport Policy

A full risk assessment must be completed for any outing prior to it taking place and before being announced to children and families using the Risk Assessment Form

Planning for a safe outing

A senior member of staff must be present. This person has overall responsibility for ensuring the safety of all children on the outing.

If a private coach is being hired a copy of the certificate of unlimited passenger liability insurance must be received BEFORE the outing takes place from the private hire company. The cover must be no less than £10 million pounds. The coach being hired must be fitted with a 3-way seatbelt for each seat.

In advance of every proposed whole nursery outing the Nursery Manager must consider:
• The purpose of the outing,
• The assigned outing leader
• Risk assessment including a copy of the completed Risk Assessment
• Staff to child ratios.
• Responsibility arrangements if parents are taking their own children on outings, this will not usually be the case, however some children with additional needs may require Parental support

Ratios must not exceed:
1:2 for under 3 years
1:4 for 3 -5 years

Headcounts must be undertaken regularly throughout the outing – this is the responsibility of all staff.

Under no circumstances should staff members take children in their own vehicles.
Parents using their own cars must only take their own children on outings

Each staff member must be assigned particular children. Each staff member is fully responsible for their group of assigned children and ensuring that headcounts are made during the trip

If parents are accompanying the outing they must only be assigned to their own children and must not be counted in overall ratios.

Students must not be counted in the ratios. A student maybe assigned to support a staff member.

Once the outing has been agreed each child's parent/carer must complete the Permission to Travel form. No child is allowed to go on a nursery outing without written permission.
Staff must discuss safety with the children before the outing. This discussion needs to include instruction on what to do if they should become separated from the group.
All children and staff must wear a Blue bell woods sticker that provide the following the nursery telephone numbers. To protect each child's identity, do not write a child's name on the identity tag.

Children must never be left unattended during the nursery outing. Children are not allowed to go into a public toilet unless accompanied by their own parents or a member of staff.
Qualified paediatric first aiders must be in attendance for the entire outing.
The following items must be taken on the outing
• A first aid kit
• Emergency contact details and allergy information for each child, to be held by the person in charge.
• The nursery's mobile phone fully charged and topped up with credit to be used in case of an emergency.

- Any special medication for the children on the outing such as epipen, inhaler, or prescription medication

In the event of an Emergency
The Outing Leader, or another adult, must first call an ambulance and then make every effort to contact the parent/carer of the child.

In the event of a missing child
The person in charge must contact the police to report a missing child, following our Procedure for Uncollected and Missing Children.

Procedure for Uncollected and Missing Children

Uncollected Children

Blue Bell Woods Day Nursery has the highest regard for the safety of all the children in their care.

At the end of every session, the Nursery Staff will ensure that all children are collected by a parent, carer or designated adult, in accordance with the Arrivals and Departures policy. If for some reason a child is not collected at the end of a session, the following procedure will be activated.

If a parent, carer or designated adult is more than 15 minutes late in collecting their child, the Manager/Deputy will be informed.
One of the management team will call the parent, carer or designated adult, and use any other emergency contact details available in order to try to ascertain the cause for the delay, and how long it is likely to last. Messages will always be left on any answerphone requesting a prompt reply.
While waiting to be collected, the child will be supervised by at least two members of staff who will offer them as much support and reassurance as is necessary.
If, after repeated attempts, no contact is made with the parent, carer or designated adult, and a further period of 30 minutes has elapsed, the Manager/Deputy will call the local Police and Warwickshire Social Services department for advice.
In the event of the Police or Social Services being called and responsibility for the child being passed to a child protection agency, the Manager/Deputy will attempt to leave a further telephone message with the parent/carer or designated adults' answerphone, reassuring them of their child's safety and instruct them to contact the local Police or Social Services department.
The Child will remain in the care of the Nursery until they are collected by the parent, Carer or designated adult or placed in the care of Social Services.
Incidents of late collection will be recorded and discussed with parents at the earliest opportunity.

Missing Children

As our Nursery staff has the highest regard for the safety of the children in their care, staff will always be extremely aware of the potential for children to go missing during sessions.

All precautions must be properly observed. Members of staff will undertake periodic head counts, especially at the transition points between sessions and during outside play. If for any reason a member of staff cannot account for a child's whereabouts during a session at the Nursery, the following procedure will be activated:

- The member of staff in question will inform the management team and the rest of the staff that the child is missing, and a thorough search of the entire premises will commence.
- The staff team will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.
- The Manager will nominate two members of staff to search the area surrounding the premises. All staff will be extra vigilant to any potentially suspicious behaviour or persons in and around the nursery premises.
- If after 15 minutes of thorough searching the child is still missing, the Manager/Deputy will inform the Police and the child's parent/carer.
- While waiting for the Police and the parent/carer to arrive, searches for the child will continue and all children will be questioned to see if they have any information or knowledge (if age appropriate).

The Management will be responsible for meeting the Police and the missing child's parent/carer. The Management will co-ordinate any actions instructed by the Police.

Once the incident is resolved, the Manager and the staff team will review relevant policies and procedures and implement any necessary changes (paying particular note to the relevant provisions of the Site Security and Risk Assessment policies).

A detailed report will be completed following the incident including information on how/ why the child had gone missing, where they had been found and by whom and the length of time the child was missing. A risk assessment will also be completed to ensure no similar instances happen in the future.

Ofsted will also be informed.

Walks & Outings Child Tracking Form

Outing/ Walk to			
Date:			
Departure Time:		Return Time:	
Supervisor:			
First Aider(s)present (identify on list with *)			
First Aid Box?			
Risk Assessment?			
Children's Medication?			
Emergency Contact Details?			
Charged Mobile Phone?			
Nursery No. 02476 543785			

Staff Member responsible for the Child	Name of Child

Control of Contractors

Copy of this policy is to be included in the VISITORS BOOK and all contractors/operatives must abide by the policy.

All Contractors are required to sign in and out of the premises and have their identity checked and verified in accordance with the Visitor Policy.

For larger maintenance or repair work, or where there is an unacceptable risk or nuisance associated with the carrying out of the work whilst the nursery is open, the work should be undertaken whilst the nursery is closed.

Security arrangements (key holding, emergency contacts etc. for contractors undertaking work whilst the nursery is closed) must be organised by the Nursery Manager.

The Contractor in conjunction with the Nursery Manager must;
• ensure that children, staff and visitors are protected from risks arising out of or in connection with the works being undertaken. The use of warning tape, safety cones or barriers must be used at all times.
• ensure that any machinery and equipment they are using on the premises is in good condition and that it is safe. All electrical equipment must be inspected in line with PAT testing legislation.
• ensure that children are segregated from works that are being undertaken.
• not smoke or vape on or near the premises.
• refrain from swearing while on site.
• ensure that all tools and materials are stored away safely during and at the end of the working session and out of reach of children. Failure to do so may result in the contract being terminated.
• ensure that the working area is tidied up and cleaned at the end of a working session.

In addition, Contractors must consider the following
• Photographs are not permitted to be taken within the nursery unless the Nursery Manager or Deputy Manager have given authorisation.
• Contractors have a duty of care to ensure that they carry out work in a safe and behave in a professional manner at all times.
• The use of radios and or loud music is prohibited.

The Manager/Deputy and staff team have a duty of care to ensure that contractors carry out their work in a safe manner. If there are concerns about the way a contractor is working:
a) stop the works in the first instance.
b) The Manager/Deputy should discuss the concerns with the contractor and request that they exercise due care and attention before allowing them to continue, and thereafter carry out regular checks on the works in progress

Contractors must provide evidence that they have public liability insurance.

The Security of Nursery Premises

The safety and security of the children in our care is our primary concern.

- All external doors of the building are secured with a locking system and will only be opened by a member of staff.
- Parents/carers will be let into the building by a staff member and also escorted out of the building by a staff member who will then make sure the door is locked.
- Staff will be made aware of children attending each day by the register.
- Staff will be made aware of any visitors/other agencies expected.
- Parents/Visitors are not allowed access to the Nursery without a member of Staff being present.
- Visitors will be asked for identification and be asked to sign the visitor's book.
- Parents are required to inform Nursery prior to any changes in picking-up or dropping-off, giving a detailed description, and informing Nursery of the password to be used.
- All visitors, guests, trades-people will be constantly chaperoned whilst on the premises, after showing identification and signing the visitor's book.
- Prior to employment, all staff references are investigated and completed, and a DBS will be undertaken.
- All Staff, Students, visitors who will work with children, will be Police checked before working with children.
- The Nursery's registration required at least two members of staff on site at all times, and wherever possible that a member of staff should not be left alone/sole charge for any length of time.
- All children's records and details are kept confidential and may only be accessed by Staff and parents.
- All children's records and parental contracts are kept on site in secure storage
- Parental permission will be sought before these records are made available to any third party or outside support agencies, unless doing so may put a child in further danger.
- Parental authorisation is sought in the Nursery Contract for photographs/video/tape recordings to be made as part of the daily observations/records and/or staff training undertaken.
- The staff will be in breach of their Contract if, at any time, they discuss or disclose confidential information about the children in their care to a third party/other parent/unrelated persons. Such actions constitute gross misconduct and may result in dismissal.

Use of Child Care Equipment

When purchasing equipment for the nursery you must at all times be aware of the appropriateness of the equipment, the children's age, and stage of development the equipment is intended for. All equipment must be CE approved and must be purchased from an approved supplier.

High Chairs and Pushchairs

Children who are occupying high chairs or pushchairs must always be strapped in, using the harness provided. They must not be left unaccompanied and must not remain in them for unnecessary periods of time. If necessary, children walking alongside pushchairs must wear reins on a walk.

Sand Trays and Pits

Outside sand areas should be separate from landing areas for slides or other equipment.
Sand pits, if less than 10 feet by 10 feet, should have lids or be covered when not in use. Covers should allow light and air circulation to allow natural cleansing of sand.
Sweep up sand spilled onto the floor around inside sand areas immediately to avoid slip hazards. Cover the sand tray when not in use.
Nursery H&S Officers are required to ensure that the monitoring checks are made using the Sand Hygiene Cleaning Record.

Sand in wet sand trays must be replaced monthly or more frequently if required. During bouts of sickness the use of wet sand must be suspended.

Water Play
To minimize the spread of germs through contaminated water, all children should wash their hands before beginning play at a water table.
• Do not permit a child who has open wounds, rashes, or other broken skin conditions to play in the water tray until the condition is completely healed.
• Hoses or sprinklers offer alternatives for water play without the risk of children playing in pooled water.

Water Hazards
All outdoor areas are checked daily for water hazards e.g. water pooling in outdoor equipment / forming ponds or puddles. Any such hazards are drained before the children use the area or made inaccessible to the children.

Paddling Pools
Paddling pools must only be used under constant supervision.
Alternatives such as water hoses and sprinklers can be used for water play.

Bouncy Castles and Recreational Inflatables
The use of bouncy castles and other similar inflatables is strictly prohibited
at all times but particularly at nursery open days, fetes and other such events.

Mini Trampolines / Trampettes
There are significant risks related to mini trampolines and trampettes and so alternatives should be sought. Trampettes have a tendency to lift off the ground and there are risks associated with children banging chins/lips on the bar. Additionally, these pieces of equipment can lift off the ground when being used which pose particular risks if they tip forward or fall back on another child's hand or foot. The risks also increase when 2 children try to use them at the same time.

Bean Bags
For babies, bean bags are not suitable. There have been cases of babies suffocating when left unattended on bean bag cushions as well as them presenting a choking hazard which make them unsuitable for younger children.
We use bean bags for older children only; the bean bag should have a liner and an outer washable cover - any zips / openings should be sewn up to prevent children from opening and accessing the filling of beads.

Visitor Policy

Blue Bell Woods is a welcoming and nurturing place and we encourage families to visit their children while they are in our care.

In addition, Blue Bell Woods must ensure the safety and security of the children, staff and families, which requires us to implement procedures that address visitors to our premises. It is the responsibility of all staff to follow this Visitor Policy as outlined below:

- All visitors must sign the Visitor Book each and every time they visit the nursery. This includes detailing the date and time of arrival, name of visitor, organisation, and upon leaving, the time of departure.
- A member of staff must verify the visitor's identity.
- All visitors must wear a visitor's badge and read the safeguarding information on the back of the badge.
- All contractors visiting the nursery must be read the Control of Contractors Policy in the front of the Visitors Book.
- Visitors must be informed that mobile phones, cameras and other electronic devices with imaging and sharing capabilities cannot be used, before they enter the premises. Staff must ensure that all adults either go to the lobby or leave the premises immediately if they wish to text or answer their mobile phone. Staff must immediately challenge visitors using mobile phones on the premises. Visitors are not permitted to wear smart glasses within the setting. Alternative eyewear must be used where necessary.
- Regular visitors to the nursery (e.g. agency staff and contractors) who have previously had their identity verified do not need to have their ID checked again when allowed entry by a member of staff who has previously verified their identity. A member of staff who has not previously verified the identity of a regular visitor must do so and record and initial in the Visitor Book.
- All visitors must be escorted within the nursery and supervised at all times.
- All visitors must observe the safeguarding and health and safety regulations to ensure children are kept safe.
- Visitors to particular children in our care must be authorised in advance by the parent or carer. These visitors may not be left alone with or be permitted to leave with the child without the written permission of the parent or carer.
- Visitors to staff must wait in the lobby area for the staff member to meet them. Social visits are not permitted at the workplace and staff should arrange such visits outside of the location.
- Only current Blue Bell Woods staff are permitted in the workplace. Former staff who wish to visit may only do so when authorised by the manager or other designated party in charge of the nursery.

Safe Sleep Policy and Procedure

Blue Bell Woods adopts a policy of practice recommended by the NHS and the DfE. The safety and monitoring of sleeping babies is paramount and an integral part of the day.

It is important to provide babies and children with a safer sleep environment to reduce 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 aged over 12 months.
SIDS is the sudden unexpected death of a baby where no cause is found. Whilst it is uncommon, there are some factors that can increase a baby's risk of SIDS. These include:

- being born prematurely (before 37 weeks)
- low birthweight (less than 2.5kg or 5.5lb)
- exposure to smoking in pregnancy
- sleeping with babies and children on sofas or chairs

SUDC is the sudden unexpected death of a child where no cause is found. Creating a safer sleep space can help avoid accidents, such as the risk of suffocating when sleeping from becoming entangled in soft bedding and/or getting trapped in soft furniture.

We strive to promote good practice and to work in partnership with parents.

What can I do to help prevent SIDS? (Guidance from the NHS)

Follow the advice below to help prevent SIDS:

- ✓ always place your baby on their back to sleep in the feet-to-foot position – this means with their feet at the bottom of the cot, Moses basket or pram
- ✓ move your baby onto their back if they roll (until they can roll onto their front and back again by themselves)
- ✓ place your baby in a separate cot or Moses basket in the same room as you for every sleep for at least the first 6 months
- ✓ use a firm, flat mattress
- ✓ keep your baby's cot clear of anything that could cover their face and head – do not use pillows, duvets, cot bumpers, loose blankets, soft toys or anything to keep your baby in place, like pods or nests
- ✓ breastfeed your baby if you can – breastmilk protects your baby from infections and diseases
- ✓ think about using a dummy to settle your baby to sleep – some research suggests this can help lower the risk of SIDS
- ✓ make sure your baby is up to date with their routine NHS vaccinations – these provide protection against childhood illnesses that may increase the risk of SIDS

- × do not sleep on a sofa or in an armchair with your baby
- × do not smoke when you're pregnant or around your baby after they're born, and do not let anyone smoke in the same room as your baby
- × do not share a bed with your baby if they were born prematurely (before 37 weeks of pregnancy) or if they weighed less than 2.5kg or 5.5lb when they were born
- × do not share a bed with your baby if you or your partner smoke, drink alcohol or take drugs or medicine that makes you feel sleepy (drowsy)
- × do not let your baby get too hot or too cold – make sure that your baby's room is between 16C to 20C
- × do not let your baby stay in a car seat for too long – it's ok for your baby to fall asleep in a car seat while you are travelling, but take your baby out of the car seat as soon as you get to where you're going

Partnership with Parents on Sleep Positions, Routines and Preferences

When a baby joins the nursery, information is taken from the parents on the All About Me sheet about his/her sleeping routines and preferences.
Babies will come to us with many different routines and staff should always be sensitive to the parents/carers as primary carers and their home routines. If a parent has a preference with a routine or sleeping position that would not normally be usual practice within the nursery environment i.e. babies sleeping on their stomachs, the nursery staff should discuss this sensitively.

Sleep Positions and Individual Sleep Routines
It is the policy at Blue Bell Woods nursery that all babies should be put to sleep on their backs on a firm cot mattress in a cot, on a sleep mat on the floor, unless parents request otherwise.
When babies can easily turn over from their back to their front, they should continue to be put down to sleep on their back but allowed to adopt whatever position they prefer to sleep.

We must follow the steps below to ensure as safe a sleep environment as possible for every baby and child in our care.

- babies aged 12 months and under must only be placed to sleep in a cot - this includes carrycots, moses baskets and travel cots (meeting the British Safety Standards)
- children are placed down on their back in their own separate sleep space on a clear, flat, firm surface such as a cot, bed or suitable mattress on the floor.
- sleep spaces should only contain a firm, flat, waterproof mattress and lightweight bedding which is firmly tucked in around the child no higher than their shoulders to prevent head covering - alternatively, a well fitted baby sleep bag may be used (check the manufacturer recommendations before using a baby sleep bag)
- where blankets are used, the baby should be placed feet-to-foot at the bottom of the cot, with blankets tucked in
- cots must not contain extra items such as toys, pillows, loose bedding, bumpers, wedges or straps
- children should not get too hot or cold - the recommended room temperature for babies (those aged 12 months and under) is 16 – 20°C.
- children's heads are not covered
- babies under six months of age must always have an adult with them in the same room for every sleep - all children must be frequently checked when they are sleeping
- children are always within sight and hearing of staff when sleeping

Sleep routines are a very intimate part of a baby's day. Staff should be aware of the individual needs of babies around this time. Some babies prefer to be rocked to sleep in the arms of an adult before being put down in their cot, some will be placed in their cot and may play for a while before they drop off to sleep, some need to be patted off to sleep by an adult. Whichever routine a baby has, it is important that the staff member is sensitive to the needs of the baby on any given day and that if they become upset their Key Person will help them to settle.
It is good practice to have information available about how each baby likes to be settled into and out of sleep. Babies should not be left to cry themselves to sleep or left for long periods to 'drop off' if that is not their normal routine.
When getting babies ready to sleep staff should ensure a number of things have happened:
• They have had a nappy change

• They are made comfortable which may require removing bulky outer clothes
• Their face and hands are clean, and noses are wiped
• They have been fed or had a drink where appropriate
• They have their comforter where appropriate
• Bibs are removed and there is nothing that a baby could wrap around them i.e. dummy cord, ribbons which could cause strangulation.

The staff member and baby should move to a calmer, quieter part of the nursery where the baby can start to relax and if necessary appropriate activities should be provided i.e. a cuddly story or some singing of quiet songs. Staff should prepare the baby for sleep by talking to them about the fact that it will soon be time for a sleep.

If the baby is to be patted off to sleep the staff member should place them in the cot in the correct position – on their back with their feet at the bottom of the cot. The staff member should pull up a chair to sit on and gently rub the baby's forehead or pat or rub the baby's tummy if this is the preferred way they like to be settled to sleep. Some babies need an adult and the rhythmic motion of patting but do not like to be touched so patting the mattress gently can be a good substitute.

If the baby does not go to sleep within fifteen minutes, then the staff member should consider getting them up to play for a while and trying again later. A time limit for trying to get a baby to sleep should be discussed between the Key Person and the parents/carers. It is the responsibility of the Key Person to communicate this time limit to the staff in the room.

If a baby is having difficulty going to sleep the Key Person should look at why this may be. The baby's cot may be in a noisy area of the sleep room or maybe they can still see their friends playing. Effort should be made to ensure that the environment is conducive to sleep for that baby.

If a baby falls asleep in the arms of a staff member, they should be placed in their cot on their back with feet at the foot of the cot to continue to sleep. If they have fallen asleep unexpectedly and it has not been possible to undress them and change their nappy their clothes should be loosened and anything with draw strings, large buttons or zips removed. Staff within the area should be made aware that a nappy change would be needed for that baby as soon as he/she wakes.

Safe Sleep Monitoring

A Safe Sleep Clipboard is used to house Safe Sleep Monitoring charts where checks must be recorded:

- For babies under 12 months checks take place every 5 minutes.
- For babies over 12 months checks take place every 10 minutes.

For babies under 6 months, an adult must remain in the same room.

All children must be with sight and hearing at all times.

Each time a baby is put down to sleep this must be recorded using the FAMLY app. The Safe Sleep Monitoring Chart must be used to detail the times they are put to bed, begin sleeping, and wake up, and also used to record the 5 / 10-minute checks. The chart must be initialled by the member of staff carrying out the monitoring after each check. Checks must begin as soon the baby is put down even if they are not asleep.

Each check must confirm –

- Breathing: Chest movement visible,
- Colour: Normal skin tone, relaxed posture,
- Position: head uncovered, airway not restricted,
- Temperature: Room remains safe,
- Environment: No hazards introduced.

If anything is unsafe, reposition immediately and record the action.

· Unsafe Position or Concern. If you notice: Reposition baby's in cots if they need to be rolled back on to their back or placed with their feet touching the bottom of the cot, if blanket has covered face – uncover head, child feels hot or sweaty – adjust clothing or bedding, breathing looks unusual – inform senior staff member immediately.

· Immediate Escalation – Follow nursery emergency procedures - Report straight away if, breathing appears irregular, child is difficult to rouse, child feels very hot, or you have any other concerns.

Where there are missing checks this must be addressed immediately and where staff fail to record monitoring, an informal or formal disciplinary action should be taken as appropriate.

Sleep Environment Setup
This checklist must be kept on the Safe Sleep Clipboard and used in each area where babies sleep.
· Sleep Space Clear & Safe:
o Firm, flat mattress, positioned safely with sufficient space between them
o Secure fitted sheets, ensuring you are using the correct labelled bedding for the child
o No toys, pillows, bumpers, loose blankets
o No wedges, straps or soft furnishings
· Appropriate clothing for all children for room temperature: Avoid overheating – Staff must remove or adjust any clothing items that obstruct visibility of a child's face airway or breathing and movements during sleep (e.g. hoodies, zipped jackets) this is a safety requirement not a comfort preference. Ideal Room Temperature is between 16 - 20°C.
· Baby's Sleep Position:
o Placed on back (if a baby who is unable to confidently roll in both directions rolls over when sleeping they must be placed back on to their back)
o Feet-to-foot position if using blankets
o Head uncovered

Babies who Fall Asleep whilst out in a Buggy on a Walk
If babies fall asleep when they are in a buggy whilst on a walk, they should be transferred to a cot/ sleep mat when they return. They should have their outer clothes and shoes gently removed and should be placed in their cot on their back with feet at the foot of the cot to continue to sleep.

Babies who Fall Asleep whilst Playing
If babies fall asleep while they are playing, they need to be gently transferred to a cot/ sleep mat as soon as possible. They should be placed in their cot on their back with feet at the foot of the cot to continue to sleep.

Parent/ Carer Preference for Babies Sleeping in Bouncers/ Car Seats/ Buggies
Some parents establish a routine whereby their baby sleeps in a bouncy chair, car seat or buggy during the day. If this is the case the nursery staff must sensitively discuss our policy on sleeping. This is because babies who become very used to sleeping in a bouncy chair/ car seat/ buggy when they are young may have difficulty transferring to a cot later on. Bouncy chairs have a limited usage for young babies before they become too big for them.

Sleeping arrangements for twins and multiples
We follow the guidance provided by The Lullaby Trust on safe sleep practices for twins. As part of the nursery induction process, we will have a dedicated discussion with parents to agree on suitable sleeping arrangements. A clear and tailored plan will be put in place and reviewed regularly to ensure it continues to meet the individual needs of each child. Further information on safe sleeping for twins or multiples can be found on the Lullaby Trust website.

Positioning of Cots
• Cots/ sleep mats must not be placed next to radiators that are emitting heat or under shelves.
• Cots/ sleep mats must not have items close by that a baby can reach that might cause injury e.g. blind cords, staples or Blutac to hold up pictures. The test is to see what is in arms reach of a baby and remove it from their reach.
• Sleep areas must be adequately lit with soft lighting to enable staff to observe babies sleeping.
• It is recommended that cots are spaced at least 12 inches apart to prevent the spread of germs.

Safe practice with Cots and Mattresses

• When a baby is in the cot, the cot side should be placed upwards and locked.
• Mattress must be placed at the lowest position for all babies.
• Staff must lower the cot side before placing and removing a baby to prevent back strain.
• Evacuation cots should be risk assessed when lowering and lifting a child in and out of the cot.
• The maintenance of the cots and mattresses should be checked daily. Any faults should be reported to the managers/ senior staff and appropriate action should be taken.
• Cot mattresses must be in good condition. Any that are damaged must be repaired or replaced as appropriate.
• Cots must be well maintained. The screws and bolts should be tightened quarterly to ensure that the cot is stable as prompted on the Quarterly Health & Safety Checklist.

Cleaning of Cots, Mattresses and Bedding

To promote good practice in preventing the spread of infection and to ensure the safety of each child, staff must ensure the following happens: -

• If babies have individual cots bedding must be changed and washed on a weekly basis.
• Where babies share cots, bedding must be changed, and mattresses and cots must be sanitised between each use.
• If a baby soils bedding with bodily fluids the sheets should be removed immediately using disposable gloves and the bedding washed at a high temperature wash. The mattress should be washed down with antibacterial solution. Any cleaning materials should be disposed of as per instruction in our Bloodborne Pathogens Exposure (including HIV and Hepatitis) Policy.

Bouncy chairs MUST NOT be placed in cots.

• Cots should be stripped and cleaned, including the mattress, with an anti-bacterial solution at the end of each day. The mattresses should then be stood up on end to air overnight. The mattresses should then be placed into the cot and the cots made up each morning.

Storage of Cot Bedding

• Cots should be left tidied and sheets refolded after a baby has woken.
• Bedding should be placed folded on the mattress, not overhanging on the cot side.
• A suitable system for storing each baby's bedding when not in use should be established if it is not washed daily. Individual name labelled bags hanging out of reach are used.
• Bed linen should not be stored in direct contact with another baby's bedding to prevent the spread of infection.

Emergency Evacuation of Sleeping Babies

We have a specifically designed evacuation cot, to ensure the safety of all sleeping babies and enable safe evacuation in the event of an emergency. The nursery must have a plan in place to ensure there are adequate numbers of staff on site during staff breaks that could re-enter the room and assist in the event of an emergency.

Advice for Early Years settings – sleeping spaces for babies

the lullaby trust

The safest place for babies to sleep is on a clear, flat and separate sleep space such as a:

Moses basket | Cot | Crib | Travel cot | Carrycot

We advise against sleeping babies in a seated or inclined position such as in:

- Pushchairs/buggies
- Beanbags
- Car seats
- Bouncy chairs
- Swings
- Hammocks
- Beanbags

These are not suitable sleep surfaces for babies as they are **not firm and flat and can increase the risk of SIDS**. This is because if a **baby's chin is close to, or on their chest, this position can restrict their airways**. If a baby or child falls asleep in a sitting device they should be moved to a flat surface. Don't place sitting devices on high or soft surfaces.

Follow this advice for every sleep – day or night.

This advice should be within your setting's policy to ensure safer sleep is always followed.

Sleep supervision

In nursery or childcare settings, sleeping babies must be closely supervised. A staff member must remain in the room with babies under six months. Older babies should be supervised either by staff in the sleep room or through frequent checks. Sleeping children must always be within staff sight and hearing.

- **Inspect cots, bedding, and mattresses before each sleep session** and ensure all are in good condition.
- To avoid overheating, **babies should be dressed appropriately for the room temperature** (the ideal temperature is 16-20 degrees).

This information was reviewed by The Lullaby Trust in April 2026.
Registered Charity Number: 262191
Company registration number: 01000824

Daytime Rest for Older Children

Young children need sleep and rest periods to aid development. As children all develop at different rates, we must meet the individual needs of each child. Very young babies will need to sleep at regular intervals throughout the day. As they grow, they will usually develop a routine, reducing the length and frequency of their daytime sleeps.

Nursery staff must ensure that all children attending the nursery have the opportunity to rest or sleep if they want or need to. Staff must ensure that a suitable environment is created to enable children to rest or sleep; i.e. a quiet and comfortable area, cots for young babies, sleep mats for the older children. Staff must not put whole groups of children down for a sleep without regard for their individual needs.

Children should always have a suitable mattress to lay on for their comfort rather than lay on the carpet / vinyl, which is placed preferably 12 inches away from any other sleeping child. Children should be placed opposite head to toe to reduce the risk of spreading infections.

Children must not sleep on bean bags as this is not supportive for the child's back and can lead to the child overheating.

Each child should have their own linens to cover their mats, which are stored individually in bags without the possibility of their linens touching those of another child.

Parental wishes should always be taken into consideration, although staff cannot force a child to sleep, wake or force a child to keep awake if she/he clearly needs to sleep. Effective partnership with the parents/ carers leads to agreed understanding and approach regarding the amount of time a child should nap for. If parents request that their child has a time limit for their nap, then this must be respected. If it is apparent that a child is regularly tired and needs a nap, then this should be discussed and agreed with the child's parent/carer.

Sleep Monitoring

Sleeping children MUST be checked every ten minutes. This involves not just checking that the child is still there and asleep but checking to ensure that each child is well and is not too hot or too cold.
Each time a child is put down to sleep this must be recorded using the Children's Sleep Record detailing the times they are put to bed, begin sleeping, and wake up and is used to record the 10-minute checks and is initialled by the member of staff carrying out the monitoring after each check. Checks must begin as soon a child is put down even if they are not asleep.

Temperatures of the sleep room must be recorded on the Sleep Monitoring Chart
It is recommended that regularly recorded checks of temperatures are conducted in rooms specifically used for sleeping.
Children should be made comfortable in their clothing before being put down for a sleep.

To ensure the safety of all children and enable safe evacuation in the event of an emergency, the nursery must have a plan in place to ensure there are adequate numbers of staff on site during staff breaks that could assist in the event of an emergency.

Cleaning and Storing of Mattresses and Bedding

To promote good practice in preventing the spread of infection and to ensure the safety of each child, staff must ensure the following happens: -

- A weekly routine should be established for washing bed linen. Bedding must be changed and washed on at least a weekly basis.

• Where bedding is not laundered daily staff must ensure children's bedding is stored separately when not in use to reduce the risk of cross contamination. Individual labelled bags are used. Bed linen should not be stored in direct contact with another child's bedding to prevent the spread of infection.
• Mattresses must be sanitised on a weekly basis.
• If a child soils bedding with bodily fluids the sheets should be removed immediately using disposable gloves and the bedding washed at a high temperature wash. The mattress should be washed down with antibacterial solution.
• The condition of the mattresses should be checked daily. Any faults should be reported to the H&S Officer and/or Nursery Manager and appropriate action must be taken. Floor mattresses which have splits in the coverings should be replaced.

Bridging the Gap

Some children in our nursery are disadvantaged:

- Family socio-economic status
- Children in care (CiC), children previously children in care (PCiC) and children with a social worker (CWSW)

It is assumed that these children are disadvantaged in comparison to others because of low family income, little or no family support or lots of setting moves all of which have been proven to have a negative impact on progress and attainment when compared to others.

Research suggests the learning gap between socio-economically disadvantaged children and their peers is already 4.6 months, on average, by the end of the Early Years Foundation Stage. The gap continues to widen throughout primary and secondary school.

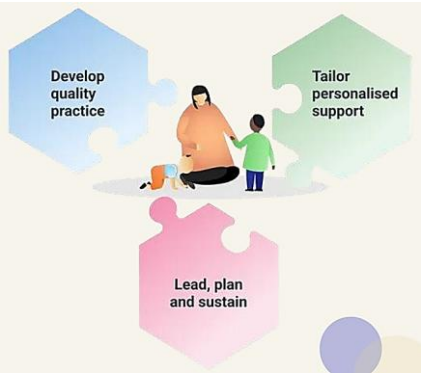
EYPP funding gives us a valuable opportunity to narrow the learning gap in the early years through evidence-informed approaches including professional development programmes.

We carefully consider how we spend the money to best support disadvantaged children in our care. We consider ways to broaden each child's cultural capital and to enhance the experiences and opportunities available to them.

Early Years Pupil Premium Strategy

We take a balanced approach to spending the Early Years Pupil Premium (EYPP).
Our strategy means we are:

- Continuing to develop quality practice to deliver the greatest benefits for disadvantaged children.
- Considering the particular strengths and needs of each child.
- Making and embedding changes to practice, so that EYPP funding continues to benefit disadvantaged children in the future.



We consider ways to use EYPP to develop quality practice:

- We make sure that disadvantaged children are at the heart of our spending choices. Evidence tells us that high-quality education and care is important for all children, but the benefits for disadvantaged children are greater.
- We spend our funding on effective professional development and keep improving the quality of practice.

Family Partnership

Each term, families of children in receipt of EYPP complete a partnership survey, where we share our approach and proposed spending for the term. Families share the tailored support they feel their child would benefit from at nursery, and request further information, support or guidance to support their child at home.

Measuring the impact of the EYPP

Each member of staff knows their Key Children well and closely observes progress as well as any developmental concerns. Our Time to Talk monitoring tool identifies any early communication concerns.

This ensures we can support children who are falling behind or in danger of doing so.

We check the impact of our strategy by observing changes to educators' practice 'on the ground'.

- Are educators using the approaches we have discussed to improve the quality of their practice?
- Do we observe high-quality interactions throughout the day?
- Do we notice those interactions inside and outdoors, whilst children are learning and playing, and also during daily routines?
- Are educators consistently providing extra support and teaching for the children who need it?
- How are the children responding?

We measure and monitor the impact we have on both children and families, through

- Family partnership surveys;
- Informal conversations at the start or end of a day;
- Parent contributions to children's Learning Journeys
- Parent evenings;
- Early support meetings;
- Conversations with professionals we work alongside to support families.

EYPP ~ OUR APPROACH

We have a **balanced approach**:

- Continuing to develop quality practice to deliver the greatest benefits for ALL children.
- Considering the strengths and needs of each child.
- Making and embedding changes to practice, so that EYPP continues to benefit all children in the future.

EYPP ~ WHO'S IT FOR?

Children in receipt of EYPP

We use EYPP funding to enhance our practice to support **ALL** children.

- Communication and language
- Responsive care and supportive routines
- Self-regulation and executive function
- Physical development
- Early Literacy
- Early Maths

We claim **E**arly **Y**ears **P**upil **P**remium for children when:

- The family is on a low income.
- They have been looked after by the LA.
- They are asylum seekers receiving support.

Educational Programme

Curriculum Intent

At Blue Bell Woods, we value each child as an individual with a unique potential for learning. Our aim is to enable each child to participate fully in current and future society as a responsible, self-confident citizen. We promote the spiritual, moral, cultural, mental and physical qualities of all children. We believe that an effective and sufficiently challenging curriculum secures knowledge, skills, understanding and progression.

Our curriculum is designed with these principles in mind: it is personalised, reflecting the background and experience of our children; it focuses on broadening each child's cultural capital; it celebrates diversity to emphasise unity; it is rooted in authenticity and context so that learning is relevant. We intend for children to develop, consolidate and deepen their knowledge, understanding and skills across the seven areas of learning in the EYFS through a demanding and rich curriculum.

We define 'curriculum' as the totality of a child's experience at Blue Bell Woods, ensuring that they are school ready by the end of their Pre-School Year. This includes not only *what* but also *how* each child learns. We design a curriculum which is ambitious for **all** children. We recognise that not only is each child an individual but also each peer group and each member of staff have unique interests, skills and talents. Our curriculum is designed flexibly to meet the needs of these groups.

It is our responsibility to develop the learning and development of all our children and prepare them for their next stage. Using the Early Years Foundation Stage educational programme as a basis, age-appropriate progression in knowledge and skills in each prime and specific area can be identified.

Our Educational Programme details we want children to learn or be able to do by the time they leave our nursery:

PRIME AREAS
Communication and language

- Interactions
- Exploring language
- Listening and understanding

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.

By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical development

- Core strength & co-ordination
- Gross motor skills
- Fine motor skills

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.
Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.

Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Personal, social and emotional development

- Emotions
- Sense of self
- Relationships

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.
Underpinning their personal development are the important attachments that shape their social world.

Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably.

These attributes will provide a secure platform from which children can achieve at school and in later life.

SPECIFIC AREAS
Literacy

- Reading comprehension
- Exploring words
- Writing

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.
Language comprehension (necessary for both reading and writing) starts from birth.

It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

- Numbers
- Patterns and connections
- Spatial reasoning

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.
Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the world

- Personal experiences
- Diverse world
- Widening vocabulary

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Enriching and widening children's vocabulary will support later reading comprehension.

Expressive arts and design

- Imagination and creativity
- Self-expression
- Communicating through arts

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The Characteristics of Effective Teaching and Learning

In the Early Years Foundation Stage, children are developing their skills as a learner, which they will take with them throughout their education, and indeed their life. These skills for learning are therefore the most important skills for them to develop.

Playing and Exploring

To be a good learner, children need to be curious about the world around them, to be willing to explore and find out about new objects and people and relate this to what they already know. They need to be willing to try new things, to seek new challenges, and not to be scared of making mistakes. The investigate and experience things, and 'have a go'.

Active Learning

To develop skills and learn children need to stay focused on what they are trying to achieve; to concentrate. They need to remain focused and keep on trying without giving up when things become difficult. They concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and Thinking Critically

Good learners have their own ideas, based on what they already know, have seen or can already do. They have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Knowledge underpins and enables the application of skill. We strive for children to learn skills alongside knowledge, ensuring that both explicitly are developed. At Blue Bell Woods we see knowledge and skills as intertwined. The curriculum is about how we can ensure that children can achieve both knowledge and skill. We believe that this is important to make the curriculum relevant and meaningful to children to put knowledge into context.

In Summary:

- ALL children will develop their knowledge, skills and understanding.
- ALL children will make progress through the Early Years Foundation Stage.
- Children are given the cultural capital they need for future success.

Curriculum Implementation:

Planning for learning - In the Moment Planning

Each member of staff has a small group of Key Children who they observe during play. The cycle of observation, assessment and planning is carried out on an '**In the Moment**' basis.

We work in this way because babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in these moments of curiosity, puzzlement, effort or interest – the 'teachable moments' – that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child's thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next moment).

''Teaching is all those different things that you do as adults to help young children learn… communicating, modelling language, working with children as they initiate their own play and activities, being ready to intervene on the moment, demonstrating how to do something, explaining why something is as it is, showing children something, exploring ideas with them, encouraging them, questioning them, checking what it is they are understanding, helping them to record something that they did so that they get the structure and sequence of events, providing a narrative for what they are doing, facilitating what they are doing, setting challenges, all those sorts of things are the sorts of things we mean when we talk about teaching.'' Jane Wotherspoon – Lead HMI for Early Years.

'Educational programmes are high level curriculum summaries which set out what should be taught in settings for each area. They must involve activities and experiences that enable children to learn and develop, as set out under each of the seven areas of learning' EYFS 2026

At Blue Bell Woods, practitioners will:-

- Spot 'teachable moments'.
- Engage in high quality interactions.
- Go to the children & take the learning to them.
- Enhance learning not interrupt it.
- Ask 'I wonder…' questions.
- Note the progress each child makes.
- Share information with parents about their child's progress in relation to the EYFS
- Try not to speak until the child requests it and finally……
- Be relaxed.

During play, adults observe the children and sensitively scaffold their learning. We work this way because research has shown that high-level involvement and learning occurs in child-initiated activity.

An Enabling Environment

We have a workshop style environment both indoors and outside. Resources are organised so the children can access them freely; this supports the children to choose their own interests. The children are supported to select what they want to do (based on their learning and development needs) in each area. The principal is that resources are accessible to the children and they are varied, open-ended and high quality. This gives children the opportunity to select resources to support their chosen activity.

The Role of The Adult
The role of the practitioners is to facilitate learning. They do this through observations and interactions. Our staff know the children very well and have a sound understanding of child development. This ensures that the practitioners enhance and extend the learning at the appropriate level. Our staff understand the prime and specific areas of learning in the EYFS and the way in which young children learn.

Meaningful Interactions
The children and the adults have time and space to engage in meaningful conversations. The children set the agenda and the practitioners are there to show interest and engage with the children. Staff members present information clearly to children, promoting appropriate discussion. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to aid their learning. The modelling of conversation skills is then adopted by the children who have long conversations in pairs and groups.

Observations
We use the observation cycle on a moment by moment basis. Key Persons observe their Key Children, and all the children are busy and learning all the time. The Learning Journeys provide photographic examples of activities that have occurred so parents can share in their child's experiences. The photographs can initiate a dialogue with families about their child's interests, progress and development and families are encouraged to contribute to the Learning Journey.

Assessment
When each child joins the nursery, in the first few weeks their Key Person notes their 'Starting Points'. Staff get to know their Key Children well and note what the child can do when they join the nursery, focussing on the prime areas of development.
Formative assessments are ongoing as staff spend quality time engaging with their Key Children.
Summative assessments are shared with families to communicate what their child is doing well, and where they may need more support.

Progress Check at Aged Two Years
The Progress Check at Aged Two Years is a written record made to help identify strengths and any areas where progress is less than expected. Parents are invited in to discuss their child's progress with their Key Person.

Curriculum Impact:
When children show high levels of involvement, we can see progress and development occurring. The brain is at its most active. High level involvement occurs most often when children can pursue their own interests in an enabling environment. 'In the Moment Planning' makes this possible.

- Children develop detailed knowledge and skills across the seven areas of learning.
- Children develop the best possible outcomes.

Supporting and Identifying Children with Special Educational Needs, Additional Needs and Disabilities

Blue Bell Woods aims to provide inclusive quality care and education provision to ALL children. We have an inclusive ethos and make reasonable adjustments to ensure all children can communicate, play and explore confidently and independently.

We deliver support for children with SEND at Universal, Targeted and Specialist levels.

We will work with a child's parents/carers and the specific workers who support the child, in ensuring where possible that the child's needs are best met.

At Blue Bell Woods, equal opportunity and inclusion is at the heart of all that we do. We are committed to continuous improvement and evaluating what we do to help us provide the best possible care. We challenge ourselves to ask questions, seek solutions and embrace new ideas. We are actively committed to valuing individuals and to inclusion. We aim to foster a positive attitude and approach throughout everyday learning activities and experiences through:

- Universal Provision - consistent strategies used by all staff members
- Use of appropriate resources
- Supporting children for whom English is an additional language
- Challenging bias and discrimination
- Providing clear direction for staff and children
- Developing and nurturing strong relationships with parents, carers and outside agencies including other childcare settings
- A nominated SENDCO (Special Educational Needs and Disability Co-Ordinator) who will attend appropriate training
- Requesting additional relevant training when it is identified
- Regularly reviewing and evaluating our work
- Regular meetings and updates to ensure continuity of care and objectives are met and cascaded to all staff

On application for a place at Blue Bell Woods Nursery, parents/carers should inform the key person that their child has an identified disability or learning difference. This information should be recorded on the 'All about me' form at enrolment. The SENDCO and parents/carers will then arrange a time to meet to discuss how best we can plan to support the child and begin to make links with the relevant involved external services, e.g. Speech and Language Therapy. This information would then be used to provide starting points for the development of an appropriate curriculum for the child.

Early help can offer avenues for support as early as possible. It ranges from information, advice and support that families can access themselves through to more individualised or targeted support.
Early help practitioners will be able to make recommendations and referrals on behalf of the family if more targeted interventions are required.

The observation and assessment of all children is an integral aspect of our work in relation to planning for children's development and learning. Where a concern is raised about a child's learning and development and they are identified by parents/carers, a specialist agency or through the observations and assessment of staff as having special educational needs, Blue Bell Woods will follow the Department for Education (DfE) 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years' along with The Equality Act 2010, Children and Families Act 2014 and the Statutory Framework for the Early Years Foundation Stage 2026 (EYFS).

A child is identified as having a special educational need and/or disability 'where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age' (Special Educational Needs and Disability Code of Practice: 0 to 25 Years).

Children may be identified as having difficulties in one or more of the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and mental health difficulties
- Sensory and/or physical needs.

Staff review children's progress using the Early Years Outcomes guidance as a tool to assess the extent to which a child is developing at expected levels for their age.
These include typical behaviours across the seven areas of learning:
• communication and language
• physical development
• personal, social and emotional development.
• literacy;
• mathematics;
• understanding the world
• expressive arts and design

Supporting children for whom there are concerns relating to learning and development:

1. If a Key Person becomes concerned about a child's learning and development, they should discuss their concerns with the SENDCO.

2. The SENDCO and Key Person will have graduated approach and undertake further observations (Individual Education Plan/Targets) with permission and support from parents/carers to inform planning and monitor progress.

This will take place over a 6 to 8 week period and will use the 'assess, plan, do, review' cycle:

Assess: children's progress is assessed against the EYFS outcomes, particularly the prime areas (personal, social and emotional development, communication and language and physical development) and targets will be set, and strategies suggested to support the child to achieve these targets. The strengths and needs of the child will be clearly identified. Here the child's voice is taken into consideration and what they are interested in.

Plan: based on the results of the assessments, outcomes will be identified and agreed with parents/carers, SENDCO and Key Persons.

Do: SENDCO and Key persons will implement support as planned and continue with observations and individual activities to monitor the child's response to these.

Review: Parents/carers and any other agencies involved will be asked to discuss how effective the support has been. Observations and planned outcomes will be reviewed, and any other possible specialist help considered.

The 'Assess, plan, do, review' process can be repeated a number of times and progress reviewed and monitored closely with parents. Support would gradually lessen as the child continues to progress.

3. If the SENDCO considers it appropriate to trigger further intervention, a meeting will be arranged with parents/carers. The meeting will be conducted with sensitivity and parents/carers will be fully informed of their rights and the support available.

4. With parental permission, a referral will be made to Early Years Inclusion and Safeguarding (EYIS) with evidence of what we have provided that is additional to/different from other children. The referral form must be discussed with and signed by the child's parents/carers and a copy of the Privacy Statement provided to them.

5. Progress will continue to be monitored and reviewed along with guidance from EYIS.

6. For some children, a request can be made with parental permission, and support from the involved agencies, for an Education, Health and Care Plan Needs Assessment (EHCNA).

Blue Bell Woods will co-operate with the Local Authority in the development and review of the Local Offer. Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

Local Offer

The Local Offer has two key purposes:
• To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
• To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

More information on the Local Offer can be found on Warwickshire County Council website:
https://www.warwickshire.gov.uk/send

EYIS: Early years inclusion and SEND

EYIS are a team of Child Development Advisers, SEND Childcare Coordinators, Inclusion Mentors and Specialist Teachers who support inclusion at Universal Level and children in the early years with SEND at Targeted and Specialist Level:

Level of support	Description
Exceptional circumstance	This is a bespoke package for a child who is very unwell, a child who has recently come into the county, or where the situation has changed rapidly.
Specialist	Children with long term and complex communication, interaction, play, physical, and self-regulation needs are supported through EYIS working with a range of others offering assessment, support and advice. Specialist training, including manual handling, is available.

Level of support	Description
Targeted with external support	Referral made to EYIS for individual support for children. For children under 3 this may be at home if they are not yet attending an EY education provider. Advice, assessment and support is offered. With EY providers this builds on the work already completed at targeted level.
Targeted	Families may access support within their community. EY providers will support children with targeted work to improve outcomes managed within their own resources.
Universal	Families will access universal services such as their health visitor and Best Start in Life Family Hub. EY providers are offered a range of Inclusion and SEND training, including access to the Early Years Briefing, the Facebook page and the Local Offer. An on-call advice line is available for all enquiries.

Disability Access Fund
Children who receive a child Disability Living Allowance and Early Education Funding may be eligible for the Disability Access Fund (DAF). The local authority pays DAF directly to the nursery setting as a fixed annual rate per eligible child.

The DAF can be used to support children with SEND in a number of ways, including:

- Enhancing resources
- Adapting the environment
- Staff training

Inclusion Fund
Inclusion Grant is funding to support enhancing ratios for children as they become established in nursery, showing emerging and significant need. Inclusion Grant is for enhancing staffing only.

Supporting English as an Additional Language (EAL)

At Blue Bell Woods Nursery, we encourage and believe all our children can achieve the highest possible standards and will fulfil their potential. We aim do this by treating each child as an individual, taking account of their life experiences and their particular needs.

Children may have particular learning and assessment requirements which are linked to their progress in learning English as an additional language. It is important that we remember that children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children and that their ability to participate in the full curriculum may be in advance of their communicative skills in English.

We aim to create a learning environment where language and cultural diversity are visibly celebrated.

Supporting EAL

Good Listening

First and foremost, teaching good listening and speaking skills at nursery is key for all our children – focussing on these areas and positively encouraging all attempts greatly benefits all children.

Positively encouraging home language

It is important to remember that a child's home language is integral to a child's cultural and individual identity, and should be encouraged to be used and developed at home. According to research from the Department for Education, home language skills can easily be transferred to new languages and therefore will help to support a child's understanding of language. Working closely with the child's parents/carers to ensure that the home language is not discarded will be key to ensuring for a partnership that successfully supports a child with EAL. We ensure that staff and children are comfortable about hearing and using other languages

Partnership with families

It might be that some parents feel very strongly about whether English is also used at home or not; it will depend on individual circumstances and working with parents as partners to ensure a positive plan of action. We aim to find out as much as possible about each child's background (as there may be extra considerations to take into account) as well as information about their speech and language development at home. We reassure parents that use of home languages at nursery will support their child's overall learning and developing use of language, including English.

We encourage children's families to bring in songs and books in their child's home language. We check spelling and pronunciation of children's and parent's names.

Understanding Speech Development

When a child is starting to learn English, it is very normal for them to go through a silent phase – and this can last up to six months. During this time, the child is absorbing what they are learning and building on their understanding, all in preparation for when they feel ready to move to the next stage of speaking.

A child might not be ready to start speaking, but it's crucial that staff still encourage and talk to the child as if they expect the child to respond; in other words, be sure to encourage and continue to engage and start conversations just as you would with children whose first language is English. Language experts stress that it is

important to remember, as with all languages, that understanding comes first, and when a child feels they are ready, they will speak.

In two to three years it can be possible for a child to seem 'conversationally able' in a new language.

We ensure that staff have an understanding of supporting EAL through information guides and training.

Support Services

Interpreting and translation services
Health Visitors
IDS Preschool Specialist teachers
IDS 0-5 team
SALT
Coventry and Warwickshire Partnership NHS Trust
Seeking religious or cultural guidance and support from relevant experts in the community
Time to Talk cluster groups

Children who are known (or previously known) to children's social care and in kinship care arrangements

Policy Statement

This policy sets out how our setting safeguards, educates, and supports:
• Children in Care (CiC): Children who are looked after by Warwickshire LA.
• Previously Children in Care (PCiC) Children who have previously been in the care of an English or Welsh local authority or from 'state care' outside of England / Wales, but are no longer due to:
o Special Guardianship
o Child Arrangement Order (CAO)
o Adoption Order
• Children with a social worker (CWSW) All children educated in a Warwickshire setting who have been assessed as needing or previously needing a social worker within the past 6 years due to safeguarding and/or welfare reasons. It includes all children subject to:
o Section 17 Child in Need (CiN) Allocated a social worker
o Section 47 Child Protection (CP) Allocated a social worker as a child is at risk of significant harm
o Ever-6 CWSW - children who have had a social worker within the last six years, but plans are now closed.
• Kinship Care: Children who have not been in the care of a local authority & live with someone other than their birth parent/s. They typically live with a relative or close family friend under one of these formal, legal orders:
o Special Guardianship Order (SGO)
o Child Arrangement Order (CAO)
o Adoption

A definition of the above cohorts can be found on the Virtual School Website here.

This policy framework aligns with:
• EYFS Statutory Framework 2026 (Section 3: The safeguarding and welfare requirements)
• Working Together to Safeguard Children 2026
• Information Sharing Duty - 2026
• Keeping children safe in education 2026
• The designated teacher for looked-after and previously looked-after children
• Promoting the education of children with a social worker and children in kinship care arrangements

This policy applies to all staff, students, volunteers, supply staff, governing bodies/proprietors, and partner agencies engaged with our setting.
This policy is also linked with other policies for the setting, including:
• Child Protection / Safeguarding Policy
• Equality of Opportunity Policy
• Supporting and Identifying Children with Special Educational Needs, Additional Needs and Disabilities
• Supporting and Understanding Children's Behaviour Policy
• Attendance Policy and Child Absent without Notification
• Bridging the Gap Policy
• Early Years Pupil Premium Policy
• Confidentiality and Information Sharing Policy
• Record keeping and Data Retention Policy

Key principles of our policy

We recognise that our setting plays a vital role in providing a supportive and stable base for all children who are known (or previously known) to children's social care and in kinship care arrangements, and in promoting their academic, social, and emotional development.
We take a child-centred, and trauma-informed, approach in which the child's welfare is paramount. Our practice values each child's unique experiences and strengths and promotes resilience and positive outcomes.

Our Designated Safeguarding Lead has overall responsibility for safeguarding all children within our setting. The DSL works proactively with local statutory children's services and Local Safeguarding Partners (LSPs) to ensure strong collaboration and effective support for every child.
Our (DSL) champions the educational achievement, well-being and attendance of all children including children who are known (or previously known) to children's social care and those in kinship care arrangements, working proactively to identify needs and coordinate effective support in collaboration with the Virtual School (VS), colleagues from children's social care and parent/carers, to help every child thrive.
We value the importance of Early Support and Multi-Agency collaboration. We work proactively to identify needs early and coordinate effective support with Children's Social Care, Health, the Virtual School, and other partners to ensure the best outcomes for every child.
We understand the importance of proportionate information sharing. In line with UK GDPR, we share information to protect children, ensuring that what we share is necessary, relevant, accurate, timely, and secure.

We are committed to supporting every child's education, progress, and wellbeing, including children known to and children previously known to social care, and children in kinship care so they receive targeted, evidence-based support. This support is aligned with individual support plans, including and is appropriately funded through EYPP to help each child achieve their full potential.
We are committed to creating an inclusive environment where every pupil can participate fully and achieve their best. We actively promote equality and celebrate diversity, ensuring that all children in our care are supported to thrive.

Key Roles and Responsibilities

For all children

The Designated Safeguarding Lead (DSL) is responsible for leading safeguarding practice in line with the Early Years Foundation Stage (EYFS) statutory requirements and the latest Working Together to Safeguard Children document.
The DSL acts as the main point of contact for staff and external agencies and maintains oversight of all children including those currently or previously supported by social care and in kinship care arrangements.

The lead DSL ensures all staff receive safeguarding training that meets EYFS requirements, monitors the quality of training, and ensures it is regularly updated. Working closely with leaders and managers, the DSL provides staff supervision to strengthen effective safeguarding practice across the setting.

The Lead DSL oversees all information sharing to ensure it is lawful, proportionate, and secure. They maintain accurate records of decisions and work closely with safeguarding partners, escalating concerns promptly and appropriately to protect children.

For children looked after and previously looked after

These children are known as children in care (CiC) and previously a child in care (PCiC) in Warwickshire.

The DSL holds overall responsibility for monitoring and promoting the educational achievement and emotional wellbeing of these children.
The DSL coordinates termly Personal Education Plan (PEP) meetings and any All About Me Review (AAMR) meetings, ensuring the child, their carer, social worker, and the Virtual School are actively involved. During

these meetings, the DSL shares updates on attendance, developmental milestones, and wellbeing, and works with all partners to agree tailored strategies that meet the child's individual needs.

The DSL works closely with the child's key person to develop a Personal Education Plan (PEP) that sets ambitious expectations for rapid progress and identifies the additional support required to help the child succeed and thrive.

Together, the DSL and key person plan high-quality, targeted interventions that respond to the child's individual needs. These interventions begin with a strong focus on the Prime Areas of Learning, recognising their importance for building secure foundations.
The DSL works collaboratively with the child's key person to rigorously monitor and evaluate the implementation of the Personal Education Plan (PEP). This includes reviewing progress in developmental areas, attendance, and overall wellbeing to ensure the plan is effective and responsive to the child's needs.
If the child is not on track to meet agreed targets, the DSL and key person will work together to identify the most effective next steps and act promptly to provide appropriate support to improve outcomes. Any adjustments or additional strategies will be clearly documented within the child's PEP.
The DSL is responsible for reporting on the impact of Pupil Premium Plus (PP+) in line with Virtual School expectations to demonstrate how this support improves outcomes for children.
The DSL also plans carefully for all transitions, whether these involve moving between rooms within the setting or transferring to a new school or setting. Transition planning always includes parents/carers and social workers, ensuring they are fully involved. The DSL also ensures that all relevant information is shared securely and promptly to support a smooth and positive transition.

For Children with a Social Worker and in formal kinship care arrangements

The DSL is responsible for coordinating support for children who are known (or previously known) to children's social care and those in kinship care arrangements. They maintain effective communication and collaboration with the child's parent/carer, allocated social worker and safeguarding partners. This includes attending relevant meetings, sharing observations and updates, and ensuring that the setting contributes meaningfully to any plans, so education remains a shared priority.
The DSL works closely with staff and other professionals to develop and monitor clear, achievable educational targets within Child in Need (CiN) and Child Protection (CP) plans. These targets are designed to support the child's safety, wellbeing, and developmental progress, with emphasis on attendance, developmental milestones, and wellbeing.
Within our setting we recognise that children in kinship care arrangements may benefit from individual educational plans. These are created in collaboration with the child's key person, the child's carers/guardians, and where appropriate, relevant professionals.
The DSL ensures that all staff understand their responsibilities for implementing agreed actions and that records are maintained accurately, promptly, and confidentially.

All staff and volunteers

We ensure every staff member is fully inducted and well trained to recognise and respond promptly to any signs of need or harm. All staff follow reporting and recording procedures without delay, maintaining confidentiality, while sharing information appropriately to safeguard children.
Our staff are committed to creating a nurturing and inclusive environment where every child feels safe, respected, and supported. Each room team works collaboratively to create predictable routines and calm, predictable spaces that help children feel secure and confident. Through co-regulation strategies and strong positive relationships, we empower every child to thrive and reach their full potential.
The key person system is firmly embedded within our setting and is implemented consistently across all rooms. Through warm, caring, and positive interactions, our staff build strong connections, demonstrate empathy, foster connection, and use restorative approaches to support every child's wellbeing and development.

We value strong partnerships with families and professionals. We work collaboratively to ensure that the care we provide, alongside the strategies use, are consistent, responsive, and tailored to each child's unique history and individual needs.

Procedures within our setting

Identification and referral

All staff, work closely with the DSL to identify emerging needs through careful observation and assessment. We prioritise early support wherever possible, offering timely support to families. If concerns require urgent action, we follow Warwickshire's local thresholds and escalate in line with the Warwickshire Spectrum of Support to ensure every child's safety and wellbeing.
Where there is reasonable cause to suspect a child is at risk of significant harm, the DSL will contact the social worker (for those currently known to children's social care) or Family Connect (where there is no current social worker involvement). The Multi-Agency Child Protection Team (MACPT) may coordinate a strategy discussion with social care and the police as part of Section 47 enquiries ensuring swift and appropriate action to safeguard the child.

Admission

As part of our admissions process, we ask parents/carers whether their child is known or has previously been known to social care or whether they are kinship carers. Gathering this information ensures we understand who holds parental responsibility and understand any arrangements in place, in order to provide consistent, informed and sensitive support tailored to each child's needs.
All information is recorded securely in line with data protection and safeguarding requirements.
As part of each child's induction and settling in sessions the DSL works in close partnership with their key person to identify strengths, areas for development, and any barriers to learning. For children with a social worker, this information informs targets within the Child in Need Plan (CIN plan) or Child Protection Plan (CP plan). For children in care (CiC) these assessments provide the foundation for creating, reviewing, and refining the child's Personal Education Plan (PEP).

Personal Education Plans (PEPs) for CiC

The DSL initiates a Personal Education Plan (PEP) within 10 - 20 days of a child becoming looked after or following a placement or setting move. PEPs are reviewed termly to ensure they remain current, relevant, and effective in supporting the child's learning and development.
We understand that a high-quality PEP, supported by detailed and collaborative planning, can make a significant difference to educational outcomes. A well-structured PEP provides a clear, shared understanding of the child's educational needs and outlines the teaching and learning provision required to meet those needs effectively.
We ensure that each child's PEP is carefully developed in collaboration with the child's key person and includes:

- Attendance
- Achievement
- Wellbeing
- SMART targets to support progress
- A clear plan for how Early Years Pupil Premium (EYPP) funding will be used to enhance the child's learning and development

Child in Need and Child Protection plans

When children are supported on a CIN or CP plan, the DSL works collaboratively with the allocated worker from children's social care team and any other safeguarding partners to agree on targets, that reflect the child's individual needs and circumstances. Targets will include educational priorities:

- Attendance
- Achievement
- Wellbeing
- SMART targets to support progress
- A clear plan for how any Early Years Pupil Premium (EYPP) funding will be used.

All staff understand their responsibility to be familiar with the targets outlined in Child in Need (CiN) or Child Protection (CP) plans and how these relate to their role in supporting the child.
Room teams work together to implement agreed actions consistently within daily practice, ensuring the child's needs are met in line with the plan. Staff observe and accurately record the child's progress, noting any concerns or changes in circumstances, and promptly share relevant information promptly with the DSL to support ongoing monitoring and review.

Staff understand the importance of confidentiality and consistently adhere to safeguarding and data protection requirements.
The DSL oversees the implementation of targets within each child's CIN and CP plans, regularly monitoring progress and works in close partnership with social workers and safeguarding partners to ensure targets remain appropriate, achievable, and focused on the child's best interests.

Attendance and Engagement

We closely monitor the attendance of all children in line with our Attendance Policy.
Any patterns of absence, prolonged or unexplained absences are followed up immediately to ensure the child's wellbeing and engagement.
Additional emergency contact details we hold for each child enables us to support timely follow-up and effective communication regarding attendance concerns.
Leaders meet regularly to rigorously review attendance patterns for all children with focussed discussions on children who are known (or previously known) to children's social care and those in kinship care arrangements. Any actions or concerns which arise from these discussions are acted upon promptly.
The DSL works in close partnership with the Virtual School and/or professionals from children's social care to identify and remove any barriers to engagement. This includes addressing challenges such as transport difficulties, transition support, or health-related appointments, ensuring every child can access consistent learning opportunities.

Supporting Behaviour and Wellbeing

We embed a trauma-informed approach to behaviour, embedding emotional regulation, nurture, and attachment-aware practice in all interactions with children. Staff receive regular training to maintain and enhance their knowledge and skills.
Each room is thoughtfully designed from a trauma-informed perspective, providing calm and safe spaces that reduce anxiety and foster a strong sense of security for every child.

Information Sharing and Data Protection

We are committed to safeguarding children while ensuring compliance with data protection legislation. We follow the Department for Education (DfE) guidance on information sharing and the Information Commissioner's Office (ICO) data sharing principles:
o Secure Record-Keeping: We maintain separate and secure child protection files for all safeguarding concerns. Access is strictly controlled and limited to designated staff members.
o PEP Data Management: Personal Education Plan (PEP) data is stored securely with controlled access to ensure confidentiality and meet statutory requirements.
o Information Sharing: Information is shared lawfully and proportionately, ensuring that decisions are made in the best interests of the child. Information is shared only with appropriate professionals, agencies involved in safeguarding and supporting the child and parent/carers with parental responsibility- where appropriate.
o Retention and Breach Management: We adhere to our Information Sharing and Record Keeping Policy, which outlines procedures for effective record-keeping, retention periods, and the management of any data breaches in line with GDPR requirements.
o Staff Training: All staff receive regular training on data protection, confidentiality, and lawful information sharing to ensure consistent and compliant practice.

Early Years Pupil Premium (EYPP) funding

EYPP funding supports disadvantaged children during their early years. EYPP is available to children aged from 9 months up to 4 years, as long as they are in a funded early education place (such as universal/funded hours)

Specifically for 2-year-olds, EYPP can be claimed on either:
o their disadvantaged 15-hour entitlement (if they qualify under income-related criteria); or
o the working-parent 15-hour entitlement
A 2-year-old qualifies for EYPP if they receive at least one hour of funded early years education and one of the following applies:
• A parent/carer receives one of these income-based benefits:
o Income Support
o Income-based Jobseeker's Allowance
o Income-related Employment and Support Allowance
o Support under Part 6 of the Immigration and Asylum Act 1999
o Guaranteed State Pension Credit
o Universal Credit, with net household income under £7,400 annually
o Child Tax Credit (without Working Tax Credit) and household income under £16,190
o Working Tax Credit run-on (paid for 4 weeks after ending entitlement).
• Or, the child is currently looked after by a local authority, or has left care under:
o Adoption order
o Special guardianship order
o Child arrangements order.
Funding is allocated to our setting and is used to support the needs of disadvantaged pupils to achieve targets in any support plans, including CP and CiN plans.

Safer Recruitment, Training, and Supervision

We adhere to robust safer recruitment processes and follow the safeguarding procedures outlined in our Safeguarding Policy. All staff complete a thorough induction to ensure they understand their safeguarding responsibilities and our procedures from the outset.
Staff receive regular supervision sessions, providing opportunities to:
o Share any concerns regarding children's welfare or practice
o Identify solutions to challenges
o Access support through coaching and mentoring

We recognise and value the importance of continuous professional development. All staff have access to training on trauma-informed and attachment-aware practice, as well as understanding the impact of Adverse Childhood Experiences (ACEs), to ensure they are equipped to meet the needs of vulnerable children.
The DSL attends annual training led by the Virtual School for Designated Teachers and may also attend annual training specific to CWSW (CP, CiN, Ever6-CWSW and those in kinship arrangements), also provided by the Virtual School. Following this, key messages and updates are disseminated to all staff via staff meetings and briefings to ensure best practice is embedded across our setting.

Transitions

We recognise that transitions can be a particularly sensitive time for children, particularly children who are known (or previously known) to children's social care and those in kinship care arrangements. To ensure continuity of care and support, our DSL works closely with all staff to plan transitions carefully - whether starting at the setting, moving between rooms, or transferring to school – so that every child feels secure and supported throughout the process.
The approach taken at our setting includes:
• Early planning: Transition plans are initiated well in advance to allow time for preparation and support.
• Secure information sharing: Key information is shared promptly and securely with receiving providers, the Virtual School, and parents/carers, in line with data protection and safeguarding requirements.

• Child-centred approach: Strategies are tailored to the child's individual needs, ensuring consistency and sensitivity to their history and experiences.
• Collaborative working: We involve parents/carers, social workers, and other professionals in transition planning to ensure a smooth and positive experience for the child.
Our aim is to make transitions predictable, supportive, and reassuring, reducing anxiety and promoting a sense of security for every child.

Partnership Working

We maintain proactive and scheduled contact with key professionals and agencies to ensure a coordinated approach to safeguarding and supporting children. This includes:
• Regular communication with allocated social workers, Independent Reviewing Officers (IROs), and early support teams to share updates, escalate concerns, and contribute to planning for the child's welfare.
• Ongoing liaison with the Virtual School regarding Personal Education Plan (PEP) schedules, funding allocations (EYPP), and training opportunities to ensure educational progress and wellbeing are prioritised.
• Engagement with Health Visitors, SEND services, and other relevant health professionals to address developmental, medical, and emotional needs.

Monitoring and Reviewing

We conduct regular reviews of safeguarding records and attendance logs to identify any emerging patterns of concern and ensure timely intervention.
The DSL works collaboratively with Leaders and Managers to review CIN and CP plans and Personal Education Plans (PEPs). These reviews assess both the quality and the impact of the plans on the child's progress and wellbeing. Adjustments are made promptly where needed to improve outcomes and ensure the child receives the best possible support.
In addition, a termly progress report is prepared. This report celebrates progress and demonstrates accountability by including a summary of progress for children and areas of continued support.
A termly analysis of Early Years Pupil Premium (EYPP) investment is made showing how resources have been used effectively.
We evaluate the impact of additional funding and targeted interventions on educational attainment and overall wellbeing.

Attendance Policy and Child Absent Without Notification

Policy Statement:
Good attendance plays a fundamental role in supporting children's educational achievement, well-being and in keeping children safer. Establishing regular routines for young children supports the settling-in process and enhances their sense of security and belonging. Even if a child only has a part-time place, regular attendance is still especially important. Attending nursery helps children establish routines of going to school regularly and being on time, which can help them make a smooth and positive transition to reception.
This policy sets out the procedures in place to promote and monitor attendance within our Early Years Setting and the steps that will be followed if a child is absent from the setting. It also explains the importance and benefits of regular attendance.

Our Aims:
- To create a culture where good attendance and punctuality is 'normality' and valued by all.
- To value the individual and be socially and educationally inclusive.
- To be consistent in the implementation of our policy and procedures for recording and monitoring attendance.
- Work effectively with parents, children, and partners through building trusted relationships to work together to remove barriers to attendance.

To promote good attendance we will:
- Convey clearly to parents and children that regular attendance and punctuality is essential and is in the child's best interest and that unexplained absence will be investigated.
- Keep records of attendance which provide accurate information on actual attendance and lateness to enable monitoring and evaluation so that emerging patterns are addressed.
- Build on existing good practice that fosters a positive attitude to good attendance by quickly responding to children's absence.
- Target attendance and lateness where there has been an issue and aim to set in place strategies and techniques to support and ensure improvement.

Working with families

The setting will make its policy on attendance clear to parents and children through sharing information and expectations prior to admission.

The systems and procedures in place to promote children's attendance and punctuality will continue to be shared with parents at a universal level through parents' newsletters, online apps, and emails.
Managers and staff will work with parents to address specific aspects of attendance or punctuality, which cause concern through discussion and where appropriate standardised letters will also be used where a parental response and signature is required.

Recognising the factors affecting attendance
Whilst attendance at nursery is not statutory, authorised absence is only normally granted in the following circumstances:
- Illness of the child
- Illness of siblings or parents
- Health Services Appointments
- Holidays
- Religious observance
- Emergency circumstances

Where these circumstances arise parents should inform the nursey on the first day of absence or prior to the first day of absence.

Notifying absence

- We request that you inform us if your child will be absent from nursery (i.e. due to illness or a planned holiday/ day off).
- The preferred method of communicating absence is via the FAMLY APP or via EMAIL, to avoid a verbal message to a staff member not being passed on, or a telephone message being misinterpreted.

Statutory regulations require that as a childcare provider we play a role in safeguarding the children and we are committed to the safeguarding of children in our care. As part of that commitment we have a responsibility to investigate occasions when a child who is expected to attend nursery does not arrive when we have not received a notification of such absence.

Contact information for children

We will ensure that we have up to date contact details for parents/carers including:

- personal mobile number and email address
- employment or training contact number and email address if available
- at least one emergency contact number in addition to the above and more contacts if possible

Please inform us immediately of any changes to the contact information.
You can check and update details in the FAMLY app at any time.

Monitoring absence

- We will ensure that children's attendance is recorded daily in the FAMLY app, along with the reason given for any absence

- NB: 'ABSENT' should only be logged if we do not know the reason for absence and the family cannot be contacted.
- We will monitor attendance and look for any patterns of absence that may indicate there is a need for support for the child and family

Action to be taken if a child has an unexplained absence

We will follow these steps if a child has an unexplained absence:

1. Check whether other staff have received a message or have information about the child's absence.
2. Attempt to contact parents/carers using personal contact numbers – a phone call followed by an email message if necessary – if contact is made and there are no concerns, no further action is required. If contact is made and concerns are raised, we may need to contact other agencies or services in order to support the child and family, e.g. Health visitor. We will record the absence and the reason on our registers, and record any action taken in the child's file.
3. If contact is not made, we will attempt to contact the parent/carer on their employment or training contact number – stating who we are and where we are calling from, without disclosing what the call is about – and ask to speak to the parent/carer. If contact is made and there are no concerns, no further action is required. We will record the absence and the reason on our registers, and record any action taken in the child's file.
4. If we are unable to contact parents/carers, we will contact any emergency contact(s) to try to establish the whereabouts of the parents/carer and child.

5. If we know that there are siblings and the school that they attend, we will contact the school, state who we are and where we are calling from and ask to speak to the DSL or Headteacher regarding a concern about a child. They will check whether the sibling(s) are in school.
6. If sibling(s) are in school the DSL or Headteacher can check with them as to where the younger child is – there may be a simple explanation and parent/carer has forgotten to let us know.
7. If siblings are also absent, we will check whether school has been able to contact parent/carer or emergency contacts. If no contact has been made, we will discuss the risks with the DSL or headteacher and whether further action is needed. If no further action is needed on this occasion, record all of the actions taken in the child's file.
8. If the child receives Early Education Funding, we will contact the Early Years Funding team to check whether the child has been registered at another setting.
Email: eyfunding@warwickshire.gov.uk
9. We will consider posting a card or letter through the family's letterbox asking them to contact us as soon as possible, taking in to account any possible risks to our own safety.
10. If after following the steps above, no contact is made with the child and family, we will notify Warwickshire Early Years Safeguarding Adviser that the child is potentially missing on 01926 742549 or earlyyearsadvisors@warwickshire.gov.uk
The child's details will be recorded on the CMEE database along with the provider details. Information will be shared with Warwickshire CME team and School Admissions as necessary.
11. If there are concerns that the child may be at risk of harm or significant harm, we will follow the setting's safeguarding procedures.
12. If the child is a 'looked after child' or is already known to Children's Social Care, we must contact the named Social Worker or **Warwickshire Children and Families Family Connect** team to inform them of the child's absence.

We will attempt to contact parents/carers on the child's first day of absence.

If no contact has been made on the second day of absence and this is a family we have additional concerns about or the absence is out of the ordinary for this family, we will contact the Police on 101 and ask for a safe and well check to be carried out.

Record of Correspondence

Date: _____

Source:

- ☐ parent/ family member (in writing)
- ☐ parent/ family member (in person/ phone call)
- ☐ staff member
- ☐ Ofsted
- ☐ other

Nature of correspondence (tick all the correspondence relates to)

- ☐ safeguarding
- ☐ inclusion
- ☐ curriculum and teaching
- ☐ achievement
- ☐ behaviours, attitudes, routines
- ☐ children's welfare and wellbeing
- ☐ leadership and governance
- ☐ other

Details of correspondence (list any attached documentation)

Details of actions/ outcomes (list any attached documentation)

Name	Position	Date

Compliments and Complaints

Compliments:
It is always appreciated when we have positive feedback from parents/ carers, visitors or outside agencies. We welcome praise, encouragement and/ or advice and will always listen with an open mind to any ideas.

If you wish to leave feedback you can talk to a member of staff directly or use the nursery FAMLY app. We also aim to send out parent partnership surveys on a regular basis.

Any cards and letters we receive we keep in a folder in the office to look at occasionally to remind ourselves of the positive impact we have on families.

Complaints:
Complaints from parents/carers and staff will always be taken seriously.

Should a parent/carer or staff member wish to make a complaint or express a concern they are free to do so.

If the parent/carer wishes to raise a concern or register a complaint they can approach the Nursery Manager, via telephone, in person, or via email. All complaints will be investigated and recorded, and the findings of the report will be shared within 28 days, a letter will be given to the complainant outlining the facts and main areas of investigation.

If the parent/carer then feels that the response is unsatisfactory, or the complaint may be related to an issue that you feel unable to discuss with the childcare provider such as a child protection concern, then you can contact OFSTED directly by visiting the Ofsted website at www.ofsted.gov.uk

Ofsted can be contacted in the following way:
Call them on 0300 123 4666 (Monday to Friday from 8.00a.m. to 6.00p.m.)
Email them at: enquiries@ofsted.gov.uk
Write to them at:
Ofsted
Piccadilly Gate,
Store Street,
Manchester
M1 2WD

There may be times when employees, parents/ carers or visitors feel the need to report to Ofsted if they have concerns about practices and procedures for the safeguarding of children and young people.

Ofsted can be contacted in the following way:

Call them on 0300 123 3155 (Monday to Friday from 8.00a.m. to 6.00p.m.)
Email them at whistleblowing@ofsted.gov.uk

Write to them at:
Ofsted
Piccadilly Gate,
Store Street,
Manchester
M1 2WD

Record of Complaint

Date of Complaint: _____

Source of complaint

- ☐ parent/ family member (in writing)
- ☐ parent/ family member (in person/ phone call)
- ☐ staff member
- ☐ Ofsted (include complaint number if known):
- ☐ other

Nature of complaint (tick all the complaint relates to)

- ☐ safeguarding
- ☐ inclusion
- ☐ curriculum and teaching
- ☐ achievement
- ☐ behaviours, attitudes, routines
- ☐ children's welfare and wellbeing
- ☐ leadership and governance
- ☐ other

Details of complaint (list any attached documentation)

Who conducted the investigation?

- ☐ internal investigation
- ☐ investigation by Ofsted
- ☐ investigation by other agencies

Name:

Actions and Outcomes

- ☐ internal actions
- ☐ actions imposed or agreed with other agencies
- ☐ changes to conditions of registration
- ☐ no action
- ☐ other action taken by Ofsted
- ☐ actions agreed with Ofsted

Details of investigation/ actions/ outcomes (list any attached documentation)

Has a copy of this record been shared with complainant? YES / NO
Outcome notified to complainant within 28 days? YES / NO

Name	Position	Date

Confidentiality and Information Sharing

At Blue Bell Woods, working in partnership is central to our work because the families of children we care for count on us. In addition, statutory regulations require that we as a child care provider, inform parents/guardians of their rights when a child is enrolled.

Parents/carers have rights relating to:

- their involvement at the nursery
- their child's records
- information shared with a statutory body

Parent/Carer Visits

We encourage all parents/carers to visit their children at any time during the day. In addition, we also hold many special events for families to share with their child.

Parent/Carer Input

We welcome input from families about the nursery's policies and practice. We are happy to receive suggestions in writing or by speaking directly to them. Management and staff will consider all suggestions and respond to them in a reasonable time.

Reports to Parents/Carers

We believe in and require open, ongoing communication with families that respects a family's privacy and confidentiality. Children of all ages receive individual communications on a daily basis. Your child's Key Person or another member of staff will talk to you on a daily basis. You are free to access your child's Learning Journey in the Entrance Hall at any time.

Confidentiality

Blue Bell Woods considers the information noted in a child's files to be privileged and confidential. Access to a child's file is strictly limited to staff at the nursery and relevant authorised representatives of statutory regulatory agencies during a visit. Parents/carers may authorise others to access the file only by written authorisation and this is subject to data protection rules where any information relates to a third party.

Transfer of Files

In addition to access to their child files the nursery's management should transfer a copy of a child's files to the parent/carer or any other person so designated upon receipt of a written request from the parent/carer once the child is no longer attending the nursery.

Changes to Files

A child's parent/carer has the right to add information, comments, data or other relevant material to his or her child's file request deletion of or amendment to any information contained in the child's file.

Availability of a Child's File to Statutory Body
At its discretion, a statutory regulatory body may review a child's file. This is done to ensure that the nursery has followed requirements for collecting the proper information. All information in the file is kept confidential.

Blue Bell Woods is required to keep a copy of all statutory regulations and requirements on the premises of each nursery. These regulations are available to any parent/carer who would like to see them and can be viewed on our website.

Guidance on Parental Responsibility
This guidance explains the concept of parental responsibility and who has parental responsibility in relation to a child. It also gives guidance to staff on what to do if faced with a dispute between the parents of a child who attends the nursery.

Parental responsibility is defined in the Children Act 1989 as "all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property."

Parental responsibility is conferred automatically on the mother of a child irrespective of her marital status
If the father was married to the mother at the time of the birth of the child, he too will automatically have parental responsibility notwithstanding that they may later divorce
If the father was not married to the mother at the time of the birth but they marry subsequently, he will obtain parental responsibility if the birth of the child is re-registered following the marriage
Under the Children and Adoption Act 2002 it states an unmarried father will automatically obtain parental responsibility if the birth of the child is registered by both parents
An unmarried father may also acquire parental responsibility in several ways, the most usual being if he enters into a written parental responsibility agreement with the mother in the prescribed form or he is granted parental responsibility by the court.
Step parents may acquire parental responsibility by entering into a written parental responsibility with the mother, if she has sole parental responsibility, or with the mother and the father if both have parental responsibility. Step parents may also acquire parental responsibility by order of the court.

There is no limit on the number of people that may have parental responsibility.

IMPORTANT NOTE: The following illustrative example may equally apply to cases where the mother or the father has sole right of custody of a child.

The most common way in which a dispute is likely to arise is when a child has been placed with the nursery by the mother and the father who is not known to the nursery then demands (a) to see the child, (b) to remove the child from the nursery, or (c) to take the child home at the end of the day. When this happens, the first step is to check the consent and information form that was signed when the child was registered with the nursery to ascertain if the parent requesting to remove or see the child was named on that form.

Check to ensure that no further instructions have been received to countermand the original consent and information form. If the nursery has received no further instructions and the father is named in the consent and information form and can prove that he is who he says he is, the nursery may release the child to the father.

If the child was only registered by the mother, there are no other names on the consent and information form and the mother has not telephoned to inform the nursery that somebody else is going to be picking up the child, the nursery must contact the mother before releasing the child into anybody else's control.

As good practice nurseries should operate a 'call-back' system. Should a parent telephone to authorise the collection of their child they must speak to the Nursery Manager / Deputy Manager who will immediately dial the phone number on the child's record to speak to the parent to ensure validity of the call.

Blue Bell Woods Day Nursery

Equality of Opportunity Policy

Overview

Blue Bell Woods Day Nursery is committed to providing equality of opportunity and anti-discriminatory practice for all children and families, treating all with equal concern. We aim to provide a positive and loving learning environment free from prejudice, discrimination and fear, in which all children and their families feel accepted, respected and valued.

We Aim to:

Recognise that all children are different and aim to identify how best to support each child and family.

Value the contributions that all children and their families can bring.

Actively promote anti-discriminatory practice, to build an inclusive environment where every child can fulfil their potential.

Continually reflect on our practice and increase our knowledge around equality issues, requesting additional relevant training when a need is identified

Provide an inclusive environment, recognising that, as individuals, children and adults alike all require some form of support. However, we recognise that for some this may be specific and sometimes require the help of outside agencies.

Adhere to relevant legislation to ensure quality in the service we provide

Employment

At Blue Bell Woods Day Nursery, we strive to find the best candidate for every job vacancy regardless of race, religion, ethnicity, home language, family background, gender or disability and/or learning difficulty.

- Positions are advertised widely in the local community.
- All applicants are assessed against the same criteria.
- Each position is offered to the applicant who best meets the criteria for the post.
- As our work with children requires staff to undertake a Disclosure and Barring Service check (DBS), we would encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. Having a criminal record will not necessarily bar you from working with us, this will depend upon the nature of the offence and when it occurred. We will take guidance from the Rehabilitation of Offenders Act 1974 and from Ofsted when making an employment decision.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Staff

Blue Bell Woods Day Nursery is committed to the fair treatment of its staff, potential staff, or users of its services, regardless of race, gender, ethnicity, pregnancy, religion, sexual orientation, responsibilities for dependents, age or physical/mental disability.

- The Manager will lead and promote good practice in our Nursery, according to our Equality of Opportunity Policy.
- All staff members have knowledge of our Equality of Opportunity Policy and share the responsibility of ensuring that we provide a fully-inclusive service for children and their parents and families. They recognise the importance of their role in promoting equality and challenging discrimination.
- We seek on-going training/professional development opportunities for staff, to enable them to keep up to date with new developments, current research and best practice. Staff will be required to reflect on their own practice and to complete a Reflective Analysis on their own strengths and weaknesses with regard to promoting diversity, inclusion and participation.
- This information will be stored in the Continuing Professional Development file located in the Nursery Office.
- Staff should ensure that they have an accurate understanding of the use of artefacts from other cultures and that they use accurate terms for cultural and religious practices. When using other languages, either orally or in written format, staff should check that words are pronounced and written accurately.

Blue Bell Woods Day Nursery

Admissions

- Our Nursery is open to all members of the community.
- We advertise our services widely, and our aim is that families who use our nursery reflect the cultural diversity of our community.
- We base our admissions policy on a fair system; we never discriminate against a child or their family or prevent entry to our nursery on the basis of race, religion, home language, family background, gender or disability and/or learning difficulty.
- We gather full and accurate information about all children before they start at Blue Bell Woods Day Nursery to ensure that we can meet their needs to the best of our ability. All staff should ensure that they are fully aware of the significant cultural and religious festivals celebrated by children, their home language/s, as well as any additional needs or disabilities, This information is gathered by parents/carers completing our contract, the "All about Me", "My Routine", "My Care Plan", "Every Child a Talker" and "My Development" information. Close liaison between parents/carers and the child's Key Person during the child's settling-in sessions is key.
- Our SENDCO (Special Educational Needs Coordinator) is **Samantha Monino**.
- Where appropriate, we will work closely with Warwickshire Children's Services and Integrated Disability Service (IDS) to provide support for children with disabilities or additional needs.

Environment and Resources

- We aim to provide a secure environment in which all children can flourish, and in which all contributions are valued.
- All the resources should be selected to reflect the diversity of culture, religion, race, ability, gender and family composition of the children, staff and families in the nursery and wider community. The emphasis is for children to feel a sense of belonging and connection with their identity and to acquire a sense of the world and to enable them to develop positive attitudes related to their identities and those of others. We provide resources that give a balanced view of the world and an appreciation of the rich diversity of our society, for example
    - Dual language books, puzzles, posters
    - Environmental print in English and other languages
    - Photographs reflecting our diverse society
    - Varied menu to reflect food from different cultures and countries
    - Role play resources reflecting different lifestyles
    - Small world play resources reflecting different cultures, ethnicities, family compositions and including figures with disabilities combined with able bodied figures so that children see that differing abilities are equally valued.
- We encourage children through play, equipment and activities to explore, acknowledge and value similarities and differences between themselves and others. Staff talk openly and honestly and through discussions about why we are all different. In doing so we help children to recognise that everyone should be valued for the unique qualities and build their moral development in having respect for others.
- Staff act as positive role models, using the correct terminology, for example saying "a child with epilepsy", not "an epileptic child" (recognizing the child before their condition).
- Our physical resources take into account children's size, height and physical needs, e.g. we have child-size tables and chairs, and sinks at their level.
- We have an accessible toilet for people with disabilities to use
- We will access training to use Makaton signing to use throughout the nursery.
- We will use visual timetables in the nursery to support children's communication, including children with English as an additional language.

- We will work with professionals from outside agencies to provide a multi-agency network of support for children and their families, e.g. IDS, Warwickshire Children's Services, Speech and Language Therapists, family Health Visitors, Orchard Centre (assessment centre), to ensure that the best care and learning opportunities are available for individual children.
- We will provide an anti-bias curriculum, embedding the values and cultures of others into our nursery, helping children to feel valued through everyday routine and practice and avoiding a tourist or tokenistic approach. We will ensure that the cultural and religious festivals of staff and children as well as the wider community are celebrated by the children and staff within the nursery.
- All staff members will aim to keep accurate, relevant and up to date information on the cultural and religious festivals celebrated. We will also keep abreast of good practice through continuing professional development opportunities through the Early Years Partnership. Seasonal festivals should be referred to as Festivals of Light (Christmas, Diwali, Chanukah, Feast of St. Nicholas, etc) and Festivals of Spring (Easter, Passover etc.) so that no religious or cultural festival is seen to be of greater value.

Inclusive Practice

All staff members share the responsibility of ensuring that we provide a fully-inclusive service for children and their parents and families.

- When starting at Blue Bell Woods Day Nursery, all children are appointed a Key Person who will liaise with parents and families to identify children's individual needs and requirements, en ensure that we are providing a fully-inclusive service for each and every child.
- We will identify and provide additional resources and support for individual children, where needed, including children with disabilities or with special educational needs.
- Safety in our nursery is important and we aim to obtain 'safety words' e.g. stop, hot, walk, from families where English is an additional language. These words can be used to prevent accidents happening.
- Outings – staff will make arrangements to include all children on outings, taking into account individual /additional needs, e.g. one- to- one care for the duration of the outing if necessary.
- Staff model anti-discriminatory practice, for example
    - Displaying positive images of people in different roles (e.g. female doctors, male florists, a teacher in a wheelchair, a father caring for a baby etc.)
    - Pointing out and praising when children take part in the full range of activities available.
    - Sensitively intervening if children (or adults) make stereotypical remarks

Working with parents and carers

We aim to include and value the contribution of all families to our understanding of equality and diversity.
We will ensure that our parents have access to all the Nursery Policies by having them readily available either electronically (on the Nursery Website/via email) or in hard copies.
We value the contribution that parents and families can make to the nursery and our aim is to make all parents and families welcome and join in with some activities. e.g. join our gardening club, read with the children, join in with cooking activities, come in to embrace cultural celebrations.
We will provide children's reports to parents, to encourage links between home and nursery.
We will have 'open evenings' where families are welcome to come and talk to their Key Person and see the activities their children have been involved in.

Discriminatory Remarks or Behaviour

We take all incidents of discrimination very seriously and aim to challenge prejudice and discrimination when it occurs in a way that is sensitive and constructive.
As a staff team, we aim to recognise and examine our own beliefs and prejudices in relation to our own practice.
We would fully support any child, member of staff or parent who encountered discrimination or harassment in a sensitive and constructive manner.

Key points in challenging discrimination:
Don't ignore the situation
Ask for advice
Deal with the situation as soon as you can
Ensure your communications are clear and not judgemental
Challenge the behaviour not the person
Ensure the victim has your support and understanding
Ensure that individuals who are discriminatory receive guidance to address issues and where this may be a colleague further training to build knowledge and understanding.

Action to be taken in case of discrimination

- Any concerns of discrimination should be reported to the senior staff member in the first instance.
- The management team will consider whether discrimination has occurred and agree on appropriate actions and response.
- The response will be made in writing to the person raising the concern. Actions will be implemented and monitored as appropriate.
- A report with statements will be produced, detailing the incident and recording any actions or outcome, and, where appropriate, other agencies will be informed.

Blue Bell Woods Day Nursery

Key Person Approach

Policy and Procedure

At Blue Bell Woods Day Nursery, we listen to the needs of our families to give each child and parent/carer our full attention. One of the ways we work in partnership is through our Key Person Approach.

We believe that good parental partnership is vital in establishing a healthy trusting relationship between staff and parents/ carers which will benefit the child in all aspects of nursery life. The Key Person approach is in place to maintain continuity of care for an individual child and to provide support for both the child and parents/ carers, by establishing a key relationship with one member of staff. We assign a Key Person to each and every child, who assumes special responsibility for that child, coordinating their care and learning and is responsible for communication with the child's parents/carers.

Key Person ~ EYFS Statutory Framework
Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate. (EYFS September 2026)

A Key Person Approach will:

• Make sure that, **each** child feels special and individual cherished and thought about by someone in particular while they are away from home.
• Ensure each child in the nursery will experience a close relationship that is affectionate, consistent and reliable
• Ensure that parents/ carers have the opportunity to build personal relationships with a particular member of staff.
• Better, improve care and learning for children
• Assist staff to be better satisfied and engaged because they form personal relationships
• Develop an environment where parents/ carers are able to feel trust and have confidence in competent devoted and professional staff
• A Key Person does not work exclusively with his/her key children or shadow the child throughout the session. They do not prevent other adults from developing a relationship with key children. The whole staff team works with all of the children and supports the Key Person, for example by helping with observations.

The Key Person's Role

A Key Person is someone who:
• Forms a unique and special attachment with a child and his/her parents/ carers
• Is a warm, reliable and consistent person in a child's life outside of the home
• Is professional in their relationship with the child's parents/carers
• Works in partnership with the child's parents/carers
• Supports the child during significant changes in their life e.g. new baby, moving house
• Introducing the child to the group and assist the child to integrate into the group as necessary
• Ensures a flow of information between the parent/ carer and the nursery
• Maintains, supports, extends and assesses the child's Learning Journey
• Meets with the parent/ carer regularly to discuss progress, celebrate learning and development and plan for learning.
• Supports Every Child a Talker- working with the parent/carer to establish the child's home language, key words that the child uses/understands, and any words the child uses with their own meanings
• Acts (where there is a need) to Safeguard Children
• Supports Special Educational Needs for their Key children
• Where possible carries out as much of the children's home routine as possible and ensure that in the Key Person's absence that up to date care routines are cascaded to other staff

members.

Key Person Approach ~ Policy and Procedure
The nursery will put in place a secondary Key Person who will assume the Key Person role when the Key Person is not on duty, is on leave or off sick, and who will take on full Key Person responsibilities as described above in the absence of the Key Person

Assigning a Key Person/Secondary Key Person
The Nursery Manager is responsible for assigning Key Persons and ensuring that the Key Person Approach is fully implemented.

After the child's initial visit to the nursery, and subsequent take up of a place, a member of staff will be allocated to each child and parent/carer to act as their Key Person. A Secondary Key Person will also be appointed and will work with the Key Person to ensure that the needs of the family are met.

The parents/ carers need to be fully informed of the Key Person Approach and allocated Key Persons. The Key Person will settle the child and their parents/carers into the nursery and work to develop a partnership with them. This relationship should be supportive and open but should not be exclusive.

Change of Key Person and/or Secondary Key Person
There are times when there will be a need for a change of Key Person. We value the importance of high-quality continuous care and stable attachments and where a change is needed then we need to work in partnership with the child's family to ensure a smooth transition to a new Key Person.

Prior to any change of Key Person there are a number of steps that should be taken. The Nursery Manager or the Key Person should:
• Inform the parent/carer at the earliest opportunity of the change in Key Person that will occur
• Provide the reasons for the change
• Invite them to discuss the proposal with the Manager, particularly if the new Key Person is new to the nursery or leaving.
• Where possible provide an approximate change over date/period.
• Provide opportunities for the parent/carer and the new Key Person to be introduced, both formally and informally.

The new Key Person also has a role to play at this stage and will:
• Strengthen relationships and participate with the new child/children by facilitating short visits to and from the new Worker,
• Provide invitations at mealtimes and other such occasions.
• Liaise with the current Key Person to exchange information on the child through All About Me Forms, Learning Journeys, observations and dialogue.
• Meet with the parent/carer to build up a relationship and arrange a joint Parent/Carer and Key Person meeting with old and new Key Person and parents
• Help with the handover and adopt full Key Person responsibilities in line with the policy on The Key Person Approach.

Privacy Notice

Blue Bell Woods Day Nursery

Under data protection law, individuals have a right to be informed about how the nursery uses any personal data that we hold about them. We comply with this right by providing "Privacy Notices" (sometimes called "fair processing notices") to individuals where we are processing their personal data.

This privacy notice explains how we collect, store and use personal data about children. Blue Bell Woods Nursery (hereon called the "nursery") is the "data controller" for the purposes of data protection law.

Our Data Protection Coordinator is Kat Stapleton.

The personal data we hold
Personal data that we may collect, use, store and share (when appropriate) about children includes, but is not restricted to:

- Contact details, contact preferences, date of birth, identification documents
- Results of internal assessments
- Pupil and curricular records
- Characteristics, such as ethnic background, eligibility for EYPP, or special educational needs and disabilities
- Exclusion information
- Details of any medical conditions, including physical and mental health
- Attendance information
- Safeguarding information
- Details of any support received, including care packages, plans and support providers
- Photographs
- We may also hold data about children that we have received from other organisations, including other nurseries, local authorities and the Department for Education.

Why we use this data
We use this data to:

- Support learning
- Monitor and report on progress
- Provide appropriate pastoral care
- Protect welfare
- Assess the quality of our services
- Administer admissions waiting lists
- Carry out research
- Comply with the law regarding data sharing

Our legal basis for using this data
We only collect and use children's personal data when the law allows us to. Most commonly, we process it where:

- We need to comply with a legal obligation
- We need it to perform an official task in the public interest

Less commonly, we may also process children's personal data in situations where:

- We have obtained consent to use it in a certain way
- We need to protect the individual's vital interests (or someone else's interests)
- Where we have obtained consent to use children's personal data, this consent can be withdrawn at any time. We will make this clear when we ask for consent and explain how consent can be withdrawn.

Some of the reasons listed above for collecting and using personal data overlap, and there may be several grounds which justify our use of this data.

Collecting this information
While the majority of information we collect about your child is mandatory, there is some information that can be provided voluntarily.

Whenever we seek to collect information from you or your child, we make it clear whether providing it is mandatory or optional. If it is mandatory, we will explain the possible consequences of not complying.

How we store this data
We keep personal information about children while they are attending our nursery. We may also keep it beyond their attendance at our nursery if this is necessary in order to comply with our legal obligations. The Information and Records Management Society's toolkit for schools sets out how long we keep information about pupils.

Data sharing
We do not share information about children with any third party without consent unless the law and our policies allow us to do so.

Where it is legally required or necessary (and it complies with data protection law) we may share personal information with:

- Our local authority – to meet our legal obligations to share certain information with it, such as Early Years Census data and nursery funding information
- The Department for Education
- The child's family and representatives
- OFSTED
- Suppliers and service providers – to enable them to provide the service we have contracted them for
- Financial organisations- BFL Solutions
- Central and local government
- Our auditors
- Survey and research organisations
- Health authorities
- HMRC
- Security organisations
- Health and social welfare organisations- Warwickshire Children and Families Family Connect, HV, GP, IDS, SALT
- Professional advisers and consultants
- Police forces, courts, tribunals
- Professional bodies
- Any other setting your child may attend or transition to

We are required to provide information about children to the Department for Education as part of statutory data collections such as the nursery census.

Transferring data internationally

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

Parents and children's rights regarding personal data
Individuals have a right to make a 'subject access request' to gain access to personal information that the nursery holds about them. Parents / carers can make a request with respect to their child's data where the child is not considered mature enough to understand their rights over their own data (usually under the age of 13), or where the child has provided consent.

Parents also have the right to make a subject access request with respect to any personal data the nursery holds about them.

If you would like to make a request, please contact our data protection coordinator.

Parents / carers also have a legal right to access to their child's educational record. To request access, please contact the data protection coordinator.

Other rights
Under data protection law, individuals have certain rights regarding how their personal data is used and kept safe, including the right to:

- Object to the use of personal data if it would cause, or is causing, damage or distress
- Prevent it being used to send direct marketing
- Object to decisions being taken by automated means (by a computer or machine, rather than by a person)
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations
- To exercise any of these rights, please contact our data protection coordinator.

Complaints
We take any complaints about our collection and use of personal information very seriously. If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance. To make a complaint, please contact our data protection coordinator. Alternatively, you can make a complaint to the Information Commissioner's Office:

Report a concern online at https://ico.org.uk/concerns/
Call 0303 123 1113
Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

Contact us
If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact the Data Protection Coordinator.

Blue Bell Woods Day Nursery

Record Keeping, Data Protection and Access to Information

Introduction

The purpose of this policy is to ensure that Blue Bell Woods Day Nursery is committed to compliance with all the relevant data protection laws in respect of personal data, and to protecting the "rights and freedoms" of individuals whose information the nursery collects about staff, children, parents, visitors and other individuals, are stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill.

The Nursery is committed to complying with data protection legislation and good practice including:

- processing personal information only where this is strictly necessary for legitimate organisational purposes;
- collecting only the minimum personal information required for these purposes and not processing excessive personal information;
- providing clear information to individuals about how their personal information will be used and by whom;
- only processing relevant and adequate personal information;
- processing personal information fairly and lawfully;
- maintaining an inventory of the categories of personal information processed by the nursery;
- keeping personal information accurate and, where necessary, up to date;
- retaining relevant and accurate personal information only for as long as is necessary for legal or regulatory reasons or, for legitimate organisational purposes;
- respecting individuals' rights in relation to their personal information, including their right of subject access;
- keeping all personal information secure;
- only transferring personal information outside the EU in circumstances where it can be adequately protected;
- the application of the various exemptions allowable by data protection legislation;
- developing and implementing a Data Protection Impact Assessment (DPIA) to enable the policy to be implemented;
- the identification of employees with specific responsibility and accountability for the DPIA; and carry out an annual audit of General Data Protection.

Who controls personal Information collected by Blue Bell Woods?

Blue Bell Woods is the data controller for the information
collected about you. It is located at Monks Road, Binley Woods, Coventry. CV3 2BQ
The nursery processes personal data relating to parents, children, staff, visitors and others, and therefore are data controllers and data processors under GDPR. The nursery is registered as a data controller with the ICO and will renew this registration annually or as otherwise legally required.

Staff are responsible for:

- Collecting, storing and processing any personal data in accordance with this policy
- Informing the nursery of any changes to their personal data, such as a change of address
- Contacting the Data Protection Coordinator in the following circumstances:
    - With any questions about the operation of this policy, data protection law, retaining personal data or keeping personal data secure
    - If they have any concerns that this policy is not being followed
    - If they are unsure whether or not they have a lawful basis to use personal data in a particular way

- If they need to rely on or capture consent, draft a privacy notice, deal with data protection rights invoked by an individual, or transfer personal data outside the European Economic Area
- If there has been a data breach
- Whenever they are engaging in a new activity that may affect the privacy rights of individuals
- If they need help with any contracts or sharing personal data with third parties

Compliance with data protection legislation is the responsibility of all members of the nursery who process personal information.

The nurseries continuing professional development sets out specific training and awareness requirements in relation to all staff.

Members of the nursery are responsible for ensuring that any personal data supplied by them, and that is about them, to the nursery is accurate and up-to-date.

Data protection principles
The GDPR is based on data protection principles that our nursery must comply with.

The principles say that personal data must be:

- Processed lawfully, fairly and in a transparent manner
- Collected for specified, explicit and legitimate purposes
- Adequate, relevant and limited to what is necessary to fulfil the purposes for which it is processed
- Accurate and, where necessary, kept up to date
- Kept for no longer than is necessary for the purposes for which it is processed
- Processed in a way that ensures it is appropriately secure
- This policy sets out how the nursery aims to comply with these principles.

Collecting personal data
Lawfulness, Fairness and Transparency
We will only process personal data where we have one of 6 "lawful bases" (legal reasons) to do so under data protection law:

- The data needs to be processed so that the nursery can fulfil a contract with the individual, or the individual has asked the nursery to take specific steps before entering into a contract
- The data needs to be processed so that the nursery can comply with a legal obligation
- The data needs to be processed to ensure the vital interests of the individual e.g. to protect someone's life
- The data needs to be processed so that the nursery, as a public authority, can perform a task in the public interest, and carry out its official functions
- The data needs to be processed for the legitimate interests of the nursery or a third party (provided the individual's rights and freedoms are not overridden)
- The individual (or their parent/carer when appropriate in the case of a child) has freely given clear consent

For special categories of personal data, we will also meet one of the special category conditions for processing which are set out in the GDPR and Data Protection Act 2018.

Limitation, Minimisation and Accuracy

We will only collect personal data for specified, explicit and legitimate reasons. We will explain these reasons to the individuals when we first collect their data.

If we want to use personal data for reasons other than those given when we first obtained it, we will inform the individuals concerned before we do so and seek consent where necessary.

Staff must only process personal data where it is necessary in order to do their jobs.

When staff no longer needs the personal data they hold, they must ensure it is deleted or anonymised. This will be done in accordance with the Information and Records Management Society's toolkit for schools (IRMS).

A systematic destruction of documents is carried out at the end of the academic year in line with IRMS.

What personally identifiable information does Blue Bell Woods collect?
The type of business relationship you have with Blue Bell Woods will determine the specific information we will need to collect from you.

If you are a parent/ carer we will collect:
Registration information that you provide voluntarily when enrolling your child in nursery via telephone, online, or in person. Registration information may include your personalised registration password and contact information and your child's name, date of birth, gender, allergies, intolerances, food restrictions, additional needs, doctor's name and other information necessary to provide high quality care.
Utilisation information, such as dates and reasons for care.
Care records created during the course of providing care to your child. Care records may include notes on activities and behaviours, pictures or other documentation records.

If you are a visitor, we will collect:
Contact information that you provide voluntarily when requesting publications or other information via telephone, online or in person. Contact information may include your name, telephone number, email address and postal address.

If you are a job applicant, we will collect:
Information that you provide voluntarily when applying for a job via telephone, online or in person. Information may include your name, postal address, email addresses, telephone number, employment history, education, references and other curriculum vitae information.

We use the Disclosure and Barring Service (DBS) Disclosure service to help assess the suitability of applicants and we comply fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information:

- Storage and access: Disclosure information should be kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.
- Handling: In accordance with Section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.
- Usage: Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.
- Retention: Once a recruitment (or other relevant) decision has been made, we retain the individual member of staff's DBS Certificate number on our single central record together with other relevant information such as the date of issue, the type of disclosure requested and right to work checks. We do

not keep copies of certificates; we request sight of the original and the outcome of the DBS check from the umbrella company used. This information is stored in each member of staff's individual staff file.

Where does Blue Bell Woods store personally identifiable information?
Electronic Information:
The electronic personal information we collect about you will be stored and processed on electronic information systems operated by Blue Bell Woods Day Nursery. This includes the FAMLY app, Microsoft Office, Synergy, Wordpress.

Hardcopy Information:
The hardcopy personal information we collect about you remains in the nursery.

Who does Blue Bell Woods share personally identifiable information with?
Blue Bell Woods considers your personal information confidential and does not sell it to others. We will not normally share personal data with anyone else, but may do so where:

- There is an issue with a child or parent/carer that puts the safety of our staff at risk
- We need to liaise with other agencies – we will seek consent as necessary before doing this
- Our suppliers or contractors need data to enable us to provide services to our staff and children – for example, IT companies. When doing this, we will:
- Only appoint suppliers or contractors which can provide sufficient guarantees that they comply with data protection law
- Establish a data sharing agreement with the supplier or contractor, either in the contract or as a standalone agreement, to ensure the fair and lawful processing of any personal data we share
- Only share data that the supplier or contractor needs to carry out their service, and information necessary to keep them safe while working with us

We will also share personal data with law enforcement and government bodies where we are legally required to do so, including for:

- The prevention or detection of crime and/or fraud
- The apprehension or prosecution of offenders
- The assessment or collection of tax owed to HMRC
- In connection with legal proceedings
- Where the disclosure is required to satisfy our safeguarding obligations
- Research and statistical purposes, as long as personal data is sufficiently anonymised or consent has been provided
- We may also share personal data with emergency services and local authorities to help them to respond to an emergency situation that affects any of our children or staff. Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

We may share information with external agencies such as Ofsted, Warwickshire Children and Families Family Connect, the Police, the Local Authority, HMRC.

Subject Access Requests and Other Rights of Individuals

Subject Access Requests

Blue Bell Woods Day Nursery

Individuals have a right to make a "Subject Access Request" to gain access to personal information that the nursery holds about them. This includes:

- Confirmation that their personal data is being processed
- Access to a copy of the data
- The purposes of the data processing
- The categories of personal data concerned
- Who the data has been, or will be, shared with
- How long the data will be stored for, or if this isn't possible, the criteria used to determine this period
- The source of the data, if not the individual
- Whether any automated decision-making is being applied to their data, and what the significance and consequences of this might be for the individual

Subject access requests must be submitted in writing, either by letter or email to the Nursery Manage. They should include:

- Name of individual
- Correspondence address
- Contact number and email address
- Details of the information requested

If staff receive a subject access request, they must immediately forward it to the Nursery Manager.

Children and Subject Access Requests
Children below the age of 13 are generally not regarded to be mature enough to understand their rights and the implications of a subject access request. Therefore, most subject access requests from parents or carers of children at our nursery may be granted without the express permission of the child. This is not a rule and a child's ability to understand their rights will always be judged on a case-by-case basis. From the age of 13 children have a right to access their data.

Responding to Subject Access Requests
When responding to requests, we:

- May ask the individual to provide 2 forms of identification
- May contact the individual via phone to confirm the request was made
- Will respond without delay and within 1 month of receipt of the request
- Will provide the information free of charge
- May tell the individual we will comply within 3 months of receipt of the request, where a request is complex or numerous. We will inform the individual of this within 1 month, and explain why the extension is necessary

We will not disclose information if it:

- Might cause serious harm to the physical or mental health of the child or another individual
- Would reveal that the child is at risk of abuse, where the disclosure of that information would not be in the child's best interests
- Is contained in adoption or parental order records
- Is given to a court in proceedings concerning the child

- If the request is excessive, we may refuse to act on it, or charge a reasonable fee which takes into account administrative costs.

A request will be deemed to be unfounded or excessive if it is repetitive or asks for further copies of the same information.

When we refuse a request, we will tell the individual why, and tell them they have the right to complain to the ICO.

Other Data Protection Rights of the Individual
In addition to the right to make a subject access request (see above), and to receive information when we are collecting their data about how we use and process it, individuals also have the right to:

- Withdraw their consent to processing at any time
- Ask us to rectify, erase or restrict processing of their personal data, or object to the processing of it (in certain circumstances)
- Prevent use of their personal data for direct marketing
- Challenge processing which has been justified on the basis of public interest
- Request a copy of agreements under which their personal data is transferred outside of the European Economic Area
- Object to decisions based solely on automated decision making or profiling (decisions taken with no human involvement, that might negatively affect them)
- Prevent processing that is likely to cause damage or distress
- Be notified of a data breach in certain circumstances
- Make a complaint to the ICO
- Ask for their personal data to be transferred to a third party in a structured, commonly used and machine-readable format (in certain circumstances)

Individuals should submit any request to exercise these rights to the Nursery Manager. If staff receive such a request, they must immediately forward it to the Nursery Manager.

Parental Requests to See the Educational Record
Parents, or those with parental responsibility, have a legal right to free access to their child's educational record (which includes most information about a child) within 15 nursery days of receipt of a written request. Use the subject access request form to submit your request.

We keep a record of all requests on a DSAR – Data Subject Access Request Log.

Photographs and Videos
As part of our nursery activities, we may take photographs and record images of individuals within our nursery.

We will obtain written consent from parents / carers for photographs and videos to be taken of their child for communication, marketing and promotional materials. We will clearly explain how the photograph and/or video will be used to parent / carer and child.

Uses may include:

- Within nursery on notice boards and in nursery brochures, newsletters, etc.
- Outside of nursery by external agencies such as the nursery photographer, newspapers, campaigns
- Online on our nursery website or Facebook page

Consent can be refused or withdrawn at any time. If consent is withdrawn, we will delete the photograph or video and not distribute it further.

Data Protection by Design and Default
We will put measures in place to show that we have integrated data protection into all of our data processing activities, including:

- Appointing a Data Protection Coordinator, and ensuring they have the necessary resources to fulfil their duties and maintain their knowledge
- Only processing personal data that is necessary for each specific purpose of processing, and always in line with the data protection principles set out in relevant data protection law
- Completing privacy impact assessments where the nursery processing of personal data presents a high risk to rights and freedoms of individuals, and when introducing new technologies
- Integrating data protection into internal documents including this policy, any related policies and privacy notices
- Regularly training members of staff on data protection law, this policy, any related policies and any other data protection matters; we will also keep a record of attendance
- Regularly conducting reviews and audits to test our privacy measures and make sure we are compliant
- Maintaining records of our processing activities, including:
    - For the benefit of data subjects, making available the name and contact details of our nursery and Data Protection Coordinator and all information we are required to share about how we use and process their personal data (via our privacy notices)
    - For all personal data that we hold, maintaining an internal record of the type of data, data subject, how and why we are using the data, any third-party recipients, how and why we are storing the data, retention periods and how we are keeping the data secure

Data Security and Storage of Records
We will protect personal data and keep it safe from unauthorised or unlawful access, alteration, processing or disclosure, and against accidental or unlawful loss, destruction or damage.

In particular:

- Paper-based records and portable electronic devices, such as laptops and servers that contain personal data are kept under lock and key when not in use
- Papers containing confidential personal data must not be left on office and classroom desks, on staffroom tables, pinned to notice/display boards, or left anywhere else where there is general access
- Passwords are used to access nursery computers, laptops and other electronic devices, such as the tablets
- Passwords are changed at regular intervals
- Encryption software is used to protect all portable devices and removable media, such as laptops and USB devices
- Staff who store personal information on their personal devices are expected to follow the same security procedures as for nursery-owned equipment
- Where we need to share personal data with a third party, we carry out due diligence and take reasonable steps to ensure it is stored securely and adequately protected

Disposal of Records
Personal data that is no longer needed will be disposed of securely in line with IRMS.

Personal data that has become inaccurate or out of date will also be disposed of securely, where we cannot or do not need to rectify or update it.

For example, we will shred paper-based records, and overwrite or delete electronic files. We may also use a third party to safely dispose of records on the nursery behalf. If we do so, we will require the third party to provide sufficient guarantees that it complies with data protection law.

Personal Data Breaches
The nursery will make all reasonable endeavours to ensure that there are no personal data breaches.

In the unlikely event of a suspected data breach, we will complete a Data Protection Breach Log.

When appropriate, we will report the data breach to the ICO within 72 hours. Such breaches in a nursery context may include, but are not limited to:

- A non-anonymised dataset being published on the nursery website which shows the developmental levels of children's eligible for the early years pupil premium
- Safeguarding information being made available to an unauthorised person
- The theft of a nursery laptop containing non-encrypted personal data about children

Blue Bell Woods places a high priority on the security of your information and have implemented numerous measures to secure it. We utilise appropriate technical, administrative and physical safeguards to protect against loss, unauthorised access, destruction, misuse, modification and improper disclosure. We are registered with the ICO, the UK's independent body set up to uphold information rights. Blue Bell Woods securely stores the information you enter on its website, including, for example, requests for information and data from family surveys. However, no computer system or information can ever be fully protected against every possible hazard.

If you believe that someone has improperly used or provided information about you that you did not authorise, please contact us immediately via email: bluebellwoodsdaynursery@gmail.com, telephone: 02476 543785 or in person

Training
All staff are provided with data protection training as part of their induction process.

Data protection will also form part of continuing professional development, where changes to legislation, guidance or the nursery processes make it necessary.

Monitoring Arrangements
The Data Protection Coordinator is responsible for monitoring and reviewing this policy.

This policy will be reviewed and updated if necessary when the Data Protection Bill receives royal assent and becomes law (as the Data Protection Act 2018) – if any changes are made to the bill that affect our nursery practice. Otherwise, or from then on, this policy will be reviewed annually.

Blue Bell Woods Day Nursery

Acceptable Use Policy/ E-Safety Policy

Introduction
E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It provides safeguards and awareness for users to enable them to control their online experience.

Blue Bell Woods has appointed an e-Safety Co-ordinator: Kat Stapleton

Why Internet use is important
The Internet is an essential element in 21st century life for education, business and social interaction. The security of our information systems will be reviewed regularly. Virus protection will be installed and updated regularly.

E-mail sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on headed paper.

Published content and the Blue Bell Woods Website
The contact details on the Website should be the nursery address, email, and telephone number. Photographs that include children will be selected carefully and parents must give written marketing permission. Children's full names will not be used anywhere on the website, particularly in association with photographs.

Social Network Policy
At Blue Bell Woods Day Nursery, communication is at the centre of all that we do. Whether the communication is internal or external we want to present a professional image and provide appropriate information for our nursery.
It is important that we use new technologies and services effectively. However, it is important to ensure that we balance this with our duties to the nursery, our legal responsibilities, and our reputation. Our use of social networking applications has implications for our duty to safeguard children, young people and vulnerable adults.
This policy aims to provide a balance, to support staff and families whilst providing a framework of good practice. This policy covers the use of social networking applications by nursery employees and by partners or other third parties on behalf of the nursery.

Social networking applications include, but are not limited to:
Blogs, on-line discussion forums, collaborative spaces, media sharing services, 'microblogging' applications such as X and Facebook, MSN, YouTube

All Nursery Staff and representatives should bear in mind that information they share through social networking applications, even if they are on private spaces, are still subject to copyright, data protection and Freedom of Information legislation, the Safeguarding Vulnerable Groups Act 2006, GDPR and other legislation. They must also operate in line with our Safeguarding Policies.

Staff will not use sites to discuss work related issues, to bring the nursery reputation into disrepute, to air problems or issues, to intimidate, harass or bully other staff.

Any communications or content you publish that causes damage to the nursery or any of its employees or any third party's reputation may amount to misconduct or gross misconduct, to which our Dismissal and Disciplinary Policies will apply.

Where applications allow the posting of messages online, users must be mindful that the right to freedom of expression attaches only to lawful conduct.

The nursery expects that users of social networking applications will always exercise the right of freedom of expression with due consideration for the rights of others and strictly in accordance with these Terms of Use.

Blue Bell Woods has a Facebook page. No photographs of children will be published without parents giving written marketing permission.

Blue Bell Woods uses the FAMLY app for current families. No photographs of children will be visible to other families without parents giving written permission.

Mobile phones, cameras and other electronic devices with imaging and sharing capabilities
The Nursery has a camera with SD card that is for the sole use of the nursery.
The photos are never shared with any other persons than those at the nursery, and with permission only are published on the website/ social networking sights/ as marketing materials.
The photos are used as a pictorial representation of what the children do during the day and are a valuable source of evidence for observation and communication.
The camera will be locked securely in the office overnight and at weekends.

Staff will use tablets to take photographs within the FAMLY app in order for electronic Learning Journeys to be maintained. All the FAMLY app software uses industry standard encryption and security that you would typically find on online banking systems and email servers.
Staff may also make use of the tablets and kindles for accessing the internet, such as for activity ideas and recipes. Filtering controls are in place to restrict access to blocked websites and content.
Devices will be locked securely in the main room cupboard overnight and at weekends.

Parental controls are in place and password protected on the ipad and kindle fires.
Parental controls are reviewed annually and checks logged.
All new devices are set up safely.
Safe Search is enforced on search engines.
Parental controls are set up in line with Parental controls and privacy settings guides | Internet Matters

Smart watches, smart glasses, or any eyewear capable of audio, video, or image capture, are not permitted to be worn or used on the premises. Staff must remove these devices before entering children's areas and store them with their mobile phone in on the office safe. This measure safeguards children's privacy and prevents unauthorised recording.

Communications Policy
Mobile phones will not be used in the nursery. The sending of abusive or inappropriate text messages is forbidden. Staff will have read and accepted the Photography and Images procedure in our Safeguarding Policy. Management only can use the nursery email. Management and senior staff can use the office phone or the FAMLY app where contact with families is required. Controls are in place to manage communications via the app and all messages can be viewed by management. Practitioners and parents can share photographs via the app- these are approved by management before being published to Learning Journeys.

Managing Emerging Technologies

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in nursery is allowed. Filtering and monitoring systems are in place to ensure only safe content and apps are accessed. **Practitioners must seek permission from management before downloading new apps to devices.**

Protecting Personal Data
Personal data will be recorded, processed, transferred and made available according to the GDPR and Data Protection Act 2018. Please see our Record Keeping, Data Protection and Access to Information Policy.

Handling e-safety complaints and concerns
Complaints of internet misuse will be dealt with by the Nursery Manager.
Any complaint about staff misuse must be referred to the Nursery Manager.
Complaints of a child protection nature must be dealt with in accordance with our Online Safety and Safeguarding policies by the Designated Safeguarding Lead.

Staff and the e-Safety policy
All staff will have access to the e-Safety Policy and its importance will be explained during induction.
Staff should be aware that Internet traffic can be monitored and traced to the individual user.
Discretion and professional conduct are essential.

Blue Bell Woods Day Nursery

Re: Subject Access Request
Dear Nursery Manager,

Please provide me with the information about me that I am entitled to under the General Data Protection Regulation. This is so I can be aware of the information you are processing about me and verify the lawfulness of the processing. Here is the necessary information:

Name	
Relationship with the Nursery	Please select: Pupil / parent / employee/ volunteer Other (please specify):
Correspondence address	
Contact number	
Email address	
Details of the information requested	Please provide me with: Insert details of the information you want that will help us to locate the specific information. Please be as precise as possible, for example: · Your personnel file · Your child's ABC Observation Record . Emails between 'A' and 'B' between [date]

If you need any more information from me, please let me know as soon as possible. Please bear in mind that under the GDPR you cannot charge a fee to provide this information, and in most cases, must supply me with the information within 1 month. If you need any advice on dealing with this request, you can contact the Information Commissioner's Office on 0303 123 1113 or at www.ico.org.uk

Yours sincerely,

Your name

Signature

Date

Blue Bell Woods Day Nursery

Data Protection Breach Log

Data Protection Breaches must be reported to the ICO within 72 Hours.

Date and time of Data Protection Breach:		**Name of Child/ Individual:**
Summary of Data Protection Breach:		
Actions to be taken:	**Who is responsible?**	**When should actions be met?**
Date and time shared with the individual/s:		
Date and time reported to ICO:		
Name of Person handling the Data protection Breach:		
Review:		

Blue Bell Woods Day Nursery

ABC Observation Sheet Consent Form

Name of Child	
I give consent for a record to be made of observations of my child's behaviours using an ABC Observation Sheet. The information will be used to help staff identify any triggers that cause certain behaviours. This is a confidential document.	
Name of parent / carer	
Signature	
Date	

Blue Bell Woods Day Nursery

ABC Observation Record Sheet			
Child's name:		Key Person:	
	Antecedent (What happened beforehand)	**Behaviour** (What the child did / who was involved)	**Consequence** (What happened afterwards?)
Date: Time: Place:	A	B	C
	Observed by:		
Date: Time: Place:	A	B	C
	Observed by:		
Date: Time: Place:	A	B	C
	Observed by:		
Date: Time: Place:	A	B	C
	Observed by:		
Date: Time: Place:	A	B	C
	Observed by:		

Date: October 2026 Review Date: March 2027

Blue Bell Woods Day Nursery

Supporting and Understanding Children's Behaviour Policy

Policy Statement

Within a nursery setting children will often exhibit a range of behaviour as part of their regular development. Blue Bell Woods Day Nursery believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Staff need to respond consistently, fairly and positively in addressing children's behaviour, and must employ effective strategies based on positive methods when supporting behaviour.

The behaviour management policy seeks to:

Meet legislative and regulatory requirements
Ensure a consistent approach by staff in managing behaviour
Promote, encourage, reinforce and reward positive behaviour
Support children's emotional development, their self-regulation and their interactions with others
Enable children to develop a sense of appropriate behaviour and positive self-image
Put reasonable, age-appropriate boundaries in place that foster positive interactions between children.

Practitioners will:

1. Work with children to involve them in social interaction experiences and activities which will help develop their social skills.
2. Work in partnership with parent/carers and communicate concerns at an early stage.
3. Praise children's actions and acknowledging positive attitudes.
4. Act as good positive role models
5. Teach children the importance of treating others with kindness, care and respect.
6. Teach emotional awareness to support children to develop executive function, including self-regulation, cooperation, sharing, listening to others and managing conflicts.
7. Have a consistent approach across the nursery in implementing our expectations.
8. Use InPrint symbols/ widgits displaying expectations e.g. good sitting, good listening,
9. Use InPrint symbols/ widgits to support with recognition of feelings/ emotions.
10. Provide a strong key person system enabling practitioners to develop and build a strong and positive relationship with the children and their families.
11. Promote British Values, ensuring that harassment, abusive and hateful behaviour is not tolerated.

General Principles

Promoting Positive Behaviour and Attitudes

We aim to teach children the importance of treating others with kindness, care and respect.

Nursery staff will act as appropriate role models to encourage the development of a positive self-image in all children. Children need to feel valued and accepted in a group and to feel secure with the adults caring for them. This will develop their self-esteem and resilience.

Nursery Golden Rules and Expectations

Children need to be taught rules about functioning in a group. Young children can be very egocentric and much of what society deems desirable, e.g. politeness, honesty, consideration for others, has to be learned. Children need to know what is required of them in the nursery. Nursery staff need to show children how and why things are done. Any directives issued should be clear and concise. Children need to observe good behavioural models and then copy such activities such as sharing, taking turns, listening etc. They need to understand the rules of appropriate behaviour and staff must be role models.

Throughout the nursery, our GOLDEN RULES and expectations will be explained to the children.

Golden Rules

- We are kind in nursery
- We stay safe in nursery

Behavioural expectations

- We do good sitting in nursery
- We do good listening in nursery
- We do good looking
- We walk in nursery
- We use quiet voices in nursery

The use of very simple language is far better for young children to understand.

It is vital that all staff, agency workers and students have the same expectations of children's behaviour so that all children are treated fairly.

All staff work together to foster positive behaviour and attitudes. If there are any concerns about an individual child, staff should consult with the SENDCo or senior staff on how best to proceed. In some circumstances we may require referral to other agencies such as IDS or Speech and Language to assist us in providing the best support for the children.

Dysregulated Behaviour

Dysregulated behaviour generally occurs when a child's fundamental needs are frustrated. Staff must always consider what the child's needs are and how they can best be met in the nursery. The nursery has its own expectations of the behaviour of children within its care, based on the safety of others, the development of a sense of right and wrong and care and consideration for other people and possessions.

Dealing with dysregulated behaviour:

Our nursery expectations will be always reinforced and InPrint symbols will be used to accompany them if needed.

Baby Room

If a baby is showing dysregulated behaviour (e.g. pushing another baby), the staff member will say, "No/ stop, kind hands," and demonstrate kind behaviour.
To ensure safety, the baby may need to be gently moved away from the incident, and depending on their level of understanding, an explanation will be given to why they were moved away.

Over Twos Room

If a child is showing dysregulated behaviour, the staff member will say no/stop and use an InPrint symbol if required, followed by an explanation of why they cannot carry out that behaviour.
If the child continues with the behaviour, they will be given 'thinking time'; an adult will stay with that child using a sand timer, explaining why they are having thinking time.

At no time should 'threats' be made, such as being sent to a younger age group or getting 'no pudding' etc.

Physical intervention

At times it may be deemed necessary to restrict a child's actions due to them causing physical harm to either themselves or others. In this instance appropriate handling of the child needs to be ensured, and the child's well-being must be considered paramount at all times.

Please see our Restrictive Intervention Policy for further guidance.

A Positive Environment:
Positive methods are more effective than negative ones in shaping the behaviour of children. Rewards and distractions are preferable to punishments. It is important for the children to know it is the **behaviour** that is unwanted, not them. Nursery staff must:

- Give praise whenever they can
- Give individual time and attention to the child
- Encourage children to talk over a problem
- Anticipate and remove potential problems and/or re-direct activities
- Value the tangible contributions that the child offers, for example drawings and pictures brought from home
- Give each child the opportunity to 'shine' at a particular activity or skill
- Develop partnerships with parents and ensure that parents are fully informed about available support and the policies and strategies used for regulating behaviour.
- Be consistent in their treatment of children; there should be fairness in access to toys, etc. The same treatment should apply for both the individual and the group. Praise and rewards should be consistent.
- Be aware of not making emotional or moral judgements to avoid a child, his/her family or carer being labelled and creating negative expectations.
- Ensure that harassment, hateful and abusive behaviour is not tolerated in line with the Prevent Duty.

Considering a child's age and stage of development
The age and stage of the child's development should be considered in each instance, and staff must modify their expectations in light of the child's level of maturity, ability and temperament.

Goals must be specified precisely in language everyone, including the child, can understand. They should be broken down into small steps, starting with what the child can be relied upon to achieve and building up slowly.

Documentation
If a child's behaviour causes an injury to another child/ adult, this must be recorded on an incident form and shared with parents via the FAMLY app and discussed on collection.

In some instances, an ABC Observation Record may be used to identify triggers to dysregulated behaviour. Triggers may include a child being tired, hungry, overwhelmed, or a clash of personalities with particular children.

Parents must be consulted before an ABC Observation Record is started and the reasons why discussed sensitively and openly. The ABC Observation Record is a confidential document. If the record is to be shared with parents at any stage, the names of other children must be removed.

Individual Child Support Plan

Blue Bell Woods Day Nursery

This form is used in conjunction with the ABC Observation Sheet for children who need support in regulating their behaviour. This form is to be completed with guidance from the Nursery SENDCO, by the key person and the parent/carer so that the family and nursery can work together to support the child.

Date of Meeting:

Child's Name:	D.O.B.	Key Person
Behaviours observed:		
Support to be provided:		
Date to Review Progress		
Signed: Parent/ Carer	Signed: Key Person	Signed: SENDCO
Review of Progress:		
Next Steps:		
Signed: Parent/ Carer	Signed: Key Person	Signed: SENDCO

Date: October 2026 Review Date: March 2027

Blue Bell Woods Day Nursery

Information for Families on why children bite and how this is managed at Blue Bell Woods Nursery

Biting can be a common behaviour in young children and can sometimes be typical of their stage of development. Young children may not really understand the full impact of their actions and will not bite to deliberately hurt another child or adult.

Young children bite for a variety of reasons: babies and toddlers often explore their environment by putting things into their mouths, and by touch, and biting can often be an extension of this way of exploring. Frustration, seeking attention, or the intense desire for a toy can also be reasons for biting, especially since younger children cannot easily express themselves in words. Alternatively, biting might sometimes be a sign of jealousy e.g. if there is a new baby in the family. If a child discovers that biting is an effective way of getting attention, it can develop into a habit.

Even in the best nurseries, incidents of biting can occur in baby and toddler rooms, and sometimes even among pre-school rooms. When children are cared for in groups, biting is sometimes an unavoidable consequence especially when children are just beginning to learn about social aspects such as sharing and taking turns. When biting happens, it can be scary, very frustrating, and very stressful for children, parents and staff. However unfortunate, it is a natural phenomenon, not something to blame on children, parents or staff. What is important is that the responsive steps are taken to deal with the biting.

Managing incidents of biting
Biting should be dealt with through a clear plan that is applied consistently by whoever is caring for the child, from nursery staff to parents and grandparents; the plan will need to be agreed.

Here is what we do at nursery to try to manage and eliminate biting behaviour:
• When a child is bitten, we avoid any immediate response that reinforces the biting, including negative attention. The child who has bitten is immediately removed with no emotion and caring attention is focussed on the child who has been bitten. The child who has bitten is not allowed to return to the play and is talked to on a level that he/she can understand then he/she is redirected to another activity. This will help the child realise that biting is not the best way to get attention.

• We look intensively at the context of each biting incident for patterns and to develop a plan to prevent further biting incidents. Was there crowding, over stimulation, too few toys, too much waiting, other frustrations for the child due to stage of development? Is the child who bites getting enough attention, care and appropriate positive reinforcement for not biting? Does the child who bit need help becoming engaged in play or to make friends? Was he/she tired or hungry?

• We work with each child who has bitten to resolve conflict/frustration in an appropriate way.

• We try to adapt the environment, and work with families to reduce any child stress.

• We develop the plan in conjunction with the families and review it as appropriate.

• We make special efforts to protect children who may be bitten.

Managing biting is a nursery responsibility
Blue Bell Woods nursery accepts responsibility for biting and protecting the children. It is our job to provide a safe setting where no child needs to hurt another child to achieve his or her ends. The name of the child who has bitten is not disclosed because it serves no useful purpose and can make an already sensitive situation more difficult.
Biting is an upsetting stage that some children go through. It is, however, a common phenomenon that has virtually no lasting developmental significance.

A child who bites is not on a path to becoming a 'bad' person. There are a number of possible explanations for why some children bite. None of them is due to a 'bad' home, 'bad' parent, or 'bad' care givers.

Punishment does not work to change the child
Neither delayed punishment at home, which a child will not understand, or punishment at the nursery, which may make the situation worse, helps. Actions that do help are immediate logical consequences: being deprived of what he/she sought and denial of positive outcomes to the biting such as adult attention.

Please talk to your child's Key Person if you have any concerns or require any further information.

Blue Bell Woods Day Nursery

Managing Incidents of Biting

Why do children bite?

In even the best childcare nursery cases of biting can occur among babies and toddlers, and sometimes even among older children. When it happens, it can be very scary, very frustrating and very stressful for children, parents/carers and nursery staff. But however unfortunate, it is a natural phenomenon, not something to blame on children, parents/carers or nursery staff, and there are no quick and easy solutions to the problem. Every biting situation needs to be dealt with proactively to prevent further occurrences. A bite or an attempted bite is an indicator that a child needs attention and support.

When a child is not around other children very much, he or she probably would not bite — because neither the causes nor the opportunity would be present; this is why a child may bite at the nursery, but not at home where there may be no other children or children close in age. A bite is powerful and primal, quick and effective, usually inspiring immediate and dramatic reactions. Some of the likely causes of biting suggest ways of handling the biting:

- ***Teething*** — When teeth are coming through, applying pressure to the gums is comforting, and babies will use anything available to bite. Providing a teething ring or acceptable objects to bite will lessen a baby's need to bite other people.
- ***Impulsiveness and Exploration*** — Babies sometimes bite because there is always something there to bite. This biting is not intentional in any way, just a way to explore the world. Providing more age appropriate sensory materials in the room to engage the child who bites in safe "exploration" may also lessen the need to bite.
- ***Making an Impact and Seeking Attention*** — Young children like to make things happen, and the reactions that occur when they bite someone are usually pretty dramatic. Sometimes they learn that biting gets a response and is an effective way to seek attention. Dealing with the child who bites without undue emotion will lessen the dramatic reaction the child could be seeking.
- ***Excitement and Over Stimulation*** — When some young children become very excited, even happily so, they may react by biting. Creating a room that is calm, well organised, and interesting without too much stimulation can help lessen biting occurrences.
- ***Frustration*** — Too many challenges, too many demands, too many wants, too little space, and too many obstacles may lead a child to bite, especially before he or she has the capability to express frustration through language. Adults can assess the environment to eliminate crowding/bunching, waiting times, other factors that could lead to biting. Allowing more time outdoors, especially with free flow, for instance, allows more space for all children whether outside or indoors.

It is Blue Bell Wood's mission to provide a safe setting where no child needs to hurt another. Our focus will not be on punishment for biting, but on effective techniques that address the specific reason for biting. Neither punishment at home (which a child will not understand), nor punishment at the nursery (which may make the situation worse), helps. Blue Bell Woods does not and will not use any strategies that harm a child or are known to be ineffective.

Maintaining confidentiality

The names of children involved in a biting incident will be kept confidential in compliance with our confidentiality policy. However, often a child will report who bit them to their parents/carers. If a parent asks for more information, we should refer to the confidentiality policy and not confirm or deny the identity of the child in question, although we should reassure the parent that the situation is being monitored and dealt with. We do not want a child to be labelled on the basis of one type of behaviour.

Steps to follow for every incident of biting:

Responding to the child who has been bitten and the child who has bitten.

The most important thing to do in the event of a biting incident is to comfort the child who has been bitten. Gently move the child who has bitten away from the situation. Do not allow the child who has bitten to immediately return to play. Talk to the child on a level that they can understand, and then engage them in an appropriate activity.
It is important that staff understand stages of development in order to appropriately support children. The response to a pre-school child who has bitten will differ from the response to a baby who has bitten.

Attempted biting
The **Child Behaviour Log** must be used to record **each** time a child **attempts to bite** another child.

Providing First Aid.

In the event that a bite has broken the skin staff must administer first aid, in accordance with our **First Aid Policy by** cleaning the wound with clean running water and applying a cold compress. If the skin is broken the parents should be advised to take their child to the GP.

Recording incidents of biting

The **Child Behaviour Log** must be used to record **each** time a child bites or attempts to bite another child. When biting happens the **Child Accident/Incident Record** must also be completed by the nursery staff and signed by the parent/carer and by a member of the senior nursery staff team (Nursery Manager, Deputy Manager or Third in Charge) for the who was bitten. It is essential that the person responsible for managing the nursery at the time of the biting is aware of the incident and signs the child accident/incident record. If the manager is out for the day, she must be notified upon her return.

Informing parents/carers of a child who has been bitten and of the child who did the biting.

Parents/carers must be informed on collection time of the incident. In the event of a bite that breaks the skin or becomes swollen, or a bite on the face, parents/carers must be contacted immediately and advised to consider medical attention for their child. Sensitivity needs to be observed and the parent/carer of the child who was bitten has no need to know the name of the child who bit.

A copy of the **Child Accident/Incident Record** must be issued to and signed by the parents/carers of the child involved.

Steps to follow for severe or repeated incidents of biting

Complete the Child Behaviour Log
The cases must be recorded on the Child Behaviour Log.

Review
Review the circumstance of each biting incident for patterns.
- Was there:
  - crowding/bunching
  - over stimulation
  - too few toys
  - too much waiting
  - other frustrations

• Is the child who has bitten getting enough attention, care, and appropriate positive reinforcement for not biting?
• Does the child who has bitten need help becoming engaged in play or to make friends?

Staff adapt the group room environment and routines based on analysis to:
• reduce stress and crowding
• promote children's sense of security and stability
• engage children more effectively in the environment
• calm children after periods of excitement
• avoid large groups
• avoid combinations of children that may lead to conflict or biting

Analyse grouping to avoid combinations that may lead to conflict or biting.

An **Individual Child Support Plan** must be completed for each individual child who has bitten on more than two occasions, with assigned responsibilities for staff in the room to work with the child on resolving conflict or frustration in an appropriate manner. Where appropriate an Individual Child Support Plan may also be completed for a child who has been bitten. These plans must be completed in partnership with the child's Key Person and the family of the child. Key Person will "shadow" children with tendency to bite and those with tendency to be bitten.

Staff may consider early transition of children who bite or children who have been bitten. This should be carefully thought through as it may increase stress for a child who bites and could give the child more cause to bite. Plans to transition a child must be discussed with the parent.
If necessary, it may be appropriate to consider obtaining advice and guidance from the Local Authority or any other relevant external resources.

When to inform all parents in the room
Blue Bell Woods may inform all parents/carers of the children in the room where there is severe and repeated biting and let them know everything we are doing to improve the situation. If Blue Bell Woods decides to inform parents, the Nursery Manager will send out a letter and a copy of this policy.

Considering the withdrawal of a child from the Nursery
The Manager will review whether the nursery made every effort to resolve the situation. Where no improvement has been seen or if the parents opted not to work in partnership with the nursery, Blue Bell Woods will determine if it is appropriate to withdraw a child. Withdrawing a child from the nursery (whether temporary or permanent) is considered as a very last resort and is a very rare occurrence in relation to biting.

Every time biting happens our response will be to:
• Care for and help the child who was bitten
• Help the child who has bitten another child understand that biting is not acceptable behaviour and encourage them to express their feelings in a more suitable way
• Record in accident/incident book and on Child Behaviour Log
• Support the parents of the child who has been bitten and parents of the child who has bitten

Ongoing preventative measures
Review and adapt the learning environment, activities and supervision of children and take specific proactive steps in an effort to stop the biting re-occurring.
Work in partnership with parents/carers to reduce any child stress and increase parents understanding of strategies that are being used to prevent further incidents. Make special efforts to protect other children from harm.

Preventing Bullying in the Early Years

In early childhood education, it is important to separate "bullying" from behaviour that is occasionally hurtful. Bullying is comprised of deliberate, direct, mean behaviours such as name calling, teasing, physical aggression, hurtful words, and excluding children. Children who bully are typically impulsive and lack empathy. A key component of bullying is that it is usually purposeful intimidation that occurs repeatedly over time.

During the early years, children who exhibit the above behaviours are not necessarily "bullies," rather young people learning about how to get along in the world. They are learning how to control impulses, trying to figure out where they stop, and others begin and learning about the reactions that result from different behaviours. Early childhood is the period when children learn social skills and how to empathise with people. At Blue Bell Woods Nursery, to prevent the children who exhibit these behaviours from becoming potential bullies, we help every child develop a positive sense of self and create an atmosphere of acceptance, respect and compassion, as we teach socially appropriate behaviours.

At a Blue Bell Woods Nursery, we:
• Assign a Key Person to each child to ensure that every child has a strong relationship with an adult caregiver
• Ensure that every child feels valued, respected and cared about regardless of race, religion, language/dialect, ethnic heritage, family composition, ability and physical appearance.
• Create an environment that respects and values the diversity of the nursery community and the wider community.
• Create an environment that fosters compassion, tolerance and respect.
• Let the child know that feelings of anger and rage are acceptable- acting upon the feelings is not.
• Staff intervene when necessary to protect, support and teach children
• Staff help children develop assertiveness skills by:
o Helping children learn how to initiate interactions
o Teaching empowering words to use and actions to take
o Making children aware of the impact of their behaviours
o Teaching socially acceptable ways to express their feelings and needs
o Helping children learn to stand up for themselves yet also to seek help when needed.
• Form strong parent partnerships to work collaboratively with parents when issues occur.

Blue Bell Woods Day Nursery

Promoting British Values

The Government set out its definition of British values in the Prevent Strategy, which reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

At Blue Bell Woods we understand that the society we live in is diverse and therefore, our curriculum and life within nursery reflects this. For our children, we aim to continually weave the thread of social, cultural, moral and spiritual British values throughout day to day nursery life. Underpinning this are the values and understanding of democracy, law, liberty, respect, tolerance, tradition and heritage.

The 'Equality Act 2010' protects all individuals from discrimination and it is Blue Bell Woods' duty to ensure that all individuals have equal access and opportunity to all that is on offer.
EYPP funding, DAF- for pupils with special educational needs and disabilities (SEND) and disadvantaged pupils, is used to target inequalities, to ensure equality.

At Blue Bell Woods we uphold and help children to learn about British Values which are defined as:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual respect and tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal Social and Emotional Development and Social and Emotional Aspects of Learning (SEAL). We also teach British Values through planning and delivering a broad and balanced curriculum.

The nursery takes opportunities to actively promote British values through our daily activities and experiences. We also actively promote British values through ensuring that our educational programme and delivery includes real opportunities for exploring these values. Actively promoting British values means challenging children, staff or parents' expressing opinions contrary to fundamental British values including extremist views.

At Blue Bell Woods, British Values are reinforced regularly and in the following ways:

Democracy

Democracy is embedded within the nursery. Children are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Children can also air their opinions and ideas and have their voices heard through small and large group times.

The Rule of Law

The importance of Laws, whether they be those that govern the nursery or the country, are consistently reinforced throughout day, as well as when dealing with behaviour and through group activities. Staff have high and realistic expectations of standards of behaviour and promote the nursery expectations. Children are aware of the consequences of not following the 'rules' in nursery.
They learn to understand the difference between right and wrong in all aspects of nursery life throughout the session. Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. We organise visits from authorities such as the Police, Health and Fire Service to help reinforce this message.

Individual Liberty
At Blue Bell Woods, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for children to make informed choices, through a safe environment and an empowering education. Our children are encouraged to give their opinions and share these ideas with due regard for the feelings of others. As part of our PSED curriculum we place a huge emphasis on the social and emotional learning of our children. We celebrate achievements both in and out of nursery in children's Learning Journeys and at group times.

Mutual Respect
Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the nursery team treat each other with respect.
We promote respect for others, and this is reiterated through our Golden Rules, as well as our behaviour policy. Children will challenge each other when not showing respect and encourage each other to be respectful. They will inform staff and staff follow through with discussion and positive role modelling.

Tolerance of those of Different Faiths and Beliefs
This is achieved through enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.

Members of different faiths or religions, especially family members are encouraged to share their knowledge to enhance learning within the nursery. We actively promote diversity through our celebrations of different faiths and cultures. Throughout nursery life the children are encouraged to discuss differences between people such as their faith, ethnicity,
disability, gender or relationships. They also discuss differences in family life such as looked after children or young carers.

British Traditions and Heritage
We celebrate the role of Britain both historically and in the present. We want children to have knowledge of and be proud of their British heritage and associated cultural and historical traditions. This involves celebrating Royal events, Remembrance Day, and festivals such as Harvest, Christmas, and Easter.

Blue Bell Woods Day Nursery

Restrictive Intervention Policy

Value Statement

It is our vision that every child and young person, including those who are vulnerable and disadvantaged, should have the greatest possible opportunity to be the best they can be. That includes being safe from harm.

The safety and well-being of children is paramount. Plans and interventions should be based on a clear assessment of the child's developmental progress and the difficulties the child may be experiencing.

The purpose of all interventions should be to achieve the best possible outcomes for each child, recognising that each child is unique.

Children must be listened to, and every effort made to understand their wishes and feelings. Professionals and volunteers should do everything possible to develop cooperative working relationships with children and their parents or caregivers.

Action and services should be provided according to the identified needs of the child and the impact of service provision and interventions on the child's developmental progress should be reviewed.

Practice with children must be in their best interests and based on sound professional judgement underpinned by a rigorous evidence base and the practitioner's knowledge and experience. New information should be taken into account.

All staff and volunteers that work with children and young people have a Duty of Care to keep children, young people, colleagues, and themselves safe.

Introduction

In order to keep children, young people, families, staff and services safe, there may be occasional circumstances in which children's behaviour is so challenging that there is no alternative other than to use force.

However, the use of force in managing challenging behaviour should only be used when necessary, should be reasonable and proportionate, and should always be in the best interests of children and young people.

Behaviour is always about communication. Seeking to understand what any behaviour is about is the first step in choosing an effective response.

Professionals working with children and young people should seek to utilise a full range of strategies for positive and proactive responses to behaviour in order to promote and teach appropriate and socially acceptable ways of communicating.

Professionals should utilise strategies to diffuse and de-escalate challenging situations as a matter of course before any physical intervention takes place.

Compliance with the law

All employees and volunteers are required to work within the law and in accordance with statutory guidance.

• Relevant legislation and guidance is available in Warwickshire's Guidance on the Use of Force and Physical Intervention

• Assessments of what is reasonable and when it is reasonable to use force are matters of judgment and depend upon the precise circumstances of individual cases. There is no legal definition. However staff must should be aware of the following legal dimensions:

➢ To be judged lawful, the force used would need to be proportionate to the consequences it is intended to prevent;

➢ The degree of force used should be the minimum required to achieve the desired result;
➢ Key legal words to be noted are **reasonable, proportionate** and **necessary.** Any action taken should always be in the best interests of the child.

• The Duty of Care that applies to all those working with children means that "doing nothing" may be construed as "negligence" in terms of this duty.
• Establishments should therefore not have a 'no touch' policy.

Physical intervention:
At times it may be deemed necessary to restrict a child's actions due to them causing physical harm to either themselves or others. In this instance appropriate handling of the child needs to be ensured, and the child's well-being must be considered paramount at all times.

In any case of a child being handled by a staff member, a physical intervention form MUST be completed immediately, and the Parents/ Carers must be informed.

There are three main types of physical intervention:

Positive handling
The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations

- Giving guidance to children (such as how to hold a paintbrush or when climbing),
- Providing emotional support (such as placing an arm around a distressed child)
- Physical care (such as first aid or toileting).
- Staff must exercise appropriate care when using touch. There are some children for whom touch would be inappropriate such as those with a history of physical or sexual abuse.

The nursery policy is not intended to imply that staff should not touch the children.

Physical intervention
Physical intervention can include mechanical and environmental means such as high chairs, stair gates or locked doors. These may be appropriate ways of ensuring a child's safety.

Restrictive physical intervention
This is when a member of staff uses physical force intentionally to restrict a child's movement against his or her will reducing any risk to the child, other children or adults in the immediate area. In most cases this will be through the use of the adult's body rather than mechanical or environmental methods.

The physical intervention selected must be justifiable, appropriate, reasonable and proportionate to the specific situation and applied for the minimum time possible.

Under NO circumstances should:

- pain be inflicted deliberately;
- direct pressure be applied to the neck, thorax, abdomen, back or pelvis;
- choke or strangle neck holds be used;
- seated or kneeling holds be used if the person is bent forward at the waist (hyperflexion);

- airways be restricted by obstructing nose or mouth.

Below are examples of times where it may be necessary for a member of staff to intervene. Health and Safety requirements are such that they take paramount importance over most other aspects of policy and procedure.

- If a child attempts to run into the road while on an outing a member of staff would need to intervene to prevent them from causing severe injury or death. The preventative action may include 'grabbing' an item of clothing such as the back of a coat, or a body part such as an arm. In doing so the action may leave a visible mark on the child but has prevented or reduce the risk of severe injury or death.

- A child may be dysregulated and throwing objects across the room posing a risk to others. If all other behaviour management strategies have been followed and proved ineffective, there may be a need to prevent the child from continuing this dangerous behaviour through the use of physical intervention i.e. taking the objects from the child. If this then escalates into the child posing a risk to the staff member, they may need to physically hold the child's hand or arm to prevent the throwing or hitting taking place.

In all instances of physical intervention being used the staff member dealing with the behaviour will always be accompanied and must NEVER be alone at any point. After the incident a physical intervention form will be completed and shared with the Parent/ Carer on collection. In some cases, depending on the severity and the well-being of the child a phone call home may be necessary.

The decision to intervene using physical restraint should be a professional judgment taken calmly and in full knowledge of the desired outcome. Consideration of the risks of employing an intervention will be balanced against the risks of not doing so. Though ideally a last resort it should not be an act of desperation but a conscious decision to act in the best interests of the child in question and other children who may be affected.

In extreme circumstances, where there is a high and immediate risk of death or serious injury such as a child running off a pavement onto a busy road or a young person threatening to hit someone with a dangerous object, a member of staff would be justified in taking any necessary action to prevent harm to the child, other children or staff. However, even in those more extreme circumstances, the principle of minimum force to achieve the desired result should be applied.

Every effort should be made by staff to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances, e.g. preventing a child from running off a pavement onto a busy road, it may not always be possible to avoid injuring a child. Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct.

Training
In house training or advice will be provided for staff who have control or charge of children. The Manager will keep staff informed of approved approaches and current Government/council advice with regard to the use of physical intervention.

Planning
Children known to behave in ways that may involve the use of physical intervention will have individual restraint plans drawn up for them. These will be agreed and discussed with parents/carers and kept in individual confidential files in the office and in the key worker's file.

Strategies and Approaches
Staff are experienced in the use of a wide range of consistent behaviour management strategies intended to defuse potentially aggressive situations, for example, diversion, reasoning, positive behaviour strategies, warning and we use these first. (See our Behaviour Management Policy.)

If these fail, one or more of the following approaches may become necessary:

- holding (for example, gentle arm around shoulder to reassure)
- blocking
- physically moving between children
- leading by the hand/arm
- shepherding away (for example by placing hand in centre of the child's back)
- more physically restrictive hold

The purpose of a physically restrictive hold would be to limit the child's ability to hurt him/herself or others with the minimum application of force through limitation of movement. Where possible, aid is sought at an early stage from other members of staff for assistance, support and presence.

We aim to take the following actions after serious incidents which have necessitated the use of physical intervention:

- gradual release of restraint as the child regains control, with adult reassuring
- child allowed time for calm under supervision
- checks made for any injuries and appropriate medical aid provided if necessary
- Manager informed as soon as possible
- member of staff involved in the restraint given time to recover, if possible, support provided by another member of staff and recording process initiated
- incident reviewed with Manager
- senior member of staff to talk through incident with the child to ascertain their perception

Physical intervention form completed and shared with Parent/ carer on collection. (There may be a need to contact Parent/ Carer prior to collection to give them notification of the situation.)

Special Educational Needs and Disability
In cases involving children who have additional needs, a risk assessment should be undertaken as a matter of course to address the specific issues involving the child and any foreseeable issues that may arise and are likely to warrant the use of force to restrain them.

This would include risk assessments and behaviour management plans. An example where this may be necessary is where a child whose Special Education Needs (SEN) and/or disability (whether a physical or learning disability) are associated with extreme behaviour.
An individual risk assessment and management plan will be essential for children whose SEN and/or disabilities are associated with:

- ➢ Communication differences that make them less responsive to verbal communication;
- ➢ Physical disabilities and/or sensory differences;
- ➢ Conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy
- ➢ Dependence on equipment such as wheelchairs, breathing or feeding tubes.
- ➢ Social, emotional and mental health needs

Those involved in the care and management of these children should ensure they are as well informed as possible about the child's behavioural characteristics or patterns stemming from their special educational needs or disability, and make use of the knowledge and insight that the child, their parents and other professionals involved with the child and family can provide.

Recording and Reporting

A written record of any incident involving the use of physical restraint is made as soon as possible afterwards using the Restrictive Intervention Record Form and this is shared with the Manager. Witnesses or any staff involved in providing additional support may also add signed and dated notes giving details of the incident. In the case of a child who already has an agreed Restrictive Intervention Plan in place, any completed Restrictive Intervention Record Form should be attached to this. These records are kept in the Confidential File in the Manager's office. A debriefing session is held as soon as possible after any incident, including members of staff involved, any witnesses and the child if appropriate. Parents and carers are always informed of incidents involving physical restraint.

Parental Involvement

Parents and carers are made aware of our Restrictive Intervention Policy, which is available on our website, and they will be kept fully informed of any incidents that have necessitated the use of physical restraint to their own children. Parents and carers of children known to behave in ways which may necessitate physical intervention will be invited to attend meetings to discuss, agree and review individual plans.

Complaints

Staff are aware that the use of physical restraint may lead to complaints. They appreciate that in following our agreed policy and practice and ensuring that their actions are appropriate to the situation they are in a good position to demonstrate and reasonableness of their actions in any subsequent investigation.

Blue Bell Woods Day Nursery

Physical Intervention Form

Child's name:	D.O.B:	Date:	Time:
Where the incident happened:			

Staff involved	Position:	Involved: physically? (P) as witness? (W)	Staff signature

Describe the circumstances leading up to the incident:

Describe all de-escalation tactics used to avoid handling the child:

What happened during the incident?

Date: October 2026 Review Date: March 2027

Please give details below of how the child was held:	How long was the child held?
If more than one practitioner was involved, each should record their actions separately and attach them to this form.	Have all supporting documents been attached to this form? **Yes / No**

Injuries to child (including first aid administered)	
Parent/ Carer informed prior to collection? Yes/ No	Method used to contact? e.g. phone, email
Who contacted Parent/ Carer:	Time:
Injuries to adult (including first aid administered)	
Parent/ Carer informed on collection: Yes/ No	Practitioners signature:
Parent signature:	Managers signature:

Blue Bell Woods Day Nursery

Debt Management and Late Payment Policy

As outlined in your terms and conditions, Nursery fees will be invoiced monthly in advance, and will be sent to you electronically via email and able to view on your FAMLY app. Invoices will be raised on, or shortly after 16th of each month, and are due on or by 1st of the following month. All fees are required to be paid in advance meaning you pay for the forthcoming month.

If fees are outstanding after the 5th of the month you will be sent a reminder email. If fees continue to be owed the Nursery Manager will contact you to discuss the matter and talk to you about any issues you may be having in paying.

If fees are not paid on time on a regular basis or remain outstanding for two consecutive months, then you may be advised that your child's nursery place will be suspended until all outstanding fees have been settled. An email will be sent outlining the outstanding balance and requesting that payment is made immediately.

Once all fees have been paid the place for your child will be reinstated and they can continue with their sessions as usual.

Failure to bring your account up to date after the above steps have been taken will result in a court claim.

There are a number of payment options available to you, we accept any of the following;

- BACS transfer
- Standing order
- Tax Free Childcare payments
- Childcare vouchers

If at any time you begin to have trouble paying your nursery fees on time, please ask to speak to the Nursery Manager who will be happy to discuss other options for you and where possible put payment plans in place that are more manageable.

Blue Bell Woods Day Nursery

Disability Access Fund and Early Years Pupil Premium

Disability Access Fund

Children who receive a child Disability Living Allowance and Early Education Funded Entitlements may be eligible for the Disability Access Fund (DAF). The local authority pays DAF directly to the nursery setting as a fixed annual rate per eligible child.

The DAF can be used to support children with SEND in a number of ways, including:

- Enhancing resources
- Adapting the environment
- Staff training

Early Years Pupil Premium

Some children may be eligible for additional funding in the form of Early Years Pupil Premium. An eligibility criteria exists and this must be checked using an online system. If a child is eligible, additional funding will be paid to the setting to help support the child's learning and development.

The aim of the Early Years Pupil Premium is to close the gap between children from disadvantaged backgrounds and other children by providing additional funding to settings such as ours, therefore providing the opportunity to raise the quality of provision we offer.

All children who meet the eligibility criteria will benefit from the funding. This funding is paid directly to us on an hourly rate basis, linked to claimed hours for entitled children. In order to be able to claim this funding we require parents to sign the funding agreement which asks for details of parent's date of birth and National Insurance number.

Which children will be eligible for the EYPP?

A child will be eligible for the EYPP if they:

- Are in a low-income family and their parents are in receipt of Universal Credit
- Have been adopted from care;
- Have left care through special guardianship;
- Have been looked after by the local authority for at least the span of one day;
- Are subject to a child arrangement order.

For further information, see our Bridging the Gap policy.

Discounts

The following discounts are available:

- Sibling Discount of 10% on eldest child's paid for hours.
- NHS Discount of 5% on paid for hours

Discounts are applied to paid for hours, and not to the purchased consumables bundles.

Blue Bell Woods Day Nursery

Parent/Legal Guardian Declaration and Agreement for Early Education Funded Offers (EEF)

Early Education Funding (EEF)

We provide government funded childcare as part of **Best Start in Life.** Funding is available the TERM AFTER your child reaches the relevant age, in line with DfE term dates.

15 FUNDED HOURS for 2-year-olds (2HELP)

Entitlement is for children where families receive additional forms of support:
-If parents/carers live in England and are in receipt of certain benefits or credits
-If a child is looked after by a local authority, has an EHC plan, gets Disability Living Allowance or has left care under an adoption order, special guardianship order or a child arrangements order.
The Parent/guardian of children eligible for the 15 Hours Free Entitlement for two-year-olds must be in receipt of a placement confirmation letter / EY Voucher Code to be presented to the nursery. If you do not have an EY Voucher Code, you must give permission for us to carry out an eligibility check. If you do not have evidence that your child is eligible, you will be liable to pay for any additional hours accessed where we are unable to claim funding for your child. Note: If your child is eligible for both the 2Help and working parent entitlements, the 2Help entitlement for children receiving some additional forms of support must be used first.
Regulation requires us to validate your child's age to confirm eligibility; you will be asked to provide documentary proof of Date of Birth and will be required to sign a Parental Declaration Form on a termly basis.

Universal 15 FUNDED HOURS for 3- & 4-year-olds

Entitlement is for all three and four-year-olds from the term after their third birthday in line with DfE term dates. NO ELIGIBILITY CODE is required.
Regulation for the Universal 15 Hours Free Entitlement requires us to validate your child's age to confirm eligibility. You will be asked to provide documentary proof of Date of Birth and will be required to sign a Parental Declaration Form on a termly basis.

Working Parent Entitlements

Expanded Hours for children over 9 months old (30 funded hours for working parents)

The government only entitles parents/legal guardians who meet the eligibility requirements (e.g. income requirements) to 30 Expanded Hours. If you are eligible, you will need to apply for and obtain a code via the HMRC website. Regulation requires us to validate your code with the local authority using your child's date of birth, your name and date of birth, your validity code and your National Insurance Number. By providing this information, you are giving us consent to validate your code on the secure portal. It is your responsibility to reconfirm you are eligible every three months. Failure to provide us with a valid code will mean you are liable for the full cost of the hours you have committed to for that term.

If your family no longer meets the criteria you will stop being eligible to claim the expanded hours. The funding will continue until the end of the term (grace period), but your 30 hours may be released for the next term, if you cannot commit to paying for them.

Extended Hours for 3- & 4-year-olds (30 hours)

The government only entitles parents/legal guardians who meet the eligibility requirements (e.g. income requirements) to a further 15 Extended Hours. If you are eligible, you will need to apply for and obtain a 30 hours code via the HMRC website. Regulation requires us to validate your 30 hours code with the local authority using your child's date of birth, your name and date of birth, your validity code and your National Insurance Number. By providing this information, you are giving us consent to validate your 30 hours code on the secure portal. It is your responsibility to reconfirm you are eligible every three months and send us the code. Failure to provide us with a valid code will mean you are liable for the full cost of the extra 15 hours you have committed to for that term.

If your family no longer meets the criteria you will stop being eligible to claim the extra hours. The funding will continue until the end of the term (grace period), but your extra 15 hours may be released for the next term, if you cannot commit to paying for them. You will still be able to receive the

universal 15 hours of free childcare for all 3- and 4-year-olds even if you are no longer eligible for the extended entitlement.

Early Education Funded Entitlements at the Nursery
Parents/Legal guardians must complete and return our Terms and Conditions Consent Form and all other forms required by the nursery. All other terms and conditions apply to this agreement, for example, under the Terms and Conditions you must provide one month's advanced written notice to change or cancel your child's sessions, and minimum attendance booking is at least two half-day sessions per week.

Your receipt of Early Education Funded Entitlements is subject to our receipt of the government funding from the local authority. We reserve the right to make changes with immediate effect to this Agreement and/or our offer of Early Education Funded Entitlements to you if the local authority does not pay the government funding to us for any reason or there are changes to the amount of government funding.

Early Education Funded Entitlements – Fully Funded Places
The Early Education Funded Entitlements fully funded sessions are subject to availability.

We offer Early Education Funded Entitlement hours for free, for 10 hours per day, up to 3 days per week, for children who attend term-time only.
We offer Early Education Funded Entitlement hours for free for 10 hours per day, up to 2 days per week, for children on the stretch option. You must be aware that this equates to 20 hours EEF per week. Families on the stretch option can access the full 22.35 EEF hours per week by adding a part-funded session.
We offer Early Education Funded Entitlement hours for free, for 5 hours per PM, up to 5 days per week, for children who attend term-time only.
We offer Early Education Funded Entitlement hours for free, for 5 hours per PM, up to 4 days per week, for children on the stretch option. You must be aware that this equates to 20 hours EEF per week. Families on the stretch option can access the full 22.35 EEF hours per week by adding a part-funded session.

Registration Fee
A £35 Registration Free is required for all families who book privately paid hours outside of Early Education Funded Entitlements hours. Families who register for a **fully funded place only** are **not** required to pay a registration fee.

Consumables
Government funding does not cover the costs of meals or care consumables. Consumables are charged in all privately paid sessions and hours. During fully funded hours, you can purchase optional consumables.
During **fully funded hours**, if you're unable or unwilling to purchase consumables, you must bring your own meals and/or care items to nursery every day.

Meals Packages
Optional meals to purchase during fully funded hours:

- Part funded AM: breakfast, fruit, snacks, unlimited cow's/ dairy free milk.
- Fully funded PM: homemade high tea, fruit, snacks, unlimited cow's/ dairy free milk.
- Part/ Fully funded FD (10 hours EEF): Discounted meals package: breakfast, seasonal two-course lunch, homemade high tea, fruit & snacks, unlimited cow's/ dairy free milk.

Costs involved in serving food, which we do not charge for, include:

- cleaning supplies: Milton, dishwasher tablets, dishwasher salt, washing up liquid, antibacterial spray, kitchen surface cleaner, kitchen floor cleaner, oven cleaner, blue roll, food probe wipes, sterilising equipment, blue aprons, cleaning cloths etc.
- laundering of bibs, tea towels and cook's uniform
- waste disposal: kitchen bin bags, compostable bin bags and collection charges for food waste
- staff training: food safety, allergens, safer eating in early years

Care Bundle
Optional care bundle to purchase during fully funded hours: wet wipes, large dry wipes, cotton wool, facial tissues, antiseptic nappy cream, barrier nappy cream, nappy sacks, factor 50 sun cream, infant paracetamol.

Costs involved in care, which we do not charge families for, include:
- cleaning supplies: bathroom cleaner, toilet cleaner, bathroom floor cleaner, disinfectant, rubber gloves
- hand washing and toileting: antibacterial hand soap, hand sanitiser, paper towels, toilet roll, air freshener, white aprons, disposable gloves
- laundering of bedding and towels
- waste disposal: nappy bin cassettes, bathroom bin bags and collection charges for general waste and mixed recycling
- first aid supplies: plasters, dressings, sterile wipes, bandages, antihistamine, absorbent powder, thermometer ear caps

We do not charge families 'top up' fees (the difference between a provider's normal charge to parents/carers and the funding they receive from the local authority), the supply or use of any materials, business running costs, registration fees as a condition of taking up their child's funded place or general charges.

We are mindful of the impact of charges on families, particularly the most disadvantaged, therefore our policy is that during fully funded hours, if you are unable or unwilling to purchase consumables, you must bring your own meals and/or care items to nursery every day.
All items brought from home must strictly adhere to our 'Packed meals and care consumables from home' policy.

Privately paid hours
We offer EEF hours during sessions as listed on the Price List. We offer 7.45am-5.45pm OR 1pm-6pm FULLY FUNDED. For all other sessions booked, you purchase privately paid hours in the set session, and consumables provided during all privately paid hours. Privately paid hours vary in cost per session and are strictly bookable in advance. We do not offer childcare by the hour.

You are responsible for paying for the privately paid hours booked outside of the Early Education Funded Entitlements hours as per the Terms and Conditions. All fees can be found on our Price List.

Early Education Funded Entitlements- Funding Models and Fees

Full Year Care Funding Model
We stretch the maximum entitlement over 51 weeks per academic year, as follows:
- Autumn Term: 16 weeks
- Summer Term: 13 weeks
- Spring Term: 22 weeks

Stretch EEF: maximum of 15- or 30-hours x 38 weeks, divided by 51 weeks = 11.18 or 22.35 hours per week. Our stretch funding models offer a maximum of 10 or 20 fully funded hours per week.

Full Year Care Fees
Charges for privately paid hours, consumables provided during all privately paid hours, and consumables purchased in EEF hours are annualised:
- Weekly charge x 52 weeks, divided by 12 equal months.
- Same charge each month, except for December, when we deduct a week of fees from the invoice for our Christmas closure.

Term-Time Only Funding Model
Attendance is in line with Warwickshire Term Dates.
We claim the maximum entitlement over 38 weeks per academic year, as follows:
- Autumn Term: 14 weeks

- Summer Term: 11 weeks
- Spring Term: 13 weeks

Term time EEF: maximum of 15- or 30-hours per week for 38 weeks.
N.B. The number of funded weeks per term does not automatically correspond with Warwickshire Term Dates. In instances where a child does not attend for the full academic year, the number of funded weeks offered will be adjusted accordingly and the number of weeks offered may not fall in line with Warwickshire Term dates.

Term-Time Fees
Charges for privately paid hours, consumables provided during all privately paid hours, and consumables purchased in EEF hours are actualised. The amount you pay each month fluctuates based on the sessions booked in that month.

Attendance Details
Regulation allows your child to attend a maximum of two sites in a single day and if your child attends more than one setting the funding will be split between the settings. You will be asked to provide the following information for the nursery your child attends; nursery name, entitlement hours attended per day, total number of hours per week and total number of weeks per year (i.e. Term Time only or Stretch option). We will record this information on the Parental Declaration Form.

Disability Access Fund and Early Years Pupil Premium
Children who receive a child Disability Living Allowance and Early Education Funded Entitlements may be eligible for the Disability Access Fund (DAF). The local authority pays DAF directly to the nursery setting as a fixed annual rate per eligible child. Some children may be eligible for additional funding in the form of Early Years Pupil Premium. An eligibility criteria exists and this must be checked using an online system. If a child is eligible, additional funding will be paid to the setting to help support the child's learning and development.

Privacy Notice
To provide Early Education Funded Entitlements to you, regulation requires us to share information related to your child and his/her care with the relevant local authority and/or the Department for Education. The information shared may include information relating to your child's gender, age, attendance/absences, disabilities or any other information required under regulation.

Warwickshire County Council is collecting your data for the purposes of checking your eligibility for the free entitlements, Early Years Pupil Premium (EYPP) or Disability Access Fund (DAF), in accordance with its statutory functions under the Childcare Acts 2006 and 2016, and the School Standards and Framework Act 1998.

Data Protection
The Data Protection Act 2018 (the Act) puts in place certain safeguards regarding the use of personal data by organisations, including the Department for Education, local authorities, schools and other early education providers. The Act gives rights to those about whom data is held (known as data subjects), such as pupils, their parents and teachers. This includes:

- The right to know the types of data being held
- Why it is being held; and
- To whom it may be disclosed

Should you have any concerns relating to how your information or the information relating to your child/ren is being or will be used, please contact the nursery or Warwickshire County Council. Please note that information about whether a child is in receipt of Disability Living Allowance is, under the Act, Special Category Data which should be handled appropriately. We pay particular note to advice from the Information Commissioner's Office on holding personal data including sensitive personal data available at: https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/trainingvideos/handling-more-sensitive-information/

This service provides childcare funding for children attending early years placements. Our valid lawful

basis for processing personal data is a legal obligation. To see how WCC uses your personal data and what your information rights are, please read WCC's Education Services privacy notice at: https://www.warwickshire.gov.uk/childcarecosts

It should be read in addition to the council's overall customer privacy notice at: https://www.warwickshire.gov.uk/privacy which includes the contact details if you have a complaint about your information rights.

For general enquiries, please contact Warwickshire County Council 's Customer Service Centre on 01926 410410.

Complaints
Complaints in relation to funding can be made in writing to the Nursery Manager and will be dealt with according to the Nursery Complaints Procedure, a copy of which can be accessed via the website. If you require further clarification, contact Warwickshire County Council Early Years Entitlements Team:
Email: eyfunding@warwickshire.gov.uk
Tel: 01926 746992

Blue Bell Woods Day Nursery

Child Protection and Safeguarding Policy
Policy statement and principles

The safety and welfare of the children is of paramount importance.

Blue Bell Woods Day Nursery works with children, families, and multiple agencies to ensure the welfare and safety of all children. All children have the right to be treated with respect and to be kept safe from harm or abuse.
Child protection is part of safeguarding and promoting children's welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or likely to suffer significant harm. This policy is one of a series in Bue Bell Woods' integrated safeguarding portfolio.

Our safeguarding arrangements are inspected by Ofsted and the safeguarding standards have been developed from the safeguarding and welfare requirements of the following legislation or statutory guidance:

- Early Years Foundation Stage (EYFS) statutory framework
- Keeping children safe in education
- Working together to safeguard children

This policy is available on our website and all staff and volunteers are required to read it and confirm they have done so in writing before commencing work at Blue Bell Woods Day Nursery.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and volunteers and are consistent with statutory guidance and those of the locally agreed multi-agency safeguarding arrangements put in place by Warwickshire Safeguarding (WS).

Policy principles:

- Safeguarding is everyone's responsibility. All practitioners regardless of their role are, professionally accountable for their actions and decision making in relation to keeping children safe. (Early Support to Family Help)
- All DSLs should access Warwickshire's Early Support Pathway to Change training.
- Our responsibility to safeguard and promote the welfare of children is of paramount importance.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Children who are safe and feel safe are better equipped to learn.
- We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All adults at the nursery are required to take all welfare concerns seriously and to encourage children to talk to them about anything that worries them. Staff will always act in the best interests of children.
- Due to their day-to-day contact with children, staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse, neglect, exploitation and radicalisation. Children may also turn to a trusted adult in nursery when they are in distress or at risk. It is vital that all staff are alert to the signs of abuse, are approachable

and trusted by children, listen actively to children and understand the procedures for reporting their concerns. We will act on identified concerns and will provide an early support assessment to prevent concerns from escalating.

- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in nursery.
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care and/or the Police immediately. **Anybody can make a referral**. If the child's situation does not appear to be improving, any staff member with concerns should press the Designated Safeguarding Lead (DSL) for re-consideration.
- If a member of staff remains concerned about a child, they can discuss their concerns with the nursery manager, another DSL or contact **Warwickshire Children and Families Family Connect**.
- Children and staff involved in child protection issues will receive appropriate support.
- This policy will reference online abuse and abuse that will take place in person, please be aware that they are not mutually exclusive, and children can experience these types of abuse simultaneously.
- This policy will refer to harassment. Harassment is determined legally as behaviour from one person towards at least one other which is intended to cause alarm or distress. Sexual harassment is meant, in the context of this policy, as unwanted conduct of a sexual nature, whether occurring online or offline
- This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review. The DSLs and staff team will be involved in reviewing, shaping and developing the safeguarding arrangements and child protection policy.

Policy aims:

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate our commitment with regard to safeguarding and child protection to children, parents and other partners.
- To contribute to the nursery's safeguarding portfolio.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
Child protection refers to the processes undertaken to protect children who have been identified as suffering or at risk of suffering significant harm.
Staff refers to all those working for or on behalf of the nursery, full-time or part-time, temporary or permanent, in either a paid or voluntary capacity.
Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Blue Bell Woods
Our Safeguarding Culture

We **model safeguarding** in everyday interactions
- We show warm, respectful communication with children and families, showing what 'safe' looks like.
- We ensure children can communicate their feelings to trusted adults in whatever way they can.
- We use positive language, active listening and reassurance.
- We respond promptly and calmly to any worries raised.

Children learn from the behaviour they see around them – calm, confident adults create a sense of security.

We prioritise **strong partnerships** with **families**
- We greet families personally at drop-off and pickup and keep communication channels open.
- We share positive moments regularly – not just concerns.

When families feel respected and included, they are more likely to share important information early.

We **involve children** in safeguarding in an age-appropriate way
- We encourage children to express their feelings through play, picture cards or stories.
- We teach vocabulary for emotions ("I feel sad/scared/confused.").
- We use simple language with children to help them understand personal boundaries and consent ("You can say no." "Your body belongs to you.").
- We reinforce the idea of seeking help from trusted adults.

Children who can express themselves are likely to feel safer and make adults aware of any concerns.

We make the **environment** physically and emotionally safe
- We provide quiet areas for children who need space or calm.
- We ensure all spaces are supervised but not intrusive.
- We keep routines predictable and transitions smooth.

A well-organised environment reduces stress and helps children feel safe and secure.

We make **safeguarding visible** and understood by all

Transparency builds trust and normalises conversations about safety.

Thinking about safeguarding and the harm that children may experience can be particularly difficult. Please take time to look after yourself.

Blue Bell Woods Day Nursery

Safeguarding legislation and guidance

- The statutory guidance **Working Together to Safeguard Children (DfE 2026)** covers the legislative requirements and expectations of individual services (including nurseries) to safeguard and promote the welfare of children. It also provides the framework for the three local safeguarding partners (the local authority; a clinical commissioning group for an area, any part of which falls within the local authority; and the chief officer of Police for a Police area, any part of which falls within the local authority area) to make arrangements to work together to safeguard and promote the welfare of local children including identifying and responding to their needs. The guidance confirms that it applies, in its entirety, to all schools.

- The statutory guidance **Keeping Children Safe in Education (DfE 2026)** is issued under Section 175 of the Education Act 2002. Settings must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.
  - The Proprietor, Area Manager and Manager must read **Keeping Children Safe in Education.**
  - All staff and volunteers must read Part One and Annex A of **Keeping Children Safe in Education.**
  - DSLs must read Annex B of **Keeping Children Safe in Education.**
  - Staff who do not work directly with children must read Part 1 and Annex A KCSiE if the proprietor thinks it will provide a better basis for those staff to promote the welfare and Safeguard children.

- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non- statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action. The document can be viewed here.

Roles and responsibilities

Key personnel

Lead Designated Safeguarding Lead (DSL): TAYLOR-LEE SKETCHLEY

Deputy Designated Safeguarding Leads: HAYLEY WITHERS, RACHEL PORTER and SAMANTHA MONINO

The Area Manager is HAYLEY WITHERS

The Nursery Manager is TAYLOR-LEE SKETCHLEY

Contact details:

Email: bluebellwoodsdaynursery@gmail.com

Telephone: 02476 543785

We are required to appoint a member of the senior staff to co-ordinate child protection arrangements and to ensure that there are appropriate cover arrangements.

The Designated Safeguarding Lead (DSL):

- is a senior member of staff from our leadership team and therefore has the status and authority to carry out the duties of the post, including committing resources and supporting and directing other staff.
- takes lead responsibility for safeguarding and child protection (including online safety), which will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies. The role and responsibility are explicit in the role holder's job description.
- is appropriately trained (including Prevent training), receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role.
- ensures that practitioners are supported and confident to implement the setting's safeguarding policy and procedures on an ongoing basis
- has read 'What to do if you're worried a child is being abused: Advice for practitioners'
- acts as a source of advice, support and expertise to the nursery community.
- encourages a culture of listening to children and taking account of their wishes and feelings.
- is alert to the specific needs of children in need; those with special educational needs; children who are looked after or were previously looked after; children who have a social worker; and young carers; and oversees the provision of effective pastoral support to all of those children, promoting their educational outcomes by sharing information about their welfare, circumstances and needs with other staff as appropriate.
- works closely with the SENDCo, key persons and health visitors in relation to safeguarding matters (including online and digital safety) and whether to make referrals to relevant partner agencies.
- has a working knowledge of locally agreed multi-agency safeguarding arrangements and procedures put in place by WS.
- has an understanding of the early support process to ensure effective support, assessment and understanding of children's additional needs in order to inform appropriate provision of early support and intervention.
- keeps detailed and accurate written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the child's general file.
- refers cases of suspected abuse to Children's Social Care or the Police as appropriate; and, where a crime may have been committed, refers cases to the Police.
- refers cases using the prescribed pro forma to Children's Social Care and the Prevent policing team for a joint assessment where there is a concern that a child is at risk of radicalisation; and to the Channel panel if subsequently advised to do so.
- ensures that staff do everything they can to support social workers and contribute to assessments of children when Children's Social Care become involved.
- notifies Children's Social Care if a child with a child protection plan is absent without explanation at intervals as defined in the plan.
- ensures that, when a child leaves the nursery, all child protection records are passed to the new setting (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the child's social worker is also informed.
- considers whether to share any information about a child leaving the nursery with the receiving setting in advance so that the receiving setting is appropriately informed in order to support the child as effectively as possible and plan for her/his arrival.
- attends and/or contributes to child protection conferences, strategy meetings and multi-agency exploitation meetings.

- co-ordinates the nursery's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.
- develops effective links with relevant statutory and voluntary agencies including Warwickshire Safeguarding.
- ensures that all staff sign to indicate that they have read and understand the child protection and safeguarding policy; the staff behaviour policy (code of conduct); the behaviour policy; the nursery's safeguarding response to children who go missing from education; the role of the DSL (including the identity of the DSL and any deputies); and Part 1 of *Keeping Children Safe in Education 2026* (and Annex C of *Keeping Children Safe in Education 2026* in relation to DSLs).
- ensures that all staff understand that if they have **any concerns** about a child's welfare, they should act on them immediately, either by speaking to the DSL (or a deputy) or, in exceptional circumstances, taking responsibility to make a referral to Children's Social Care.
- ensures that all staff know how to make a referral.
- has a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in sections *Keeping Children Safe in Education 2026*, ensuring that all staff receive necessary training, information and guidance.
- understands the unique risks associated with online safety and ensures that staff are trained to have the requisite knowledge and up to date capability to keep children safe whilst they are online.
- understands the relevance of data protection legislation and regulations, especially the Data Protection Act 2018 and General Data Protection Regulation (GDPR) in respect of safeguarding children.
- ensures that the child protection and safeguarding policy and procedures are reviewed and updated at least annually, working with the staff team regarding this.
- keeps a record of staff attendance at child protection training.
- makes the child protection and safeguarding policy available publicly, i.e. on the nursery website or by other means.
- ensures parents are aware of the nursery's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- ensures that the nursery holds more than one emergency contact number for every child.
- is aware of the responsibility under *Working Together 2026* to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer (DO) in the Local Authority within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate.

The Deputy Designated Safeguarding Lead

is appropriately trained to the same standard as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children. The role and responsibility are explicit in the role holder's job description. In the event of the long-term absence of the DSL, the deputy will assume all the functions of the DSL as above.

The Nursery Manager:

- ensures that the child protection policy and procedures are understood and implemented by all staff.
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings.
- supports the designated teacher for looked after children to promote the educational achievement of any children who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- ensures that all staff have the skills, knowledge and understanding necessary to keep looked after and previously looked after children safe.
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedure.
- ensures that the culture of the nursery supports the provision of effective pastoral care and early support.
- ensures that staff do everything they can to support social workers when Children's Social Care become involved.
- ensures that children are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.
- refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer in the Local Authority within one working day prior to any internal investigation.
- ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer.
- appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.

Staff: Child Ratios

Our staffing arrangements meet the needs of all children and ensure their safety. Children are usually within sight and hearing of staff and always within sight or hearing.

The manager of the setting must hold an approved qualification of level 3 or above. There is a named deputy who, in their judgement, is capable and qualified to take charge in the manager's absence.

At least half of all other staff must hold at least an approved level 2 qualification. Suitable 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 and if they hold a valid and current PFA qualification.

- For children aged under two: There must be at least one member of staff for every three children and at least half of all staff must have received training that specifically addresses the care of babies.
- For children aged two: There must be at least one member of staff for every five children.

- For children aged three and over: There must be at least one member of staff for every eight children.

Our full list of staff and qualifications can be viewed on our website here.

Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards children, we identify standards of good practice and set out our expectations of staff in the staff behaviour policy, which all members of staff and volunteers are required to read and sign before starting work in the nursery. In summary, our expectations of staff include:

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decisions that affect them
- encouraging positive, respectful and safe behaviour among children
- being a good listener
- being alert to changes in children's' behaviour and to signs of abuse and neglect and exploitation
- recognising that challenging behaviour and mental health difficulties may be an indicator of abuse
- reading and understanding the child protection policy, staff behaviour policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, criminal and sexual exploitation, extremism, online safety and information-sharing
- asking the child's permission before initiating physical contact, such as care routines, assisting with dressing, or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of abuse
- applying the use of reasonable force and physical intervention only as a last resort and in compliance with nursery procedures and WS guidance
- referring all concerns about a children's safety and welfare to the DSL or, if necessary, directly to the Police or Children's Social Care
- following the nursery's rules regarding communication and relationships with children and families, including via social media
- referring all allegations against members of staff, volunteers or other adults that work with children and any concerns about breaches of the Staff Behaviour policy directly to the Nursery Manager; and any similar allegations against or concerns about the Nursery Manager directly to the LADO.

Staff must ensure that they report to their Manager any details of any arrests, charges, convictions, cautions, court orders, reprimands and warnings made against them by the Police, where the offence calls into question the member of staff's suitability to work with children or is a breach of discipline and/or may have a direct impact on the staff member's job.

Failure to comply with ongoing reflections on professional suitability may result in action being taken against the staff member and the ability to continue in their role.

Abuse of position of trust

All staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards children must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. The Sexual Offences Act 2003 provides specific legal protection for children aged 13 and under; they cannot legally give their consent to engage in any form of sexual activity; perpetrators face a maximum sentence of life imprisonment for rape, assault by penetration, and causing or inciting a child to engage in sexual activity.

Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

To ensure that all our children receive equal protection, we will give special consideration to children who are:

- disabled, have special educational needs or have mental health needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the Local Authority, otherwise living away from home or were previously looked after
- in receipt of support and services from a social worker
- vulnerable to being bullied, or engaging in bullying behaviours
- living away from home or in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of child sexual exploitation (CSE) and/or child criminal exploitation
- at risk from or are involved with serious violent crime
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.
- seeing, hearing, or experiencing the effects of domestic abuse at home

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children and parents/carers with communication needs.

Children with special educational needs and disabilities or have mental health needs

Children with special educational needs (SEN), disabilities or who have mental health needs can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or mental health issues without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming those barriers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded; and are aware that mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are not expected or trained to diagnose mental health conditions or issues but they will record and report any concerns about a child's mental health to the Designated Safeguarding Lead as with any other safeguarding concern, recognising that mental health concerns may be an outcome and/or indicator of wider safeguarding issues and concerns.

Early Support and use of the Pathway to Change process
Spectrum of Support

Nursery staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating.

The nursery recognises that providing timely early support is more effective in promoting the welfare of children than reacting later. DSLs are accountable and responsible for ensuring the identified needs of children are acted upon early; without delay and as soon as the problem emerges which may be at any point in a child's life.

Keeping Children Safe in Education 2026 emphasises that all staff should be aware of the early support process and understand their role in it. All DSLs should be trained in the Warwickshire Early Support Processes. All staff are therefore trained and required to notice any concerns about children which may help to identify those that would benefit from early support.

We should record concerns using their designated safeguarding recording systems and to share their concerns with the Designated Safeguarding Lead (or a Deputy DSL), who is most likely to have a complete picture and be the most appropriate person to decide how best to respond to any concerns. The DSL may delegate the initiation of the Early Support Pathway to Change process to an appropriate trained member of staff. The DSL is responsible and accountable for overseeing and managing Early Support but the process including acting as lead professional can be undertaken by the SENDCo or other staff seen to be appropriate for your setting.

Early support might be simple pastoral support and something we are able to address with parents so that the child's needs are met quickly and easily. We will keep a record of any such help to record clear targets, actions for all parties including parents/carers and progress, using WCC Pathway to Change documentation as appropriate. Early Support paperwork is available for schools/settings to use in order to support families prior to the requirement of formalised Early Support being initiated. The Spectrum of Support document will enable practitioners to understand the level of needs presented by families and what support may be required. The document can be found here.

It will be necessary to take time to understand a child and family's needs and to fully appreciate their circumstances in a more structured way. Children and families may also need support from a range of local agencies beyond nursery, where it has been identified that a multi-agency coordinated response would best meet their needs and support their family, with parental consent.

The Early Support Pathway to Change is a restorative approach which helps to identify what support the family require by working WITH them, through the use of a coordinated assessment. The Early Support Pathway to Change aims to prevent the child's needs escalating to a point where intervention would be required via a statutory assessment under the Children Act 1989. Practitioners should seek to reassure Children and Families that this approach is designed to prevent needs from escalating and should be looked on as a positive and proactive way of addressing needs early in partnership with the family.

The nursery is committed to working in partnership with children, parents and other agencies to:
identify situations in which children and/or their families would benefit from early support;

undertake an assessment of the need for early support when that is appropriate, using the Early Help Pathway to Change process; and

- provide targeted early support services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

The nursery will be particularly alert to the potential need for early support for any child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family whose circumstances present challenges for the child, such as substance abuse, adult mental health issues or domestic abuse;
- has returned home to their family from care;
- is at risk of being radicalised or exploited;
- is a privately fostered child.
- is showing early signs of abuse and/or neglect; and/or
- is particularly vulnerable in any of the ways identified in section 6 above.

The Early Support process can only be effective if it is undertaken with the agreement of the child's parents/carers. The Early Support Pathway to Change process must involve the child and family as well as all the practitioners who are working with them.

The nursery will keep the needs and circumstances of children receiving early support under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early support, the nursery will make a judgement about whether, without help, the needs of the child will escalate. If so, the nursery will consult with Warwickshire Children and Families Family Connect.

Consultations are available in **Warwickshire Children and Families Family Connect** for practitioners seeking advice about children they are concerned about. If you have a concern that a child or young person may be in need of protection or significant harm the DSL/lead professional should contact Warwickshire Children and Families Family Connect.

Attendance

We recognise that full attendance at nursery is important to the well-being of all our children and enables them to access the opportunities available to them. Attendance is monitored closely and we address poor or irregular attendance without delay, working in partnership with the Warwickshire Attendance Service when patterns of absence give rise to concern. Early support is recommended to support families with attendance concerns at the emergence of an issue to prevent escalation. Our attendance policy is set out in a separate document and is reviewed regularly.

Children Missing from Education

We operate in accordance with statutory guidance *Children Missing Education (DfE 2025)*

All children at Blue Bell Woods Day Nursery, regardless of their circumstances, are entitled to a nursery experience which is suitable to their age, ability, aptitude and any special educational needs they may have.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, radicalisation or mental health problems. Staff will also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Nursery attendance is not compulsory; however, if a child is in receipt of Local Authority funding, the parent must make sure that their child attends the hours/sessions that they are claiming the funding for in an agreed pattern of attendance. If the child has persistent non-attendance, WCC reserves the right to re-claim those hours from the provider. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

At Blue Bell Woods Nursery, we monitor children's attendance and record any patterns of non-attendance or unexplained absences. Effective information sharing between parents, and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. By intervening early in the lives of vulnerable children it can help prevent poor outcomes.

Warwickshire County Council has a legal duty to identify children missing education (CME) and to make sure they return to education wherever possible. If after following the steps in our Child Absent Without Notification procedure, no contact is made with the child and family, we will notify Warwickshire Early Years Safeguarding Adviser that the child is potentially missing on 01926 742549 or earlyyearsadvisors@warwickshire.gov.uk

Transition to the Reception year in school:

- Leaving an early years setting and starting school is a big step in a child and parent's life. In our role as an early years provider, we can support the transition:
- build good links with local schools and sharing information with children and parents

- share all relevant information regarding the child and family with the school, including any previous or existing concerns re: the child's attendance
- schools will, where possible, use the information they have from School Admissions to inform us which children they are expecting to start school in September. We may then be able to identify children who are not allocated a school place.
- if we are aware of any child whose parents/carers have not applied for a school place,
- we will establish the reason why and contact School Admissions
- schools may call us if children do not attend settling in sessions. We will work with the child and family to:
- establish reason(s) for non-attendance
- raise awareness of the importance and benefits of attending settling in sessions
- including the need to attend all booked early years sessions where funding is being
- received due to financial audit processes
- overcome concerns, misconceptions or barriers - e.g. the family may benefit from a
- member of the setting staff accompanying them on a visit to the new school

Children who are due to start school but will not be attending
If a family notifies us that their child will not be attending school or if a child continues to attend our provision despite being of the age where they could be in the reception class of a school, we will ensure:

- both us and the child's parents/carers are clear about the reasoning behind this (e.g. wishing to delay starting school, appealing against the school place offered, not aware their child could be in school and haven't applied for a place)
- parents/carers are advised to contact School Admissions on 01926 414143 or admissions@warwickshire.gov.uk if they have any questions
- the child's prospective school (if known) is made aware

If a family notifies us that they intend to home-school their child, we are aware that parents/carers of non-statutory school age children do not legally have to notify anyone – but practically and from a safeguarding perspective it is much better if they inform the local authority home education team 01926 736323 or ehe@warwickshire.gov.uk

Children who run away or go missing from home or care

It is unlikely that children of nursery age will run away or go missing from home. However, staff should be aware of the issue in the wider context of safeguarding.

We recognise that children who run away or go missing (particularly repeatedly) and are thus absent from their normal residence are potentially vulnerable to abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It could also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. The 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014) can be found here.

Helping children to understand and recognise risk and identify available support

Keeping Children Safe in Education 2026 requires proprietors to ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualise approach for more vulnerable children, victims of abuse and some SEND children might be needed as part of providing a 'broad and balanced curriculum.'

Children are taught to understand and manage risk through our educational programme and through all aspects of nursery life. Our approach is designed to help children to think about risks they may encounter, recognise when they are at risk and with the support of staff work out how to get help when they need it and how risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. We continually promote an ethos of respect for children and they are encouraged to speak to a member of staff of their choosing about any worries they may have.

Protective Behaviours – Taking Care

Protective Behaviours (PBs) is an internal process where each person applies the ideas to their own unique experience. It is a framework for **personal safety** which we embed in to our practise at Blue Bell Woods Nursery

This is very different from the 'lock your doors', restrictive approach to personal safety - it is a dynamic, confidence building, empowering approach that links safety with having adventures and taking risks.

The two themes which we teach to children are:

-
-

We all have the right to feel safe all the time
We can talk with someone about anything, even if it feels awful or small

Through play, routine stories and discussion, we help children to:

Understand what safety feels like
Explore times when it's 'fun to feel scared'
Recognise Early Warning Signs which tell us when we are not feeling safe
Understand the difference between safe, adventurous and unsafe situations

We assign a Key Person to each child to ensure that every child has a strong relationship with an adult caregiver. Their Key Person will listen to, believe and help the child feel safe and help them to take further action if needed.

Support for children, families and staff involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support children, their families, and staff by:

- Taking all suspicions and disclosures seriously;
- Nominating a link person (usually the DSL) who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a child, separate link people will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from children or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of helplines, counselling or other avenues of external support;
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures;
- co-operating fully with relevant statutory agencies.

Complaints procedure

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child or attempting to humiliate them, bullying or belittling a child or discriminating against them in some way. Complaints are managed by the Nursery Manager. Our complaints procedure is available on our website.

Complaints from staff are dealt with under our disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the nursery's child protection procedures.

Staff reporting concerns about a colleague or other adult who works with children (Whistleblowing)

Staff who are concerned about the conduct of a colleague - including visiting practitioners and volunteers - towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

Our **whistleblowing** policy enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the staff behaviour policy (code of conduct) – to the Nursery Manager; to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in nursery.

The recommended format for all staff to record any such poor practice or possible child abuse by colleagues or other adults who work with children is the pro forma *'Logging A Concern about the behaviour of an adult who works with children'*, also known as the '*Yellow form*'. The forms are printed on white paper for discretion.

All such forms should be **passed directly to the Nursery Manager.** Alternatively, staff are free to approach the Nursery Manager directly to discuss their concerns.

Concerns or complaints about the Nursery Manager should be reported to the Designated Officer in the Local Authority, who is responsible for the co-ordination of responses to allegations against people who work with children (see contact and referral details in section 16 below). The Designated Officer's contact details are displayed on the safeguarding noticeboard in the lobby.

Staff may also report concerns about suspected abuse or neglect directly to Children's Social Care or the Police if they believe direct reporting is necessary to secure action to safeguard children.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00a.m. and 8.00p.m., Monday to Friday or e mail help@nspcc.org.uk. Information is also available on the NSPCC website at https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/.

The NSPCC whistleblowing helpline and contact numbers for Children's Social Care, the Police and the Designated Officer are all displayed in the lobby

Staff Protection

All staff must follow guidelines to protect themselves when working with children.

- When on your own with children, e.g. changing a nappy, leave doors ajar, and notify someone of where you are at all times.

- Working on your own with children is a last resort and should be avoided. Please make sure you are within ratio and other staff on the site are aware that you are own your own. But avoid this if at all possible.
- Be aware of what is appropriate cuddling and inappropriate cuddling – hands should always be seen, do not pick children up unnecessarily, ask yourself could this child be sat beside me, instead of on my lap, etc.
- Try and discourage children kissing you, always try and encourage kissing on the cheek and not on the mouth.
- Always let someone know if you are changing a nappy.
- Never pull, push, drag, smack, hit, verbally bully, or threaten a child. See our Positive Behaviour Policy and Restrictive Intervention Policy
- Never leave students/visitors/contractors/new staff alone with children.
- Mobile phones are prohibited in the nursery.
- Never take the nursery camera into the toileting/ nappy changing area

Managing allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education 2026* and para 1.14 of WS inter-agency safeguarding procedures *Allegations against staff or volunteers* – https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension, the nursery will provide support and a named contact for the member of staff.

Staff and parents are reminded that publication of material that may lead to the identification of a practitioner who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the nursery or historical allegations will be reported to the Police.

In accordance with *Keeping Children Safe in Education 2026* , we will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

As required by *Keeping Children Safe in Education 2026* , all allegations in respect of an individual who works at the nursery that fulfil any of the following criteria will be reported to the Designated Officer in the Local Authority (LADO) within one working day:

- 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. (Includes behaviour that may have happened outside of nursery that might make an individual unsuitable to work with children, this is known as transferable risk)

The Designated Officer's contact number is **01926 745376**. Referrals to the Local Authority Designated Officer should be submitted on a Position of Trust (POT) MARF form and sent to lado@warwickshire.gov.uk.

NB it is the Nursery Manager's responsibility to contact and refer to the Designated Officer when necessary. The only exception is when the allegation is against the Nursery Manager, in which instance the Deputy DSL will undertake that responsibility.

Low-Level Concerns - Concerns and/or allegations against staff that do not meet the harm threshold.
As part of our approach to safeguarding, we ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the nursery (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:
• encourage an open and transparent culture
• enable us to identify inappropriate, problematic or concerning behaviour early
• minimise the risk of abuse, and
• ensure that adults working in or on behalf of the nursery are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the nursery.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the nursery may have acted in a way that:
• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
• does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:
• being over friendly with children
• having favourites
• taking photographs of children on their mobile phone, contrary to nursery policy
• engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
• humiliating children.
Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is crucial that all low-level concerns are shared responsibly with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of the nursery from becoming the subject of potential false low-level concerns or misunderstandings.

Staff training

Training, knowledge and skill

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role.
This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early support and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the nursery, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the nursery with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at nursery;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect, exploitation and radicalisation and to know what to do if they have a concern.

New staff and volunteers will receive an explanation during their induction which will include:

- the nursery's child protection and safeguarding policy including Early Support
- signs and symptoms of abuse and neglect
- responding to disclosure of abuse or neglect by a child
- reporting and recording arrangements
- the staff behaviour policy (code of conduct)
- the identity and role of the DSL and Deputy DSL
- the nursery's behaviour policy
- the nursery's safeguarding response to children who go missing from education.

NB all of the above will be explained **before** a new member of staff or volunteer has direct contact with children in nursery. The child protection policy and staff behaviour policy (code of conduct) will be emailed with a written requirement that the individual reads and understands the two policies in advance of starting work. The individual will be given an opportunity to clarify any issues on their first day at work and then asked to sign to confirm that they have read and understood both policies and undertake to comply with them.

All staff and volunteers will receive appropriate and updated safeguarding and child protection training which must be renewed at least every two years, and thematic updates as required during training days and regular discussions at staff meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with statutory guidance and any requirements of the local safeguarding partnership.

Safeguarding and child protection training

The safeguarding training for all practitioners covers the following areas:

- What is meant by the term safeguarding.
- The main categories of abuse, harm and neglect.
- The factors, situation and actions that could lead or contribute to abuse, harm or neglect.
- How to work in ways that safeguard children from abuse, harm and neglect.
- How to identify signs of possible abuse, harm and neglect at the earliest opportunity.
  These may include:
  - Significant changes in children's behaviour.
  - A decline in children's general well-being.
  - Unexplained bruising, marks or signs of possible abuse or neglect.
  - Concerning comments or behaviour from children.
- Inappropriate behaviour from practitioners, or any other person working with the children. This could include inappropriate sexual comments; excessive one-to-one attention beyond what is required through their role; or inappropriate sharing of images.
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a child may experience emotional abuse or physical abuse because of witnessing domestic abuse or coercive control or that a girl may have been subjected to (or is at risk of) female genital mutilation.
- How to respond, record and effectively refer concerns or allegations related to safeguarding in a timely and appropriate way.
- The setting's safeguarding policy and procedures.
- Legislation, national policies, codes of conduct and professional practice in relation to safeguarding.
- Roles and responsibilities of practitioners and other relevant professionals involved in safeguarding.

Safeguarding and child protection training – Prevent

All staff and volunteers must complete the government's Awareness course.
They must then complete the government's Refresher course annually.
The Lead DSL must complete the government's Referrals course.

Safeguarding and child protection training for DSLs
The DSL will attend training for newly appointed DSLs and refresher training every two years. That training will include up to date information about local safeguarding partnership inter-agency procedures. In addition, the DSL will update their knowledge and skills at least annually to keep up with any developments relevant to their role and will be supported to access inter-agency training as part of their continuing professional development.

Training for the designated safeguarding lead (DSL) takes account of any advice from the local safeguarding partners or local authority on appropriate training courses. Training for the DSL must cover, in addition to the areas required for safeguarding training for all practitioners, the elements listed below:

- How to build a safe organisational culture.
- How to ensure safe recruitment.
- How to develop and implement safeguarding policies and procedures.
- If applicable, how to support and work with other practitioners to safeguard children.
- Local child protection procedures and how to liaise with local statutory children's services agencies and with the local safeguarding partners to safeguard children.
- How to refer and escalate concerns (including as described at paragraph 3.9 of the EYFS).
- How to manage and monitor allegations of abuse against other staff.
- How to ensure internet safety.

It is recommended that DSLs access Warwickshire's DSL training as it will include up to date information relevant to Warwickshire procedures and processes. It is recommended that DSLs update their knowledge and skills by accessing training and development relevant to their role and their setting.
The Integrated Training Programme has a number of free courses that will support DSLs with their CPD and can be accessed here.

All staff will be made aware of the increased risk of abuse to certain groups, including children with special educational needs and disabilities, looked after children, previously looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, child criminal exploitation, county lines activity, child on child abuse, sexual harassment and sexual violence, extremism, so-called honour based abuse including female genital mutilation and forced marriage; and will receive training in relation to keeping children safe online.

Safeguarding and child protection training – Safer Recruitment
In addition, the Nursery Manager (and/or senior staff as appropriate) will attend safer recruitment training and the nursery will ensure that there are at least two leaders that have attended safer recruitment training within the past three years. This ensures criteria for effective safeguarding training including 'how to ensure safe recruitment' is met.

Agency staff and other visiting staff will be given the Staff Code of Conduct Executive Summary.

Safer recruitment

We endeavour to ensure that we do our utmost to employ only 'suitable' staff and allow only 'suitable' volunteers to work with children by complying with the requirements of *Keeping Children Safe in Education 2026* together with the nursery's and the WS *Safer Recruitment* policies.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history and explains any gaps in that history;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- provide evidence of identity and qualifications;
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include:
    - an enhanced DBS check and a barred list check for those including volunteers engaged in Regulated Activity;
    - an enhanced DBS check without a barred list check for all volunteers not involved in Regulated Activity but who have the opportunity of infrequent contact with children;
- if offered employment, provide evidence of their right to work in the UK;
- if offered employment, two written references must be obtained before commencing employment.
- be interviewed by a panel of at least two leaders, if shortlisted.

Nurseries are 'specified places' which means that the majority of staff and volunteers will be engaged in Regulated Activity. A fuller explanation of Regulated Activity can be found in *Keeping Children Safe in Education 2026*.

Two written references must be obtained before employment commences. We will

- not accept open references e.g. to whom it may concern
- not rely on applicants to obtain their reference
- ensure any references are from the candidate's current employer, training provider or education setting and have been completed by a senior person with appropriate authority
- not accept references from a family member
- obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed
- secure a written reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting
- ensure electronic references originate from a legitimate source
- contact referees to clarify content where information is vague or insufficient information is provided
- compare the information on the application form with that in the reference and take up any discrepancies with the candidate
- establish the reason for the candidate leaving their current or most recent post, and
- ensure any concerns are resolved satisfactorily before appointment is confirmed.

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Blue Bell Woods Day Nursery will also

- ensure that every job description and person specification for roles in nursery includes a description of the role holder's responsibility for safeguarding;
- ask at least one value-based question at interview for every role in nursery about the

candidate's attitude to safeguarding and motivation for working with children;
- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities;
- obtain written references for all shortlisted candidates, including internal candidates;
- carry out additional or alternative checks for applicants who have lived or worked outside the UK;
- check if an early years qualification achieved in England is approved as full and relevant by the Department for Education (DfE) and confirm if this qualification can count in staff:child ratios at level 2, 3 or 6

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff and volunteers will undergo an induction that includes familiarisation with the child protection and safeguarding policy, staff behaviour policy (code of conduct), other issues as in section 17 of this policy and identification of their child protection training needs.

All staff are required to sign to confirm they have received a copy of the child protection and safeguarding policy and Staff Behaviour Policy (code of conduct).

All relevant staff are made aware of the disqualification from providing childcare legislation. The legislation can be viewed here.

The nursery obtains written confirmation from supply agencies and third-party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the nursery that the nursery would have undertaken if they were employing the individual directly; and that those individuals are suitable to work with children.

Students will be checked by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

The nursery maintains a single central record of recruitment checks undertaken and ensures that the record is maintained in accordance with section 3 of *Keeping Children Safe in Education 2026* and guidance issued by Warwickshire County Council.

Volunteers

Volunteers will undergo an enhanced DBS check and a barred list check commensurate with their work in the nursery and contact with children.

Supervised volunteers

Volunteers who work only in a supervised capacity will undergo an enhanced DBS check and a barred list check commensurate with their work in the nursery and contact with children.

Contractors

The nursery checks the identity of all contractors and their staff on arrival at the nursery and requests DBS checks where appropriate. As required by statutory guidance, where contractors and/or their staff are engaged in Regulated Activity, barred list checks are also requested. Contractors and any of their staff who have not undergone checks will not be allowed to work unsupervised or in Regulated Activity.

Site security

Visitors to the nursery, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors must observe the safeguarding and health and safety regulations to ensure children are kept safe. The Nursery Manager will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Blue Bell Woods Day Nursery

Supporting and Understanding Children's Behaviour

Our Supporting and Understanding Children's Behaviour policy is set out in a separate document and is reviewed regularly. It is shared with all staff before they start working with children as part of their induction. The policy is transparent to staff, parents and children. Our behaviour policy is in line with statutory guidance and the document '*Guidance on the Use of Force and Physical Intervention',*

Keeping Children Safe in Education 2026 highlights that there are circumstances when it is appropriate for staff in to use reasonable force to safeguard children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm.

The nursery operates in accordance with Warwickshire County Council's *Guidance on the Use of Force and Physical Intervention*, which highlights that staff should deploy every possible strategy to prevent the need for physical intervention. Those strategies would include de-escalation whenever there is a threat of violence or aggression towards an individual or property; communicating calmly with children; using non-threatening verbal and body language; helping children to recognise their own 'triggers' and 'early warning signs', and distracting or helping children to see a positive way out of a difficult situation.

However, the nursery supports staff to intervene physically and to use reasonable force when all of those strategies are unsuccessful in calming a situation; and a risk of physical harm to other children, adults or the child her/himself, serious damage to property or serious disruption to the nursery remains. Staff should always be able to demonstrate that any such intervention is reasonable, proportionate and necessary in the circumstances, is used for the shortest possible period of time, deploys the minimum force that is necessary and is never used as a sanction.

Searching

It is unlikely in a nursery setting that a chid would need to be searched. However, in accordance with DfE guidance *Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies -* staff can search a child for any item if the child agrees. The Nursery Manager and any member of staff authorised by the Nursery Manager also has a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that they may have one or more of the following prohibited items in their possession: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; indecent images of children; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to or damage to the property of any person

In the event that a member of staff suspects that a confiscated device contains indecent images of children, they will pass the device to the DSL and will not examine the device themselves. The DSL will take advice from the Police and/or Warwickshire Children and Families Family Connect before examining the device.

Record Keeping

The nursery will maintain safeguarding (including early support) and child protection records in accordance with the guidance document *Child Protection Record Keeping Guidance*.

We will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately;
- keep records in a meticulous chronological order, either on paper or electronically;
- ensure all records are kept secure and in locked locations;
- ensure all safeguarding records are transferred - separately from the child's main file - to the receiving school or other education establishment when a child moves. The DSL will do this as soon as possible, ensuring secure transit, and will ensure that confirmation of receipt of the records is obtained.
- the DSL will also consider whether it is appropriate to share any information with a child's receiving school/setting in advance of the child leaving so that the receiving school/setting is able to support the child as effectively as possible and plan for her/his arrival.
- ensure that incoming safeguarding records are brought to the attention of the DSL, Deputy DSLs and other key staff such as the SENDCO when a child transfers in from another school/setting.

Safeguarding and child protection records will be maintained independently from the child's file and the file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and senior staff who need to be aware.

The recommended format for all staff to record any safeguarding or child protection observations or concerns about a child is the pro forma *Logging A Concern About A Child's Safety and Welfare* (Form C) also known as the '*Green form*'. The same format will be used by staff to record and report any observations or concerns that suggest a child might benefit from early help.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record.

Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version but it is most important that **one consistent system for the recording of concerns is readily accessible to every member of staff irrespective of role and that all records are passed to the Designated Safeguarding Lead**, who should complete the form to confirm what action has been taken.

Child protection records form a part of a child's record, which parents ordinarily have a right to see. Any child or parent wishing to access the child's child protection records will need to submit a request to the nursery for consideration. Access to the record will then be arranged but records may be redacted in line with the requirements of the General Data Protection Regulation (GDPR) if releasing information would place the child, or any other person, at risk of significant harm.

The Data Protection Act 2018 and GDPR do not prevent staff from sharing information with relevant agencies without the consent of parents, where that information may help to protect a child.

Confidentiality and Information Sharing

We will manage and share confidential information about children in line with the UK Government's Information Sharing Duty.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

The Data Protection Act 2018 (DPA) and the GDPR place~~s~~ duties on the nursery and individual staff to process personal information fairly and lawfully and to keep the information they hold safe and secure.

However, neither the DPA nor the GDPR prevent or limit the sharing of information for the purposes of keeping children safe. *Keeping Children Safe in Education* (DfE 2026) states clearly that "*Fears about sharing information* ***must not*** *be allowed to stand in the way of the need to promote the welfare and protect the safety of children*".

There is no requirement for a child to meet a particular statutory threshold before information can be shared. Under the information sharing duty, information must be shared where it is relevant to safeguarding and promoting a child's welfare, including where concerns relate to early help, prevention and unmet need.

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, another SLT member or outside agency as required (e.g. Warwickshire Children and Families Family Connect).

It is reasonable for staff to discuss day-to-day concerns about children with colleagues in order to ensure that children's general needs are met in nursery. However, staff should report all child protection and safeguarding concerns to the DSL or Nursery Manager or – in the case of concerns about the Nursery Manager – to the Designated Officer. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Keeping Children Safe in Education 2026 **emphasises that the DSL or a deputy DSL should always be available to discuss safeguarding concerns but in exceptional circumstances where neither the DSL nor any appointed deputy DSL are available, that should not delay appropriate action being taken and staff should speak to a member of senior staff or take advice from Children's Social Care if they are concerned about a child.**

The GDPR and the Data Protection Act 2018 do not prevent staff from sharing information with relevant agencies, where that information may help to protect a child. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

The DSL will normally obtain consent from the parents to share sensitive information within the nursery or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

If any member of staff receives a request from a child or parent to see child protection records, they will refer the request to the DSL and data protection coordinator.

Information sharing will take place in a timely and secure manner and where:

- it is necessary and proportionate to do so; and
- the information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

All staff must be aware that they cannot promise a child/parent to keep secrets.

All safeguarding and child protection information will be handled in line with the principles of the Data Protection Act 2018, which require that sensitive information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms (Green forms) and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.

The nursery's policy on confidentiality and information-sharing is available on our website.

Nursery off-site arrangements

All off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When children attend off-site activities, including visits and outings, we will check that effective child protection and whistleblowing arrangements are in place.

Where off-site activities are provided by and managed by the nursery, the nursery's child protection policy and procedures apply. If other organisations provide services or activities on the nursery site, we will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect children we will:
- seek their consent for photographs or video images to be taken (if age appropriate);
- seek parental consent;
- ensure children are appropriately dressed; and
- encourage children to tell us if they are worried about any photographs/images that are taken of them.

Furthermore, when using images for publicity purposes (e.g. on our website or in newspapers or publications), we will:
- avoid naming children when possible;
- if it is necessary to name children, use first names rather than surnames;
- if children are named, avoid using their image;
- establish whether the image will be retained for further use, where and for how long;
- ensure that images are stored securely and used only by those authorised to do so.

For the protection of children and staff, only nursery owned equipment will be used to record and store images taken by staff or volunteers on the site or during offsite activities.

AI Child Sexual Abuse Imagery
We are alert to the growing threat of children's images shared online being manipulated into AI generated sexual abuse material.

The Internet Watch Foundation (IWF) and the National Crime Agency (NCA) have seen an increase in online offenders exploiting openly available images of children to create realistic sexualised content.

We DO NOT publish any full-frontal faces of staff or children in our brochure, on our website, Facebook or google pages.

We share photos in our newsletter; this only shared with current families at our nursery via the FAMLY app.

We will only share photos of children in our newsletter if parents/ carers have given consent. Parents/ carers are advised that they can update permissions at any time on the FAMLY app.

Staff are made aware of IWF/ NCA guidance: Child sexual abuse material generated by artificial intelligence- an essential guide for professionals who work with children and young people

Mobile phones, cameras and other electronic devices with imaging and sharing capabilities
As part of our commitment to Safeguarding, all staff must follow strict procedures for using and storing mobile phones, cameras and all similar devices.

If staff bring mobile phones to Nursery, they must follow the procedure outlined below:

- Mobile phone to be switched off or put on silent – not vibrate
- All mobile devices are to be signed in at the start of the shift and placed in the safe located in the office. (This includes watches that are equipped to take photographs and send messages.)
- Staff may sign their mobile phones out at lunchtime and use them either in the staff kitchen or off site, all devices must then be signed back into the safe after lunch and can be collected at the end of the shift
- If there is a need for you to receive a phone call at work either from a GP, garage etc then you may give them the Nursery telephone number to call which is 02476 543785
- When nursery children go on a trip or outing the lead member of staff will take the Nursery mobile phone in case of emergencies.
- Smart glasses, or any eyewear capable of audio, video, or image capture, are not permitted to be worn or used on the premises. Staff must remove these devices and place them in the safe. This measure safeguards children's privacy and prevents unauthorised recording.

Children are not permitted to bring mobile phones or electronic devices into Nursery. If one is found in a child's bag then it will be placed in the safe as per the adult procedure, and the Parent/ Carer will be notified.

When parents/ carers/ visitors/ contactors enter the nursery, the following guidelines will apply:

- MOBILE PHONES, CAMERAS or SIMILAR DEVICES MUST NOT BE USED IN THE NURSERY
- Visitors must be informed that mobile phones cannot be used before they enter the premises.
- Signs should be displayed informing parents/ carers/ visitors/ contactors not to use mobile phones.
- Staff must ensure that all adults either go to the lobby or leave the premises immediately if they wish to text or answer their phone.
- Staff must immediately challenge parents/ carers/ visitors/ contactors using mobile phones on the premises, informing them of Nursery policy
- Staff who do not challenge parents/ carers/ visitors/ contactors using mobile phones may face disciplinary procedures.
- Visitors, students, and contractors are not permitted to wear smart glasses within the setting. Alternative eyewear must be used where necessary.
- All visitors to nursery will be given a visitors lanyard informing them of the main points of the Nursery Safeguarding procedures and mobile phone policy (This does not apply to parents/ carers collecting children or dropping them off).

Special Events

The development of digital photography and the common practice of sharing images via social networking sites present additional challenges for settings in terms of granting permission for parents/carers to record images.

Parents are welcome, with the Nursery Manager's permission, to take still photographs of their **own children only** during activities. Parents must not publish (including on social media) photographs of other children inadvertently captured during events without the express permission of the parents of those children.

Parents are welcome to video record their **own children only** during activities, subject to the same terms and conditions as for photographs above.

This agreement is subject to the recognition of the need to be sensitive to other people, not causing interruption or disruption to concerts, performances and events and ensuring children are not distracted.

Visiting practitioners who work directly with children are subject to the same restrictions as nursery staff and volunteers in respect of recording and storing images of children. However, some visiting professionals are permitted to record images of the premises only specifically for professional purposes and in order to support the nursery, e.g. professionals providing advice or preparing quotations for work such as maintenance, health and safety and building.

Online Safety

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis. It is unlikely that nursery children would be able to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram, however this is an issue that staff need to be aware of. Children are encouraged to report any material they come across online which makes them worried or uncomfortable.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues. Technology often provides the platform that facilitates harm through child criminal and sexual exploitation; county lines activity; radicalisation; sexual predation and cyber bullying.

The breadth of issues within online safety is considerable, but can be categorised into four areas of risk (*KCSIE 2026)*:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

Staff are aware of their duty to report any such safeguarding concerns to the Designated Safeguarding Lead.

Online Safety Audit
We conduct an online safety audit which is updated at least annually. We audit our approach, policies and practices, training and safe systems (technology, cybersecurity and data protection).

We have a suite of online safety guidance and useful websites for leaders, managers and practitioners; links can be found here.

Protecting and educating children in online safety

Digital media is NOT USED unless there is a clear link to supporting learning.

On rare occasions we use technology with children to complement our curriculum. To establish healthy habits, any screen time is purposeful and is used to enhance learning and experiences.

This includes, but is not limited to:

- Sharing children's own Learning Journey photos with them using the FAMLY app installed on kindles/ ipads.
- Using ALEXA to play music / songs.
- Using screen based assistive technology.

Our Acceptable Use Policy/ E-Safety Policy explains how we keep children safe in nursery; we have appropriate filters and monitoring systems in place to protect children from potentially harmful online material.

Staff are aware of their duty to use technology safely with children and always supervise use.

Where appropriate, staff start and continue conversations about online experiences, introducing safety messages and reinforcing the importance of talking to a trusted adult about anything that worries them.

Information about online safety is shared with families, and they are signposted to Parents & carers | Childnet for further information and advice.

Information about shaping healthy screen time habits is shared with families and they are signposted to Baby and toddler screen time guidance - Best Start in Life for current guidance.

Information about AI Child Sexual Abuse Imagery is shared with families, and they are signposted to
New guidance for parents and carers as AI-manipulated images of children become a growing concern - National Crime Agency

We have a suite of further leaflets and guidance to share with families; links can be found here.

The nursery's DSL responsible for online safety is TAYLOR-LEE SKETCHLEY.
The nursery's online safety co-ordinator is KAT STAPLETON.

Blue Bell Woods Day Nursery

Digital Media & Online Safeguarding Charter

We are committed to keeping children safe when using digital media, and we want to make sure that if we use digital media, it is always for the benefit of children's development. Therefore, we support the following principles.

- Digital media is NOT USED unless there is a clear link to supporting learning.
- Staff will be supported to understand about developmental digital media use.
- On rare occasions, if digital media is used, staff support children, promoting and scaffolding learning.
- Technology use does not replace or interfere with adult or child interactions.
- Children under the age of 2 years do not use digital media.
- We tailor our approach when screen-based assistive technology may support a child with SEND.
- We have appropriate technical systems in place to keep children safe online, including broadband and device safety controls to limit access to unsuitable content.
- We have a robust online safeguarding policy which is reviewed annually to include local and national trends, and which highlights our principles and approach to keeping children safe online.
- We have an explicit approach to limit children's passive consumption of online content.
- All staff access regular safeguarding training which includes online safeguarding - learning about the risks of using devices and staff's responsibilities in keep children safe online.
- Staff role model positive and balanced use of technology and our Staff Code of Conduct creates clear boundaries for staff's use of technology.
- We have a proactive approach to supporting parents and carers with keeping children safe online when at home.

Digital Media & Online Safeguarding Charter

We are committed to keeping children safe when using digital media. It is only used for the benefit of children's development. We support the following principles:

✓ Digital media is NOT USED unless there is a clear link to supporting learning.
✓ On rare occasions, if digital media is used, staff support children, promoting and scaffolding learning.
✓ Technology use does not replace or interfere with adult or child interactions.
✓ Children under the age of 2 years do not use digital media.
✓ We tailor our approach when screen-based assistive technology may support a child with SEND.
✓ We have a robust online safeguarding policy.
✓ Technical systems are in place to keep children safe online.
✓ All staff access regular safeguarding training which includes online safeguarding.
✓ Our Staff Code of Conduct creates clear boundaries for staff's use of technology.
✓ We share information with families to keep children safe online at home.

Date: October 2026 Review Date: March 2027

Reporting concerns

Staff must report any concerns regarding online safety to the DSL.

Staff should also be aware of the following avenues for reporting:

Hateful content can be reported to True Vision: Report a hate crime - True Vision
Material promoting terrorism or extremism can be reported to Gov.UK: Report online material promoting terrorism or extremism - GOV.UK
Online grooming can be reported to CEOP: Report to CEOP
Indecent images can be reported to the Internet Watch Foundation: Report online child sexual abuse imagery or 'child pornography'

Social Media Policy

Whilst we understand that staff are entitled to a private life away from the setting, and the use of social media and other online platforms can be beneficial for individuals, we recognise they can also have risks for staff.
The boundaries between the offline and online world can be easily blurred: this can have potentially serious consequences for professionals. When using social media or public online platforms, staff must ensure that they act respectfully and appropriately so as not to bring the setting, their colleagues or themselves into disrepute.
Staff must not use their private social networking sites in connection with the setting, this includes:

- Contacting children or their families to discuss any aspect of the setting.
- Uploading photos, comments or information about the setting or individuals linked with the setting.

For further guidance regarding online safety considerations, staff should refer to Safeguarding Children and Protecting Professionals in Early Years Settings.

It is recommended that staff do not accept friend requests or communications from learners or their family members (past or present). If there is a pre-existing relationship, this should be discussed with the Manager (DSL), who will need to consider how this is managed, provide staff with clear guidance and boundaries and record action taken.

Child protection procedures

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment of children. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by adult men or women or by other children or young people. Staff are trained to understand and recognise indicators of all four categories of abuse as defined below.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect

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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and 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, although it may occur alone.

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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see section 31).

Neglect

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, for example, 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 care-givers); or
d. ensure access to appropriate medical care or treatment.

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

Definitions taken from *Keeping Children Safe in Education* (DfE 2021).

Indicators of abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead. **It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;

- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development; and/or
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by one or more of the following: anxiety, depression or other mental health difficulties, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships, unfulfilled potential and long-term physical health difficulties.

Taking action

Any child in any family in any nursery or school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999;
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day;
- do not start your own investigation; share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete a record of concern, using a Form C (Green form); and
- seek support for yourself if you are distressed or need to debrief.

If a member of staff or volunteer is concerned about a child's welfare

There will be occasions when staff may suspect that a child may be at risk without unequivocal evidence. The child's behaviour may have changed, their artwork could be unusual or bizarre, they may write stories or poetry that reveal confusion or distress or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the child the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. Staff are encouraged and supported to ask children if they are OK, if there is anything the child would like to talk to them about and if they can help in any way. Staff are trained to do this by asking appropriate open questions which do not lead the child in any particular direction but invite the child to talk about anything if they wish to.

Staff should use the same record of concern form Form C (Green form) *(Delete and insert alternative recording system as appropriate)* to record these early concerns. If the child does begin to reveal that they are being harmed, staff should follow the advice below.

Following an initial conversation with the child, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Support process as in section 8 of this policy.

If a child discloses to a member of staff or volunteer

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a child talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the child know that they must pass the information on** – staff are not allowed to keep unsafe secrets. The point at which they tell the child this is a matter for professional judgement. If they jump in immediately the child may think that they do not want to listen but if left until the very end of the conversation, the child may feel that they have been misled into revealing more than they would have otherwise.

DSLs and Senior Staff should appraise themselves of Part 5 of KCSIE 2026 alongside the further departmental advice titled Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

During their conversations with children, staff will:

- allow the child to speak freely;
- remain calm and not overreact – the child may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – **'I'm glad you told me'/'Thank you for telling me'; 'You're doing very well'; 'I believe you'; 'What happened to you is not your fault'/'This isn't your fault'; 'I'm going to do what I can to help you'**;
- not be afraid of silences – staff must remember how hard this must be for the child;
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about it;
  (**however**, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. 'when did this happen', 'where did this happen?')
- at an appropriate time tell the child that in order to help them, the member of staff must pass the information on;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the child what will happen next;
- let the child know that someone (either the member of staff or another named person, e.g. the DSL) will come to see them before the end of the day;
- report verbally to the DSL (or Nursery Manager if the child has made an allegation against a member of staff);

- write up their conversation as soon as possible on the **record of concern form** Form C (Green form) and hand it to the DSL (or Nursery Manager if the child has made an allegation against a member of staff); and
- seek support if they feel distressed or need to debrief.

Nursery should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the nursery's initial response. Important considerations will include:

• the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the nursery's duty and responsibilities to protect other children;
•the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
•the ages of the children involved;
•the developmental stages of the children involved;
•any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
•if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
•that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
•are there ongoing risks to the victim, other children, adult students or staff; and
•other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Notifying parents

The nursery will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the child. Therefore, if the nursery believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from Children's Social Care.

Making a referral to Children's Social Care

Keeping Children Safe in Education 2026 emphasises that the DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The DSL will make a referral to Children's Social Care (and if appropriate the Police) if it is believed that a child is suffering or is likely to suffer significant harm.

The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay. *Keeping Children Safe in Education 2026* also emphasises that **all** staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Statutory assessments

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. In addition, children and young people may be at risk of significant harm from outside of their home environment (extra familial harm), this too could constitute that the child may suffer significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

Submitting child protection referrals

All child protection referrals should be made to **Warwickshire Children and Families Family Connect.**

All urgent child protection referrals, i.e. where there is an immediate concern about a child's safety, should be made in the first instance by telephoning **Warwickshire Children and Families Family Connect** on 01926 414144.

NB If a child is already the subject of an open case to Children's Social Care, the DSL will have the name and contact details of the allocated social worker. Further child protection concerns about any child in those circumstances must be referred directly to the allocated social worker. Again, where there is an immediate concern about a child's safety, the DSL should contact the social worker by telephone in the first instance. Any difficulties in contacting the social worker must be escalated to their line manager, **not** to Warwickshire Children and Families Family Connect.

Outside of office hours, immediate concerns about a child should be referred to the Emergency Duty Team on telephone number 01926 886922.

If staff are ever concerned that a child is in immediate danger, they will contact the Police by dialling 999.

Staff may seek support directly from **Warwickshire Children and Families Family Connect** Lead via 01926 418608 should they consider that necessary.

Staff reporting directly to child protection agencies

Staff should ordinarily follow the reporting procedures outlined in this policy.

However, as highlighted above, **all** staff should be aware of the early support process and understand their role in it; and **all** staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989. **Any member of staff may therefore refer their concerns directly to Children's Social Care and/or the Police if:**

- the situation is an emergency and the DSL, the deputy DSL, the nursery manager are all unavailable;
- they are convinced that a direct report is the only way to ensure the child's safety; or
- for any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or Nursery Manager at the earliest opportunity that they have made a direct referral unless in their judgement doing so would increase the risk of harm to the child.

If in any doubt, members of staff may consult or seek support from **Warwickshire Children and Families Family Connect** and / or Education Lead via 01926 418608

What will Children's Social Care do?

Children's Social Care should make a decision about the type of response that is required within one working day of a referral being made; and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47 (Chapter one of Working Together to Safeguard Children provides details of the assessment process;
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

The nursery will follow up if this information is not forthcoming and if, after a referral, the child's situation does not appear to be improving, the nursery will consider following the WS escalation procedure to ensure the referred concerns have been addressed and, most importantly, that the child's situation improves.

If Children's Social Care decide to carry out a statutory assessment, staff will do everything they can to support that assessment, led and supported by the DSL (or deputy) as required.

Bullying, child on child abuse and harmful sexual behaviour

We believe that all children have a right to attend nursery and learn in a safe environment. Children should be free from harm, both from adults and other children.

Children may be harmed by other children or young people. All staff recognise that children can abuse their peers and are trained to understand and implement the policy and procedures regarding child on child abuse.

Although it is unlikely that children of nursery age will be involved in child on child abuse, staff should be aware of the issue in the wider context of safeguarding.

All child on child abuse is unacceptable and will be taken seriously. It is most likely to include, but is not limited to:

- bullying (including online bullying prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- sexting including pressuring another person to send a sexual image or video content (also known as youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm (upskirting is a criminal offence and may constitute sexual harassment). Anyone of any gender can be a victim;
- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;
- initiation/hazing - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them; and
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Bullying is a very serious issue that can cause children considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our Preventing Bullying in Early Years and Promoting British Values procedures. All staff are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying and child on child abuse proactively.

Occasionally, allegations may be made against children by others in the nursery, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Members of staff to whom such allegations are made and/or who become concerned about a chid's sexualised behaviour, including any known online sexualised behaviour, should record their concerns in the usual way *on a Green form* and report them to the DSL as soon as possible, as with any other safeguarding concern.

It is likely that for an allegation or concern to be addressed under child protection procedures, some of the following features will be found. The allegation or concern:

- is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other children in the nursery;
- indicates that other children may have been affected by this child;
- indicates that others outside the nursery may be affected by this child.

It is important that we consider the wider environmental factors and context within which child on child abuse occurs (please also see *Contextual Safeguarding* below). Such factors may include the potential for bullying and child on child abuse to take place across a number of social media platforms and services; and for things to move from platform to platform online. The nursery will also consider the potential for the impact of the incident to extend further than the nursery's local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially complicated. Support is available from **The UK Safer Internet Centre** at 0344 381 4772 and helpline@saferinternet.org.uk and the **Internet Watch Foundation** at https://www.iwf.org.uk/.

Child on child sexual violence and sexual harassment

It is unlikely that children of nursery age will participate in sexual violence or harassment against their peers. However, sexual violence and sexual harassment can occur between two children of any age and gender and between children of the opposite or the same gender. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. While it is important that **all** victims are taken seriously and offered appropriate support, staff are trained to be aware that it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

Although it is unlikely that children of nursery age will be involved in child-on-child sexual violence and sexual harassment, staff should be aware of the issue in the wider context of safeguarding.

This policy largely refers to sexual violence and sexual harassment between children at the nursery. However, there may be occasions when children report sexual violence and/or harassment perpetrated by other young people who attend a different educational provision.

In that situation, the DSL will liaise with the DSL at the alleged perpetrator's school/college as well as the victim's parents, the Police and Children's Social Care. Support for the victim will be provided as described below, irrespective of which educational provision the alleged perpetrator attends.

What is sexual violence and sexual harassment?

When referring to sexual violence, this policy uses the definitions of sexual offences in the Sexual Offences Act 2003 as follows:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment in the context of child on child behaviour is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Online sexual harassment may happen on its own or as part of a wider pattern of sexual harassment and/or sexual violence.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. The nursery therefore recognises the importance of recognising the nature of, identifying and challenging sexual violence and sexual harassment in its wider approach to safeguarding and promoting the welfare of children; through policies and through the curriculum.

Minimising the risk of sexual violence and sexual harassment at the nursery through our educational programme

Our Educational Programme promotes children's personal, social and emotional development.
We are mindful of the principle that children of all ages need to learn about respect, consent, body autonomy and healthy relationships; and children of any age can harm other children.
We promote the Protective Behaviours – Taking Care and the NSPCC PANTS principles:

- Privates are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

How the nursery will respond to reports of sexual violence and sexual harassment

We will respond to reports in accordance with Part 5 of Keeping Children Safe in Education 2026. We will refer to the child on child abuse toolkit.

It is not possible to anticipate every particular set of circumstances and therefore what the nursery's response will be to every case. This policy sets out a set of principles which we will consider in responding on a case by case basis.

All responses to reports of sexual violence will be subject to an immediate risk and needs assessment undertaken by the DSL (or a deputy), using her/his professional judgement and supported by other agencies, such as Children's Social Care and the Police. The need for a risk and needs assessment in relation to reports of sexual harassment will be considered on a case-by-case basis.

Advice may also be sought from **Warwickshire Children and Families Family Connect**.

Risk assessment

The risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator/s (if she/he/they attends the nursery); and
- all the other children (and, if appropriate, adult students and staff) at the nursery, especially any actions that are appropriate to protect them.

The DSL (or a deputy) should ensure they are engaging with Children's Social Care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The nursery's risk assessment should not replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform our approach to supporting and protecting children and updating our own risk assessment.

Action following a report of sexual violence and/or sexual harassment - what to consider

The DSL (or deputy) is likely to have a complete safeguarding picture and will therefore be the most appropriate person to lead the initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, if the victim asks the setting not to tell anyone about the sexual violence or sexual harassment, the DSL (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. It is likely to be justified and lawful to share the information if doing so is in the public interest, e.g. to protect the victim and other young people from harm and to promote the welfare of children;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- whether there are ongoing risks to the victim, other children, adult students or staff;
- informing parents/carers (unless this would put the victim at greater risk);
- only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation. For instance, staff may be asked to monitor the victim's welfare without needing to know that they are a victim of sexual violence or harassment.

Initial considerations following a report of sexual violence

Any report of sexual violence is likely to be traumatic for the victim. Consideration will be given to how best to keep the victim and alleged perpetrator a reasonable distance apart on nursery premises. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

In all cases, the wishes of the victim, the nature of the allegations and the protection of all children in the nursery will be especially important when considering any immediate actions.

Responding to the report

If an offence has been committed, the Police will be informed. It is the prerogative of parents and victims to make complaints to the Police directly but the nursery will also speak to the Police in order to ensure effective action is taken to safeguard other young people as well as the victim.

If a child has suffered significant harm, a referral will be made to Children's Social Care via **Warwickshire Children and Families Family Connect** in order to ensure that the needs of both the victim and perpetrator are the subject of professional risk assessments by social workers. Similarly, any instance of sexual activity between children on the nursery site will always be referred to Children's Social Care.

Responses to all incidents of both sexual violence and sexual harassment will be underpinned by the principles of:

- zero tolerance of sexual violence and sexual harassment;
- support for both the victim and alleged perpetrator/s, particularly pending the outcome of investigations
- all parties have an ongoing right to a nursery place and are safest if they remain in nursery subject to appropriate risk assessments and risk management.
- exclusion will be avoided unless that is the only realistic option to keep one or more parties safe.

In principle, there are four possible responses to an allegation or concern about sexual violence or harassment on the part of a child:

1. Manage internally
In some cases of sexual harassment, e.g. one-off incidents, the nursery may take the view that the children concerned are not in need of early support or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour policy and anti-bullying procedures, speaking to the child and her/his parents, making expectations of future behaviour clear (in writing where appropriate) and by providing pastoral support. Careful consideration will be given to the need to separate the victim and alleged perpetrator/s (as with sexual assaults) pending investigation.

2. Early support
The nursery may decide that the child/ren involved do not require statutory interventions but may benefit from early support, which can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

A safeguarding record will be maintained of all concerns, discussions, decisions and reasons for decisions for all responses as in 1. and 2.

3. Referrals to Children's Social Care
Where a child has been harmed, is at risk of harm, or is in immediate danger, the nursery will make a referral to Children's Social Care. All instances of sexual activity between children on the premises will be referred to Children's Social Care. All instances of sexual violence perpetrated by a child under ten years of age will be referred to Children's Social Care. This will facilitate a consultation about the role of the Police. Whilst the age of criminal responsibility is 10 years, the starting principle of reporting to the Police via Warwickshire Children and Families Family Connect remains. The Police will take a welfare, rather than a criminal justice, approach.

The nursery will generally inform parents or carers, unless there are compelling reasons not to (i.e. if informing a parent or carer is going to put the child at additional risk or create undue delay). Any such decision should be made with the support of Children's Social Care.

Collaborative working will help ensure that the best possible package of co-ordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

However, the nursery will not wait for the outcome (or even the start) of a Children's Social Care investigation before protecting the victim and other children in the nursery. The DSL (or a deputy) will work closely with Children's Social Care (and other agencies as required) to ensure any actions the nursery takes do not jeopardise a statutory investigation. The risk assessment as above will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all

children at the nursery should be **immediate**.

In some cases, Children's Social Care will review the evidence and decide a statutory intervention is not appropriate. The nursery (generally led by the DSL or a deputy) will refer again if we believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the DSL (or a deputy) will consider other support mechanisms such as early support, specialist support and pastoral support.

4. Reporting to the Police
Any report to the Police will generally be in parallel with a referral to Children's Social Care (as above).

Where the nursery receives a report of rape, assault by penetration or sexual assault, the starting point is this should be passed on to the Police. It is the prerogative of victims and their parents/carers to make direct complaints to the Police. However, the nursery should also be very clear with victims and parents/carers that we have a duty to ensure the Police are informed when an alleged crime has been committed in order to safeguard other young people.

Where a serious crime is reported, the nursery can report directly to the local Police station. However, in most circumstances, the nursery will consult with **Warwickshire Children and Families Family Connect** in the first instance in order to ensure that both the Police and Children's Social Care are informed.

Where a report has been made to the Police, the nursery should consult the Police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

In some cases, it may become clear very quickly, that the Police (for whatever reason) will not take further action. In such circumstances, it is important that the nursery continue to engage with specialist support for the victim as required.

The nursery will also be informed by the Police or Children's Social Care about referrals made directly to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexual offences or harmful sexual behaviours displayed by children inside and/or outside nursery.

In all such circumstances, the nursery may be required to attend a strategy meeting under WS inter-agency child protection procedures in order to facilitate risk management and planning with other agencies.

The nursery is committed to participating in plans both to provide children who are at risk from other children and those children who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitate ongoing access to education for all children concerned, subject to appropriate risk assessments and risk management plans.

Subsequent considerations
The needs and wishes of the victim should continue to be paramount (along with protecting the child) as the case progresses. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily

experience as normal as possible, so that the nursery is a safe space for them.

Similarly, the alleged perpetrator/s has an ongoing right to an education and should be able to continue in their normal routine subject to the ongoing risk assessment and the needs of the victim.

Support will be tailored on a case-by-case basis.
Advice will be taken, as appropriate, from Children's Social Care, specialist sexual violence services and the Police.

Youth produced sexual imagery ('sexting')

It is unlikely that children of nursery age will be involved in 'sexting'. However staff should be aware of the issue in the wider context of safeguarding. We will act in accordance with advice endorsed by DfE 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (UK Council for Child Internet Safety 2017)

Serious violence

It is unlikely that children of nursery age will be involved in serious violence. However staff should be aware of the issue in the wider context of safeguarding. All staff are made aware of indicators that children are at risk from or are involved with serious violent crime; and are trained to record and report any concern about children at risk of or involved in perpetrating serious violence as with any other safeguarding concern. Indicators may include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs and/or criminal exploitation.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors both outside children's home environments and outside nursery; and/or can occur between children outside the nursery. The DSL, deputy DSLs and all staff will consider the context within which such incidents and/or behaviours occur. Contextual safeguarding means that assessments of children should consider wider environmental factors present in a child's life that are a threat to their safety and/or welfare. Staff will listen to children and be vigilant about any signs or indicators that would suggest children may be at risk in the community and will share intelligence with the Police in order to prevent children suffering harm. The nursery will provide as much information as possible when asked to do so as part of a police investigation and/or when making referrals to Children's Social Care, thus allowing any investigation or assessment to consider all the available evidence and the full context of any abuse.

Child sexual exploitation and child criminal exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. **Child criminal exploitation (CCE)** is a form of child abuse. Both occur 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 and/or criminal 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; and/or
(c) through violence or the threat of violence.

While younger children can also experience CSE , this form of abuse is most frequently documented amongst those of a post-primary age, with the average age at which concerns are first identified being 12-15 years of age. Although it is unlikely that children of nursery age will be involved in CSE or CCE, staff should be aware of the issue in the wider context of safeguarding.

All staff are trained to report all concerns about CSE and CCE to the DSL immediately. The DSL will consider the need to make a referral to Children's Social Care via **Warwickshire Children and Families Family Connect** as with any other child protection concerns and with particular reference to WS procedures.

We follow WSB's approach to working with CSE which is based around all multi-agencies understanding trauma theory and a new assessment framework model, launched April 2018, which includes the engagement of children/young people and their parents/carers actively involved in the assessment process.

Following a referral to Children's Social Care, a Multi-Agency Child Exploitation (MACE) meeting may be convened under WS inter-agency safeguarding procedures. The nursery will attend and share information at MACE meetings as required. Parents will be invited to attend MACE meetings by Children's Social Care as appropriate.

Adult sexual and criminal exploitation
As part of our safeguarding procedures we will also ensure that staff and students are safeguarded from sexual exploitation.

The victim may have been sexually and/or criminally exploited even if the sexual/criminal activity appears consensual. CSE and CCE do not always involve physical contact; they can also occur through the use of technology.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other forms of "deal line".

Although it is unlikely that children of nursery age will be involved in County Lines, staff should be aware of the issue in the wider context of safeguarding. County Lines guidance can be found here.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Cuckooing

Cuckooing is a practice where people take over a person's home and use the property to facilitate exploitation. It takes the name from cuckoos who take over the nests of other birds. There are different types of cuckooing:

- Using the property to deal, store or take drugs.
- Using the property to sex work
- Taking over the property as a place for them to live
- Taking over the property to financially abuse the tenant.

The most common form of cuckooing is where drug dealers take over a person's home and use it to store or distribute drugs. People who choose to exploit will often target the most vulnerable in society. They establish a relationship with the vulnerable person to access their home.
Once they gain control over the victim - whether through drug dependency, debt or as part of their relationship – larger groups will sometimes move in.
Threats are often used to control the victim. It is common for the drug dealers to have access to several cuckooed addresses at once, and to move quickly between them to evade detection.
The victims of cuckooing are often people who misuse substances such as drugs or alcohol, but there are cases of victims with learning difficulties, mental health issues, physical disabilities or socially isolated.

So-called 'honour based' abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

Staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA.

All forms of so-called HBA are abuse (regardless of the motivation) and staff will record and

report any concerns about a child who might be at risk of HBA to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police and/or Children's Social Care as with any other child protection concern; and may also contact the Forced Marriage Unit on 020 7008 0151 or via email at fmu@fco.gov.uk for advice as necessary.

Female genital mutilation

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress with long-lasting harmful consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by female children about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.
(See https://www.gov.uk/government/publications/female-genital-mutilation-guidelines for further information).

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern. The DSL will discuss the concern with Children's Social Care with a view to making a referral and will inform the Police as appropriate.

Indications that FGM may already have taken place may include a child:

- having difficulty or looking uncomfortable when walking, sitting or standing;
- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- having frequent urinary, menstrual or stomach problems;
- having prolonged or repeated absences from nursery, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- being reluctant to undergo normal medical examinations;
- confiding in a member of staff without being explicit about the problem due to embarrassment or fear;
- talking about pain or discomfort between her legs.

Staff are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the Police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting. Information on when and how to make a report can be found at:

https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information.

Staff in that situation will record their concerns and inform the DSL, who will support the teacher in making a direct report to the Police. A referral will also be made to Children's Social Care.

Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Although it is unlikely that children of nursery age will be involved in forced marriage, staff should be aware of the issue in the wider context of safeguarding.

In a forced marriage situation, children may be married at a very young age, and well below the age of consent in England. Staff will be particularly alert to suspicions or concerns raised by a child about being taken abroad and not being allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under s.121 of the Anti-Social Behaviour, Crime and Policing Act 2014 – see https://www.gov.uk/forced-marriage for further information).

Protecting Children from Radicalisation and Extremism (PREVENT DUTY)

All nurseries, schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the **Prevent duty**.

Some children are vulnerable to extremist ideology and radicalisation. Protecting children from the risk of radicalisation is part of our wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. As such, the Designated Safeguarding Lead is responsible for the nursery's strategy for protecting children from those risks.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is the vocal or active opposition to fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online.

As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During that stage of their development they are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target young people and spread their ideology, making young people more vulnerable to being influenced by extremist ideas. Young people who feel isolated or disaffected in some way are particularly vulnerable to radicalisation as they are other forms of abuse and exploitation.

We have defined responsibilities to ensure that children are safe from terrorist and extremist material when accessing the internet in nursery.

During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. We are committed to preventing children from being radicalised and drawn into any form of extremism or terrorism. We promote British Values- the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing a rich cultural capital and by ensuring that all children are valued and listened to.

All staff should:

- be alert to concerning changes in behaviour
- understand their safeguarding responsibilities
- report concerns in line with safeguarding procedures
- complete appropriate Prevent training

All staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area; and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them.
Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern, identifying early indicators of

possible radicalisation including changes in behaviour and attitudes to learning; and expressions of interest in extremist ideas along with a tolerance towards potential violence to certain members of society.

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.

Responding to a concern about a child or adult learner at risk of radicalisation

1. Assess concerns and gather information.
2. Record and review concerns.
3. Speak with the learner, their parent or carer, or both, where appropriate.
4. Consider vulnerabilities, risk and protective factors.
5. Decide on support, monitoring, advice-seeking or referral.

The DSL can access advice and support from relevant partners, which may include:

- local authority Prevent teams
- children's services or adult services
- local safeguarding partnerships
- DfE regional CONTEST co-ordinators
- special educational needs and disabilities (SEND) professionals and specialist services
- counter-terrorism police Prevent officers

The DSL will use the following guidance to support: **Making a referral to Prevent**.

Warwickshire Channel Panel Referral Process

We recognise the importance of providing a safe space for children to be heard. However, the DSL (or deputy) will make appropriate referrals to the Police PREVENT team and Channel programme in respect of any child whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism to ensure that children receive appropriate support.

The National Prevent Referral Form will be completed by the DSL if they, or anyone else, needs to articulate a concern under Prevent.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for settings to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

As a Channel partner, we may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support.

We will discuss any concerns about possible radicalisation identified in nursery with a child's parents/carers as with any other safeguarding or child protection issue unless there is reason to

believe that doing so would place the child at risk; and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation. Subject to consultation with the Police PREVENT team and in the interests of making proportionate responses, we may offer support to children and their families through the provision of early support as appropriate.

We expect all staff, volunteers, visiting practitioners and contractors to behave in accordance with the our Staff Behaviour Policy (code of conduct), will challenge the expression and/or promotion of extremist views and ideas by any adult on the premises or at nursery events and, when necessary, will make appropriate referrals in respect of any such adult.

Parents and staff may find the DfE's website www.educateagainsthate.com informative and useful. The website is designed to equip leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people and how best to support them. The website provides information on training resources for teachers, staff and school and college leaders.

Prevent Risk Assessment

As part of our overall safeguarding arrangements and ongoing action plan for improvement, a Prevent Risk Assessment/ Action Plan is completed annually and updated should concerns arise. The DSL will consider identified local issues, intelligence from children, parents, staff and partner agencies, and new information from national issues and learning to review practice and procedures to keep children safe.

PREVENT RISK ASSESSMENT / ACTION PLAN 2026-2027					Low risk Moderate risk Major risk
Risk Area	Hazard	Risk Management	Actions Required		Risk Level with Controls
Leadership	Leaders within the early years setting do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level. The early years setting does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective.	✓ All staff, including Leaders and Managers, complete the online training provided by Home Office https://www.support- people-susceptible-to-radicalisation.service.gov.uk/ every two years. ✓ The Early Years setting holds a record of staff PREVENT training records. ✓ A Safeguarding audit completed /action plan is updated at annually, with PREVENT actions reflected upon - monitored by the Lead DSL and Manager of the Early Years setting. ✓ PREVENT risk assessment reviewed annually and ratified by Manager/ Leader of Early Years setting and Lead DSL ✓ All staff receive annual safeguarding updates. ✓ All new staff receive a thorough induction which includes all aspects safeguarding, this induction is reviewed regularly and supported by leaders, managers, and DSLs.	Continue to: • Review Safeguarding Policy (in line with EYFS 2026, Working Together to Safeguard Children and KCSiE26) • Review PREVENT risk assessment and action plan • Audit safeguarding to include Prevent • Update the safeguarding policy annually • Ensure new staff complete L2 Safeguarding Training • Ensure all staff complete L2 Safeguarding Refresher • Ensure all new staff complete the Prevent Duty training. • Ensure all staff complete the PREVENT refresher annually • Ensure DSLs receive enhanced training through accessing DSL training and termly safeguarding briefings.		●

Blue Bell Woods Day Nursery

Risk Area	Hazard	Risk Management	Actions Required	Risk Level with Controls
Staff Training	Staff **do not** have sufficient knowledge and confidence to: Exemplify British Values in their management, teaching and through general behaviours in the early years setting. Understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism. Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response.	✓ All staff understand British Values and how to embed/develop within the early years setting. British Values are threaded through the curriculum where appropriate. ✓ Tolerance and respect for all groups is modelled in all communications and all areas of the setting celebrating diversity both as a reflection of the local community and also as a national awareness of our diversity as a country. ✓ As a direct result of PREVENT training delivered, all staff, Leaders and Managers are aware of the factors that make an individual vulnerable and have a better awareness or stereotypes. ✓ Safeguarding Policy includes reference to the Prevent Duty and radicalisation. This is expanded upon further in annual safeguarding refresher training for all staff. ✓ Staff are clear that they must refer any concerns using the Safeguarding referral process. ✓ Online Prevent training happens for new staff and all staff review this training every year ✓ New starters receive Safeguarding training delivered face to face at induction. ✓ Prevent online training introduced for new starters to take within first weeks of starting as part of the induction process.	Continue to ensure: • Staff PREVENT training is up to date. • All staff have full awareness and understanding of the setting's Safeguarding Policy (part of annual refresher training, new staff induction training and through Staff Meetings) • All staff understand British Values.	●

Risk Area	Hazard	Risk Management	Actions Required	Risk Level with Controls
Building children's resilience to radicalisation	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them, enabling extremist ideology and hate to develop.	✓ Our settings behaviour policy clearly sets out that hateful behaviour is not tolerated. ✓ Staff know how to respond to witnessing harassment and abusive behaviour. ✓ Children are encouraged to challenge harassment or abusive behaviour among their peers. ✓ Acceptable Use Policy/ E-Safety Policy in place. ✓ Acceptable Use Policy/ Online Safety Policy relating to Safeguarding in place with a clear reporting system highlighting safeguarding or Prevent- related concerns. ✓ Children are regularly taught about on-line safety in a developmentally appropriate way and are equipped with the skills to stay safe online, both in the setting and outside. ✓ A clear process is in place to manage site visitors, including sub-contractors, so children are safeguarded at all times which includes safeguarding checks and adequate supervision.	• Internet filtering is in place through internet security mechanisms and parental controls- consider how nominated DSLs can record how this is checked. Continue to: • Review and update behaviour policy annually • Have regular discussions with children re: expectations, how to report & strategies to resolve conflict & following the 'Golden Rules' • Have group discussions which have specific explicit focus on a British Values to tie-in with settings curriculum. • Promote pupil on- line safety education so children are equipped with the skills to stay safe online, both in setting and outside.	●

Risk Area	Hazard	Risk Management	Actions Required	Risk Level with Controls
IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by children is not identified or followed up.	✓ The early years settings IT policies: Acceptable Use Policy & E-Safety Policy makes reference to the risks of inappropriate online material and children are encouraged to report any material they come across online which makes them worried or uncomfortable. ✓ The early years settings has appropriate filters to block sites deemed inappropriate or unsafe ✓ The early years settings email accounts and other online activity are monitored by DSLs with clear follow-up protocols in place. ✓ All staff have an individual log in for the FAMLY app so that use can be monitored.	• Continue to ensure staff are kept up to date with the online safety policies. • Continue to ensure the curriculum provided in the setting reflects the Acceptable Use Policy & E-Safety Policy and Online Safety Policy.	●

Risk Area	Hazard	Risk Management	Actions Required	Risk Level with Controls
Visitors	External visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	✓ Materials to be delivered by visitors are discussed with the visitor prior to delivery ✓ Visitors are not left alone with children - Staff are required to remain in the room with visitors so they can address issues as they arise. ✓ Regular visitors/volunteers are subject to DBS checks ✓ All visitor identification is checked and safeguarding processes are then implemented, and all visitors issued with a lanyard. ✓ Where possible, contractors are booked in outside the early years setting day. ✓ The appropriateness and relevance of all materials or literature are considered prior to display	• Continue to ensure the Visitor Policy is adhered to.	●

Risk Area	Hazard	Risk Management	Actions Required	Risk Level with Controls
British Values	Children are exposed by setting staff or contracted providers to messages supportive of extremism, terrorism or which contradict British Values. Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged creating a culture of disrespect and intolerance and where tensions are allowed to flourish.	✓ There are a range of appropriate whistleblowing procedures, to highlight staff concerns about the conduct of another member of staff towards children. Plus, a range of safeguarding policies which are known and understood by staff, volunteers, and regularly contracted staff. ✓ Staff and other adults working with children are challenged if opinions or language expressed are contrary to British Values ✓ Opportunities to promote British Values are clearly identified within all curriculum areas ✓ Staff are aware of who to turn to for support to facilitate controlled and safe debate and discussion on radical or extreme issues and ideologies should this arise. ✓ Children are taught about respect for other cultures and gain an understanding of community cohesion. The early years setting explicitly signpost how people in the settings community are expected to conduct themselves. ✓ Displays and other literature available in the early years setting reflects and encourages diversity and community cohesion. This includes adherence to early years settings values and displays reminding what the British Values are. ✓ The Behaviour Policy and Anti-Bullying Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying. Inappropriate behaviour, language and attitudes are challenged by staff including where staff or other adults are involved.	• Continue to ensure, through curriculum activities and provision, children are able to explore political, religious, and social issues and children are taught about the diverse national, regional, and ethnic identities in the UK and the need for mutual respect. • Continue to ensure discussions are used to explore the above by embedding British Values in the curriculum, by focusing on other world religions/faiths.	●

Children who are looked after, were previously looked after or who have a social worker

The most common reason for children becoming looked after is as a result of abuse or neglect. Children who were previously looked after potentially remain vulnerable. The nursery should consider extra support and attention for these children, along with ensuring any appropriate support for communication is in place. We ensure that staff have the necessary skills and understanding to keep children who are looked after and children who were previously looked after safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for children who are looked after and previously looked after and the DSL hold details of the social workers for all children who are looked after or were previously looked after; and the name and contact details of the Local Authority's virtual head for children who are looked after.

Children with a social worker

We recognise that when a child has a social worker, that is an indicator that she/he may be more vulnerable to harm than other children as well as facing barriers to educational attainment in relation to attendance, learning, behaviour and poor mental health issues.

We will take those issues and needs into account when making plans to support children who have a social worker.

Private fostering arrangements

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years *(under 18 if the child has a disability)* by someone other than a parent or close relative*, in their own home, with the intention that it should last for 28 days or more. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

*A close relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

On admission to the nursery, we will take steps to verify who has parental responsibility for the child and the relationship of the adults accompanying the child who is being registered.

Private fostering occurs in all cultures including British culture and a private fostering arrangement may start at any age.
Whilst most privately fostered children are appropriately supported, looked after and remain safe and well, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect; have been trafficked; are sexually or criminally exploited; or suffer modern-day slavery.

Parents and private foster carers both have a legal duty to inform Children's Social Care in the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence.

We have a mandatory duty to report to Children's Social Care in the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

Staff should notify the designated safeguarding lead when they become aware of or suspect private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The nursery will also fulfil its duty to inform the local authority of the private fostering arrangement.

Domestic abuse

Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Exposure to domestic abuse 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

All concerns about children being affected by domestic abuse will be reported to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting Children's Social Care in order to establish whether a referral is required or the situation should be managed by discussion with parents/carers and possibly the offer of early support.

The Toxic Trio

Many factors can influence a child's development, including parents' or caregivers' own ability to meet their child's needs. The following factors can have a negative impact on a child and put the child at risk of serious harm.

• Domestic abuse – Children who live in a volatile household can experience physical and emotional damage, which can be long lasting.

• Substance misuse – Parents who are regularly involved with drug or alcohol misuse are less likely to be able to provide a safe, stable, stimulating environment.

• Mental ill-health – Parents who experience mental ill-health such as psychosis, may find it hard to encourage and provide emotional stability for a child.

This is known as the 'toxic trio'. The Toxic Trio The Toxic Trio is a term used by professionals to describe the issues of domestic abuse, mental ill-health and substance misuse. They are viewed as indicators which, if present, increase the risk of harm to children and young people. There have been many cases in which children have been exposed to long periods of 'the toxic trio' which have resulted in serious harm or loss of life.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) refer any concerns to the *Local Housing Authority* so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.