ALL STAFF MUST READ AND UNDERSTAND THE POLICY DOCUMENT. PLEASE SIGN THE ATTACHED FORM TO INDICATE THAT YOU HAVE READ AND FULLY UNDERSTOOD THIS DOCUMENT.

WE STRONGLY ADVISE ALL PARENTS AND CARERS TO READ THE POLICY DOCUMENT, AS WE EXPECT ALL PARENTS TO ABIDE BY OUR POLICIES.

Next date of review: September 2016
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Our Organisation

AIMS & ETHOS

'Laying a secure foundation for future learning through guiding and inspiring children each and every day'

At Flying Start Nurseries we provide excellent early experiences to help our children build a secure foundation for learning and development. Children develop quickly in the early years, and as early years practitioners we aim to do all we can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.

We are sensitive to the individual development of each child and ensure the activities they undertake are suited to the stage that they have reached. Through skilled observations by experienced and highly qualified practitioners we understand each child’s capabilities and ensure that are and by knowing their individual interests we can ensure that they enjoy learning.

Our educational curriculum covers the following seven areas of learning...

The Three Prime Areas

Personal, Social and Emotional Development
- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Physical Development
- Moving and handling
- Health and self-care

Communication and Language
- Listening and attention

The Four Specific areas

Literacy
- Reading
- Writing

Mathematics
- Numbers
- Shape, space and measure

Understanding the World
- People and communities
- The world
- Technology

Expressive Arts and Design
- Exploring and using media and materials
- Being imaginative
- Speaking and Understanding
We believe in working together in partnership with our parents to ensure your child's early years experience is happy, active, exciting, fun and secure and furthermore we support their development, care and learning needs.

We believe in getting to know our children extremely well and by working in partnership with parents and any other settings the children may attend. We feel that children enjoy learning through play and aim to make their experiences happy and productive ones. Children at Flying Start Nurseries make excellent progress preparing them for entry into reception at primary school. All children can fulfill their potential and develop a love for learning in a secure and happy ‘home from home’ environment. We provide good role models of care and respect for families, our local community and the wider world.

Each child is unique and we recognize that every child is a competent learner from birth.

At Flying Start Nurseries all practitioners fully understand and practice with confidence all aspects of the Early Years Foundation Stage.
The purpose and aims of the Early Years Foundation Stage...

I. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

II. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

III. The EYFS seeks to provide:
• quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
• a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
• partnership working between practitioners and with parents and/or carers;
• equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

IV. The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:
• the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings;
• the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
• assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

V. The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

This policy document reflects the Statutory Framework for the Early Years Foundation Stage requirements as these are designed to support providers in creating settings which are welcoming, safe and stimulating, and where children are able to enjoy learning through play, to grow in confidence and to fulfill their true potential.
Aims of Flying Start Nursery and Preschool

- To provide a safe, secure and stimulating environment, encouraging the children in our care to play and have fun.

- To plan and resource the environment to ensure that children can learn through play; providing a range of experiences and activities, to support children’s development and progress towards the outcomes of ‘Every Child Matters’: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.

- To welcome, value and appreciate every child and their family regardless of ability, gender, ethnic background, culture or religion.

- To ensure that all children have equality of opportunity and the necessary encouragement and support to develop at their own pace to fulfill their potential.

- To ensure at all times that children are able to develop their self esteem and confidence; providing an environment where children are encouraged to explore, observe and question.

- To model self-respect and respect for others, so that by practical example children can observe and learn appropriate behaviour; encouraging children to appreciate the feelings, and needs of others.

- To promote anti-discriminatory practice, ensuring that every member of the community; children, families, staff and visitors feel included, safe and valued.

- To work in partnership with parents, for the benefit of their children. We will ensure that parents have easy access to information such as our curriculum, policies, etc. We will work to ensure both fathers and mothers feel equally welcome and have opportunities to become involved at the setting.

- We are committed to a key person approach, enabling close attachments to be made between individual children, their families and individual staff. This ensures that the future learning needs of each child may be identified, both through observation and assessment; and in communication with parents and, where appropriate, other professionals. (See appendix 3).

- We will seek to maintain good relationships with our local Primary Schools, in order to promote each child’s well-being when they make the transition to Primary School.

- We will seek to work together with other settings, other professionals and groups in the community to effectively support children and their families.

- We recognise the importance of personal and professional development for all practitioners (and volunteers), and we will search out and provide appropriate training to ensure our team of staff are highly qualified and informed about changes in early years practices.
Further sources of information and links:

The Early Years Foundation Stage (2012) [www.foundationyears.org.uk](http://www.foundationyears.org.uk)
(See also Statutory Framework for the Early Years Foundation Stage Effective September 2014)

_A People’s Place_

*If this is not the place where tears are understood, where do I go to cry?*

*If this is not a place where my spirits can take wing, where do I go to fly?*

*If this is not a place where my questions can be asked, where do I go to seek?*

*If this is not a place where my feelings can be heard, where do I go to speak?*

*If this is not a place where you’ll accept me as I am, where can I go to be?*

*If this is not a place where I can try to learn and grow, where can I just be me?*

(Crocker cited DfCSF, 2008, p.59)
Key person and buddy person approach at Flying Start

A key person is a member of staff in Flying Start Nursery and Preschool who has special responsibility for the education and welfare of individual children during their time within each room in the nursery and preschool.

The primary aim of the key person system is to provide close relationships between the practitioner and the child for whom the key person is responsible, and the parents/carers of those children in order to assist the development of the children.

At Flying Start, we maintain a ‘buddy’ system to support your child’s key person’s care if your child’s key person is absent. The buddy and the key person are responsible for your child’s interests, care routines and developmental stages within the Early Years Foundation Stage. When your child is allocated their key person, you will also be notified of their buddy key person too.

Every child attending Flying Start nursery and preschool must be assigned a key person as stated within the Statutory Guidance 3.27.

“Every 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 (in accordance with paragraph 1.10), to help the child become familiar with the setting, offered a settled relationship for the child and build a relationship with the parents.”

Important aspects of a key person relationship are:

• Developing secure trusting attachment relationships with key children and their parents.
• Interacting with key children at a developmentally appropriate level (e.g. when working with young babies using reciprocal sounds, facial expressions and gestures.)
• Providing a secure base for your key children by supporting their interests and explorations.
• Providing a secure base for your key children by being physically and emotionally available to them to come back to, by sitting at their level and in close proximity to them.
• Using body language, eye contact and voice tone to indicate that you are available and interested, gauging these according to the child’s temperament and culture.
• Understanding and containing children’s difficult feelings by gentle holding, providing words for feelings and empathy in a way suited to each individual child.
• Comforting distressed children by acknowledging their feelings, offering explanations and reassurances calmly and gently.
• Acknowledging and allowing children to express a range of feelings, for example anger, joy, distress, excitement, jealousy, love.
• Settling new key children into the setting gradually.
• Whenever possible settling your key children as they arrive each day.
• Holding key children who are bottle-fed on your laps to feed, maintaining eye contact and conversation.
• Changing and other personal care of your key child using sensitive handling and words that are familiar to them.
• Offering support with dressing and self care for your child, offering help as needed but also supporting their growing skills.

• Having regular opportunities to reflect on the emotional aspects of being a key person, with a skilled, knowledgeable manager or colleague.

• Completing observations, making assessments and planning for each individual key child.

Through solid relationships with your child and their key person, you can ensure that your child will gain a caring attachment which will support your child to feel secure and happy, which in turn, will aid their full development in all areas of their learning.
Flying start parent partnership policy!
Our expectations of our parents.

At Flying Start Nursery and Pre-School we recognise the importance of and value parental involvement in the life of the Nursery and Preschool. Throughout this expectations of our parents policy the term parent is used to refer to parents, guardians and carers. We believe that education is a collaborative enterprise involving amongst others, parents, staff and children. As a Nursery and Preschool we are therefore committed to establishing and maintaining an effective and purposeful working relationship between our setting and home.

“It’s what parents do rather than who they are that counts” (Charles Desforge)

“Parental involvement in a child’s education can be a more powerful force in learning than family background and parents’ education level, and contributes to no less than 10% of variation in achievement”. (DfES 1999)

It is known that:

- Parents/carers are the most important influence in a child’s life. Any educational initiative can only be fully effective if there is partnership between parents, children and providers
- Parents want their child to succeed
- Children need educational and emotional support if they are to succeed. Parents need to be able to provide this effectively

We respect:

- children as individuals, for their ability/disability, sex/gender, as members of families and members of ethnic/racial, linguistic, social, cultural and religious groups.
- the diverse ways that different parents love and care for their children and different ways in which they prepare them for adult life, according to their individual culture practise and religious beliefs.
Aims:

- To develop good communication with parents and to fully inform them about what is happening in nursery and pre-school
- To actively involve parents in the education and progress of their child
- To make good use of parents’ expertise and willingness to enhance their children’s learning and to actively involve them in nursery and pre-school life

To develop good communication and fully inform parents about what is happening in nursery and pre-school we will:

- Make letters, school prospectus and key policies “user friendly”, useful and informative.
- Send regular newsletters and/or emails containing information such as dates and events.
- Update parents on their child’s progress by way of a summative report in the Spring term.
- Hold a Parents Consultation in the Summer Term for parents and children and allow for an opportunity to meet their new class key person and key buddy for the following year.
- Display key information on the nursery website and around nursery and preschool.
- To maintain excellent communication, we will verbally discuss your child with you at drop-off and collection time daily, if we do not see you in person, information will be passed on within dinky dairies or link books, or verbally to whom may collect your child.

To actively involve parents in the education and progress of their child we will:

- Communicate with parents every time we see you regarding your child that day.
- Aim to offer parents evenings each year in the Autumn.
- Hold an annual pupil/parent/teacher consultation day.
- Send individual child summative reports at the end of each academic year.

To make good use of parents’ expertise and willingness to enhance their own learning and that of their child and other children and to actively involve them in school life we will encourage parents to:

- Use opportunities to have informal discussions with staff members.
- Join or support any fundraising we may participate in.
- Give us a clear overview of their child's development prior to starting at Flying Start - to help us ascertain your child's developmental starting points.
- Attend Nursery and Preschool performances, events and celebrations.
- Participate in Family and Adult Learning events organised by the nursery/preschool.
- Become involved in our themes and topics throughout the each year and special days such as World Book Day and Children In Need.
To establish the views and opinions of parents and act upon these we will:

- Hold an annual parental questionnaire and inform parents of the results
- Ask parents to evaluate key events in the nursery and pre-school

We would love our parents:

- To give a clear overview of their child's development prior to starting at Flying Start - to help us ascertain your child's developmental starting points.
- To openly communicate with us about your child’s interests, routines and learning and development
- To support us in further educating your child at home, for example reading and singing to your child, pointing out colours/shapes/numbers and letters, participating in discovery walks together and so on.
Flying Start Nurseries Terms and Conditions

We at Flying Start Nursery believe in being up front with our parents with no hidden clauses or conditions. Acceptance of children at Flying Start Nurseries is subject to the following terms and conditions:

1. A non-refundable registration fee of £15.00 is payable when it is confirmed that there is a place available for the required term of entry or agreed start date. Acceptance of the registration fee secures a place for the required term of entry.

2. Changing days/times/sessions - To change your child’s days at the nursery a month’s written notice is required.

3. Cancelling a place - To cancel a place, three month’s written notice is required or a full term’s fees or three month’s fees are payable in lieu of notice. However, shorter notice periods can be arranged at the Manager’s discretion.

4. Holidays – If your child is a termly child please note you are not given a “holiday break”, therefore full fees are payable each month. If your child is an annual child you are entitled to 2 weeks “holiday break” (no fees are payable). This is calculated on an annual basis depending on your child’s start date. To promote continuity for the child it is recommended that holidays are taken during the school holidays. In both cases should you wish to remove your child for a “holiday break” we require written notice no less than a month prior to departure.

5. Sickness – In the unfortunate circumstance that your child is ill, we request a phone call on the morning of the first day of sickness. Please leave a message on the nursery answer phone if necessary. Please be advised you are still required to pay for your child’s space.

6. Lateness – We feel it is unsettling for children to remain in the nursery after the closing time of 6pm. In the unfortunate event a child is left at nursery after 6pm, you will be required to pay a £5 late collection fee for every 15 minutes or part of until 6.45pm. We will try to contact you in the first instance however, should your child not be collected at 6.45pm we will contact the relevant authorities.

7. Early Arrivals/Late Collections that are not pre-arranged - Due to child/staff ratio (which need to be adhered to for health and safety and legal reasons), we ask parents to drop their children and collect their children at the times requested by you. Children who arrive early or are collected later than the agreed time, will be required to fill out an Early/Late collection slip. This slip will be filled out by yourselves and a member of staff and then forwarded to the administrator who will add this additional cost to your account. This cost will be a percentage of the hourly rate you pay for your child.

8. Invoices – Fees will be billed monthly in advance. We will endeavour to provide you with your invoices at the beginning of the month for which they are due. The invoices will be placed in your child’s drawers ready for collection.

9. Payment of invoices – Fees are due upon receipt of the invoice. Invoices must be settled in full and no later than the 20th of each calendar month. Where possible payments should be made directly to the following bank account Elestar Services Ltd, Lloyds TSB, sort code = 30-93-92, Account No.- 50742368. Please put your child’s name in the reference section. If this method of direct payment is not possible then please indicate an alternative method below.

   Proposed method of payment (please circle):      Monthly by cheque

   Monthly in Cash

10. We expect all parents to adhere to our payment terms and conditions of registration. Payments must be made on time, in full, and without any deduction, set off or counterclaim. In the event that an invoice is not settled by the 30th of the month in which payment is due, we will endeavor to contact you and agree a payment plan. If we are unable to agree a payment plan within 60 days of the invoice date, we will refer the matter to our debt recovery company - Daniels Silverman Limited. Once Daniels Silverman are engaged a surcharge of 15% of the debt will be incurred, plus VAT at the prevailing rate. You agree that you will be legally liable to pay that surcharge, and that payment of the same can be enforced against you in court. You also agree to pay interest at the relevant reference rate provided for under the Late Payment of Commercial Debts (Interest) Act 1998, which interest is payable both after and before any judgment of the court and continues to accrue.

   Parents must abide by Flying Start’s Policies. These are most often emailed to you prior to your child starting at Flying Start.

Flying Start Nurseries reserves the right to ask parents to remove a child should this be deemed necessary by the Manager.

I/We agree to abide by the terms and conditions of Flying Start Nursery.
Ofsted Inspection Reports

Our Ofsted’s inspection reports are available on their website: www.ofsted.gov.uk

Flying Start Shaftesbury  Registration No: EY344676
Flying Start Gillingham  Registration No: EY344682

We are very proud of the outcomes of our Ofsted reports:

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<th>Date</th>
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<th>Outcome</th>
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<td>July 2003</td>
<td>Gillingham</td>
<td>Care</td>
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</tr>
<tr>
<td>July 2003</td>
<td>Shaftesbury</td>
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<tr>
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<td>July 2015</td>
<td>Shaftesbury</td>
<td>Requires Improvement</td>
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Safeguarding and Promoting Children’s Welfare

Safeguarding Children Policy

See also:
Appendix 1 page 83- ‘Prevent Duty’
Appendix 2 page 85 - ‘British Values at Flying Start Nursery’

The following policy has been written in-line with ‘The Safeguarding and Welfare Requirements’ of the ‘Statutory Framework for the Early Years Foundation Stage’ (2014, pg. 16, section 3). This policy also follows the standards, policy and procedures of the Dorset Safeguarding Children Board (DSCB) and has regard to ‘Working Together to Safeguard Children’.

https://www.dorsetlscb.co.uk/

Safeguarding children is everyone’s business and as professional providers of childcare it is a requirement of our registration with Ofsted. At Flying Start Nurseries, the welfare of the children is paramount. All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to safeguarding children, have a duty to safeguard and promote the welfare of children. At registration of a new child we request parental permission to share information and agree that any cause for concern will be reported to The Dorset Safeguarding Children Board and followed up in writing within 48 hours.

The sustained maltreatment of children physically, emotionally, sexually or through neglect can have major long-term effects on all aspects of a child’s health, development and well-being. The immediate and longer term impact can include anxiety, depression, substance misuse, eating disorders and self-destructive behaviours.

The named person designated to take lead responsibility for safeguarding children within the setting is Hannah Miles at Shaftesbury and Michelle Diamond at Gillingham. (Kay Roberts is Deputy Safeguarding Lead (DSL) for Shaftesbury and Jacqui Costelloe is deputy DSL for Gillingham). All DSL’s have attended Level 3 Multi-Agency Training held over two days. The owner of the setting is also our safeguarding champion – Nihara Murugupillai. All Flying Start staff are encouraged to attend Safeguarding Children training within the first three months of employment and update their knowledge on accredited courses every three years. All staff are encouraged to read serious case reviews circulated by the DSCB. The E-Safety Champion for Shaftesbury is Hannah Miles and Kay Roberts is the E-Safety Champion for Gillingham.

Flying Start are committed to employing staff who have been thoroughly vetted and suitable to work with children. Disclosure and barring checks are carried out on all staff, students and volunteers at the setting. These details are recorded, including who obtained the DBS check and when the check was completed. This information is stored in our staff details folder. The on-going suitability of our staff is checked frequently through supervisions and staff are expected to disclose any convictions, cautions, court orders etc relating to them or a person they live with which may affect their suitability even when received during their employment. Excellent induction procedures ensure staff are aware and understand all our policies including safeguarding. We encourage staff to keep up to date with changes in the early years sector and in particular the field of ‘safeguarding’ through reading and new training in this area. Staff are aware of the need to be able to recognize signs and symptoms of abuse and/or neglect and are trained to

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The Dorset Safeguarding Children’s Board (DSBC), a statutory multi-agency body in our local authority, has the responsibility to coordinate local work to safeguard and promote the welfare of children and ensure the agencies involved work together to achieve this.
POLICY STATEMENT:

Flying Start Nursery & Preschool believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.

We recognise that:
- the welfare of the child/young person is paramount
- all children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse.
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people’s welfare.

The purpose of the policy:
- To provide protection for the children and young people who receive Flying Start Nursery & Preschool services, including the children of adult members or users.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

This policy applies to all staff, including senior managers, paid staff, volunteers and sessional workers, students or anyone working on behalf of Flying Start Nursery & Preschool.

We will endeavour to safeguard children and young people by:
- valuing them, listening to and respecting them
- adopting child protection guidelines through procedures and a code of conduct for staff and volunteers
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- sharing information about child protection and good practice with children, parents, staff and volunteers
- sharing information about concerns with agencies who need to know, and involving parents and children appropriately
- providing effective management for staff and volunteers through supervision, support and training.

We are also committed to reviewing our policy and good practice annually.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by:
- Inflicting harm.
- Failing to act to prevent harm.

Children need to be kept safe from harm as well as meeting their other needs. Children may be abused:
- by their family members
- at institutional or community settings
- by other people known to them
- and more rarely by a stranger

Children may be abused by an adult or adults or another child or children.

*Types of abuse based on those from ‘Working Together to Safeguard Children March 2015’*  
The four types of abuse are:

**Physical Abuse:**

Physical abuse 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. Physical abuse, as well as being a result of an act of commission, can also be caused through omission or the failure to act to protect.

**Emotional Abuse:**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 causing children frequently to feel frightened or in danger, or the exploration or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

**Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (oral sex). They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Boys and girls can be sexually abused by males and/or females, by adults and by other young people. This includes people from all different walks of life.

**Neglect:**

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

- Provide adequate food, clothing and shelter including exclusion from home or danger
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of adequate care-takers
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
Recognising child abuse - signs and indicators

Recognising child abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a responsibility to act if you have a concern about a child’s welfare or safety. The following information is not designed to turn you into an expert but it will help you to be more alert to the signs of possible abuse.

1. Physical abuse

Most children will collect cuts and bruises in their daily life. These are likely to be in places where there are bony parts of their body, like elbows, knees and shins. Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical child abuse include:
• bruising in children who are not independently mobile
• bruising in babies
• bruises that are seen away from bony prominences
• bruises to the face, back, stomach, arms, buttocks, ears and hands
• multiple bruises in clusters
• multiple bruises of uniform shape
• bruises that carry the imprint of an implement used, hand marks or fingertips
• although bruising is the commonest injury in physical abuse, fatal nonaccidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain or illness should be seen promptly by a doctor.

Other physical signs of abuse may include:
• cigarette burns
• adult bite marks
• broken bones
• scalds

Changes in behaviour which can also indicate physical abuse:
• fear of parents being approached for an explanation
• aggressive behaviour or severe temper outbursts
• flinching when approached or touched
• reluctance to get changed, for example wearing long sleeves in hot weather
• running away from home.

2. Emotional abuse

Emotional abuse can be difficult to measure, and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix/play with other children. The physical signs of emotional abuse may include:

• a failure to thrive or grow, particularly if the child puts on weight in other
circumstances, e.g. in hospital or away from their parents’ care
• sudden speech disorders
• developmental delay, either in terms of physical or emotional progress.

Changes in behaviour which can also indicate emotional abuse include:
• neurotic behaviour, e.g. sulking, hair twisting, rocking
• being unable to play
• fear of making mistakes
• self harm
• fear of parents being approached regarding their behaviour.

3. Sexual abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child’s behaviour which may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously. The physical signs of sexual abuse may include:

• pain or itching in the genital/anal areas
• bruising or bleeding near genital/anal areas
• sexually transmitted disease
• vaginal discharge or infection
• stomach pains
• discomfort when walking or sitting down
• pregnancy.

Changes in behaviour which can also indicate sexual abuse include:
• sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn

• fear of being left with a specific person or group of people
• having nightmares
• running away from home
• sexual knowledge which is beyond their age or developmental level
• sexual drawings or language
• bedwetting
• eating problems such as overeating or anorexia
• self harm or mutilation, sometimes leading to suicide attempts
• saying they have secrets they cannot tell anyone about
• substance or drug abuse
• suddenly having unexplained sources of money
• not being allowed to have friends (particularly in adolescence)
• acting in a sexually explicit way towards adults.

4. Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children. The physical signs of neglect may include:

• constant hunger, sometimes stealing food from other children
• constantly dirty or smelly
• loss of weight, or being constantly underweight
• inappropriate dress for the conditions.
Changes in behaviour which can also indicate neglect may include:
• complaining of being tired all the time
• not requesting medical assistance and/or failing to attend appointments
• having few friends
• mentioning their being left alone or unsupervised.

The above list is not meant to be definitive but as a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour, such as a death or the birth of a new baby in their family, relationship problems between their parents/carers etc.

RESPONDING TO SIGNS OF ABUSE

Practitioners at Flying Start will respond to a disclosure from a child with patience, sensitivity with a calm and structured approach. An accurate and objective record of the conversation, any other evidence of other indicators of abuse and a record of concern will be completed.

• Stay calm
• Listen carefully to what is said
• Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others - do not promise to keep secrets
• Allow the child to continue at her/his own pace
• Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer
• Reassure the child that they have done the right thing in telling you
• Tell them what you will do next and with whom the information will be shared
• Record in writing what was said using the child’s own words as soon as possible - note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
• Contact your designated person

REMEMBER:
It is important that everyone in the organisation is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred. That is a task for the professional child protection agencies following a referral to them of concern about a child.

Responding to suspected child abuse: Records, concerns and referrals

If a child about whom there has been no previous suspicion has a bruise, bumped head or similar, staff discuss this with the parent or carer. If a satisfactory explanation is received, an entry is made in the incident book and no further action need be taken. If the parent or carer is evasive or cannot give a reason for the injury, the matter is then reported to the Designated Safeguarding Lead (DSL) or deputy DSL and a confidential written record of concern is completed. Any matter of concern should be reported to the Designated Safeguarding Lead (DSL) or deputy DSL who has the responsibility of deciding whether a referral should be made.

An obviously non-accidental injury, such as a cigarette burn will be reported to social services or the police immediately and written records of concern completed thereafter. If a child comes to the nursery with an injury, the parent or carer should complete and sign an incident form.

We will share our record of concerns with the child’s parents or carer in all cases of suspected child abuse UNLESS to do so would put that child or others at increased risk of significant harm or if it would undermine the investigation of a suspected criminal offence.
Circumstances in which a referral would be made to our local Social Care and Health Office are:

- where the child makes an allegation of abuse
- where there are physical injuries which are cause for concern
- where there are concerns about sexual abuse
- where there are concerns about emotional abuse or neglect and the situation has deteriorated to the extent that the child may be suffering significant harm
- where a child is being refused vital medical treatment
- where there is a credible allegation from a member of the public
- where the child is in contact with an individual who may put them at risk
- where there are further concerns about a child who is already subject to a Child Protection Plan

The referral is made by completing an inter-agency referral form or by making a telephone referral in urgent situations. Telephone referrals are followed up in writing within 48 hours. Ofsted are immediately informed of any allegations of harm or abuse.

Children who are on the ‘at risk’ register need particular care and Flying Start Nurseries staff should liaise closely with Social Services and Health professionals and take their advice on the child’s care. The nursery manager decides who within the nursery needs to know about welfare concerns as this information is highly sensitive and strictly confidential.

Details of people who are part of our setting and organisations who support and monitor our work:

- Elestar Services Limited - Nihara Murugupillai 01747 852666
- Hannah Miles – Flying Start Manager, Shaftesbury and designated person for safeguarding children – 01747 852666
- Michelle Diamond - Flying Start Manager, Gillingham and Designated person for safeguarding children (DSL) – 01747 824998
- Social Health and Care Office - 01258 472652 northdorsetsocialcare@dorsetcc.gov.uk
- Social Health and Care Office Out of hours Service - 01202 657279
- Ofsted – 0300 123 1231
- Local Authority Duty Officer (LADO) Patrick Crawford 01305 221122
- Dorset Children’s Services, Ms Louise Dodds, 01305 228444 or 07901 114847. l.s.dodds@dorsetcc.gov.uk
- NSPCC (Worried about a child) 0808 800 5000
- Early Years Advice Line 01305 228425

Allegations about staff made by parents, children or colleagues should be recorded in writing, timed, dated and witness statements recorded. Complaints about staff, which involve allegations of disregard for the statutory guidance, abuse, neglect or unsafe practices, which put children at risk, will be reported to Ofsted and a referral made to the Local Authority Duty Officer (LADO) Patrick Crawford on 01305 221122 and the Disclosure and Barring Service. Allegations relating to harm or abuse committed on the premises or elsewhere will be reported to Ofsted and the LADO as soon as reasonably practicable, but at the latest within 14 days of the allegations being made. Until an allegation has been proved or disproved, depending on the nature of the allegation, the staff member concerned may be suspended until further notice or must work under supervision of a qualified colleague. Flying Start Nurseries will take action against persons making complaints of a malicious nature against staff or Flying Start Nurseries. Please also find further information in our ‘complaints policy’ and our ‘whistle-blowing policy’.

All staff are allocated termly ‘one to one’ supervision meetings with the manager at the setting to discuss any concerns or worries that they may have. Manager’s at Flying Start Nurseries operate an ‘open door’ policy at all times.
Whistle Blowing Policy

Practitioners must acknowledge their individual responsibilities to bring matters of concern to the attention of the nursery manager or Children's Services and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of the children may be at risk. All staff are provided with supervision time with the manager at the setting to encourage the confidential discussion of sensitive issues.

Note to staff: You may be the first to recognize that something is wrong but may not feel able to express your concern out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

Statement of intent

It is our intention that staff working at Flying Start Nursery and Pre-school feel confident about coming forward and reporting any issues/concerns that they may have regarding the areas documented below, whilst remaining protected from any subsequent discrimination.

Aim

• Ensure staff understand their responsibilities and feel confident in raising and reporting a serious concern at the earliest opportunity
• Provide avenues for staff to raise concerns and receive feedback on any action taken
• Ensure that staff receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied
• Reassure staff that they will be protected from possible reprisals or victimization if they have made any disclosures in good faith

Any concerns can be reported without this leading to any harassment or victimization, and every effort will be made to keep both the concern and the member of staff’s identity confidential.

What should be reported?

• The inappropriate treatment or care of a child
• Any breach in the behaviour of a member of staff, student or volunteer
• Discrimination of any kind
• Concerns that could impact on the health and safety of the children or adults

(See also Section 3 of ‘The Safeguarding and Welfare Requirements’ of the ‘Statutory Framework for the Early Years Foundation Stage’ (2014).

‘Staff must ensure that they respond in a timely and appropriate way if they witness inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.’
Methods

• A concern can be initially raised by any staff member to the Manager
• Discuss the nature of the concern together with the background, history of the concern and provide the relevant dates of incidents.
• There is no expectation that staff prove beyond doubt the truth of their suspicion; however they will need to demonstrate that they are acting in good faith and there are reasonable grounds for their concern.
• All employees will be treated fairly. Concerns will be dealt with in the following way:

• Initial enquiries will be made to decide whether an investigation is appropriate and if so what form it should take.
• The incident will be investigated by the Manager
• If appropriate it will be referred and put through established Safeguarding children procedures and may form the subject of an independent inquiry

Within ten working days of a concern being raised, the member of staff will receive in writing:

1. Acknowledgment that the concern has been received.
2. An indication as to how the setting will proceed to deal with the matter.
3. Supply the member of staff with information on staff support mechanisms.
4. Inform the member of staff concerned as to whether any further investigation will take place and if not, why not.

It may be necessary for Flying Start to interview staff to ensure that their disclosure is fully understood. Any meeting can be arranged away from the workplace, if so wished, and a representative or a friend may accompany the involved member of staff for support. If there are any difficulties experienced as a result of raising a concern, support will be offered. Staff will be kept informed, of the progress and outcome of any investigation to assure that any disclosure has been properly addressed unless legal reasons determine otherwise. Confidentiality will be maintained and every effort will be made not to reveal a member of staff’s identity if they so wish. If however a member of staff makes an allegation frivolously, maliciously or for personal gain, appropriate action, that could include disciplinary action, may be taken. The Public Interest Disclosure Act 1998 seeks to protect employees from discrimination as a result of ‘blowing the whistle’ on their organisation, or individuals within it, through amendments to employment law.
Suitable people

Recruitment, Selection and Induction Policy

Our aim: To ensure all children in our care are safe and free from adults who threaten their safety. Flying Start Nursery and Preschool is committed to safeguarding and promoting the welfare of children through robust recruitment and selection procedures. Children are best protected when parents and staff work together as a community, supporting each other and raising the alarm if they are concerned a child is at risk.

Suitability of Staff

Following a tight procedure on recruitment and selection at Flying Start Nurseries, information is gained on the suitability of an employee by requesting references, undertaking DBS checks and all of our employees are requested to sign a declaration in relation to their suitability or disqualification status.

The Statutory Framework for the Early Years Foundation Stage (EYFS) makes it clear in paragraph 3.9 that ‘providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable’ It is a requirement in paragraph 3.11 of the EYFS that providers ‘must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.’ Paragraph 3.12 sets out what checks must be done and that the information must be recorded.

It is important to note that it is unlawful to employ someone in a role working with children if a person living at the same address as the worker is barred from working with children. The connection between the worker and the partner, spouse, family member or friend greatly increases the chance that children may be placed at risk.

As a setting we do not have a duty to monitor the ‘suitability’ of persons living in staff households, but we do need to check with staff that they are not living with a person that is disqualified from working with children. If a member of staff is living in a household with someone who is disqualified then they too are disqualified from working with children by association.

However there are two points to bear in mind:

- First the person is not guilty of an offence if they do not know a person they are living with is disqualified. For example, a member of staff may live in shared housing and may not have any knowledge about the people they live with including whether those people are disqualified.

- Second the law is clear that this is about ‘knowingly employing’ someone who is disqualified. Providers who regularly ask staff to confirm there are no changes in their circumstances and act on any information received that brings into doubt a staff member’s suitability are taking appropriate steps to make sure they do not knowingly employ someone who is disqualified.

The larger publication 'Disqualification under the Childcare Act 2006' can be found at the link below:

Disclosure and Barring Checks

All employees, students and volunteers undergo a thorough induction which includes Disclosure and Barring Service Checks. Details of these are kept in the staff folder. Following on from these DBS checks all staff are asked during regular supervision times if there is anything they wish to declare or discuss that could affect their suitability to continue working with children.

Ongoing support and continuous professional development

New employees are buddied for the first few weeks. This is so that experienced staff can see how they communicate and empathise with children, how they comfort and console them and how well they understand the policies and procedures.

All staff at Flying Start are expected to qualify in Paediatric First Aid and attend Safeguarding Children courses as soon as training is available. Staff have a responsibility to refresh their knowledge in these areas and are required to attend refresher training every three years. Staff are also expected to undertake core training in practical inclusion and if preparing a cooked lunch for the children a Level 2 in Food Hygiene. Staff who are only preparing morning snack for the children are expected to follow our policy on ‘Food Safety’.

Flying Start Nursery actively encourages all staff to develop their professional careers working with children in the early years. The setting has access to Nexus Training provided by DCC and staff are encouraged to attend seminars and workshops on subjects ranging from behaviour management to music and sign language. Senior nursery practitioners and EYP/EYT’s within Flying Start have specialist areas to promote best practice with their colleagues.

We welcome students on college placements, work experience students and parent volunteers. Any volunteer spending more than 3 weeks at Flying Start is required to complete DBS police checks and are never left unsupervised with any child. Work experience students are supervised at all times and are not allowed to carry out any intimate care of the children. All students and volunteers receive induction training on joining Flying Start and are assigned a personal buddy/mentor. College students who undertake their practical placements at Flying Start are required to have a DBS Check carried out by the college that they attend and a copy of this must be seen before the placement starts.

Recruitment and Selection Procedure

Flying Start is committed to equality of opportunity and non-discrimination in its recruitment and employment practices and aims to ensure that employment and progression within its organisation are determined solely by application of objective criteria and personal merit. We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates for the interview based on skills, qualifications and experience. No job applicant, trainee applicant, employee or trainee will be treated less favorably than another. If appropriate checks reveal that a person has a previous conviction, Flying Start will consider whether this information deems the applicant unsuitable to work with children.

1. Job Vacancy

Before advertising the vacancy the position is assessed by management and senior members of staff at Flying Start Nursery. A job description is decided upon which states the main duties and responsibilities of the post.

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2. Advertising the post

In the interests of Equal Opportunities, vacancies are advertised in a variety of places such as The Blackmore Vale Magazine, Dorset Sure Start and local Job Centers to attract applicants from all of the community. Wording of the advert will communicate clearly the organizations specific requirements and not use discriminatory language, unnecessary jargon or superfluous details.

Adverts include the following information:

- Job Title
- Details of the job
- Hours
- Salary
- Qualifications
- How to apply
- A statement making reference to the need for the successful applicant to undertake a DBS check, for example, ‘Flying Start is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share in this commitment. The successful applicant for this post will be subject to DBS check.’

3. Application by email/letter

All candidates are requested to apply to the advertisement by sending their application form together with a CV by email and a covering letter to the company.

4. Shortlisting

All applications/CV’s are scrutinised to ensure that any gaps in employment history are identified and the whether the applicant is a suitable candidate for the interview process.

5. Interviewing

An interview panel consists of two or three people who have understanding of the job role and responsibility, one of which is the safeguarding officer at the setting). Flying Start will do in its power to provide any special facilities at the interview requested by the candidate, prior to the date, to prevent any discrimination.

6. At the interview stage:

- Establish the candidates suitability to work with children in accordance of paragraph 3.11 of the EYFS and whether they have been previously disqualified from working with children.
- Check that the candidate is not living or working with a person who is disqualified from working with children. (See policy on ‘disqualification by association’ Page).
- Check original qualification certificates and whether they are full and valid?
- Check the applicant’s identity with appropriate documents such as passport or birth certificate.
- Confirm that they are suitable to work in the UK by checking one or more of the following:
  - National Insurance Number
  - P45, P60, P46
  - Work permit
  - Evidence, such as a letter from the home office
National insurance card
Full British passport
Another passport with a stamp confirming the holder’s right to abode in the UK
A certificate of registration or naturalization as a British citizen
A birth certificate issued in UK or Republic of Ireland

- Explore and verify any gaps in employment history, or frequent changes of employment.
- Establish the applicant’s medical suitability for the position.

7. Decision Making

The panel draw upon all the information gathered and make a decision as to who to appoint. A second, practical interview may be arranged to this stage to observe the candidate interacting with the children. Following the interviews the panel meets to discuss suitable candidates.

8. Conditional Offer of Employment

The offer of employment is confirmed to the successful candidate in writing.

9. References

Relevant references are sought on the successful candidate. Referees are asked if the applicant has been subject to any disciplinary action.

10. Employment

- New employees are informed of the three month probation period.
- They receive a contract of employment outlining Flying Starts terms and conditions of employment within the first week of starting work.
- New employees are reminded of their ongoing responsibility to declare any offences/orders which may affect their suitability to work with children.

11. Induction

The new employee is settled into the job and a thorough induction is carried out. See induction pack.

Work experience and college students at Flying Start also receive a formal induction to the setting.

12. Mentors and Buddies

Senior nursery practitioner’s at Flying Start oversee the new employees first few weeks at the setting. The new staff member receives a mentor to support with matters relating to The Early Years Foundation Stage and a buddy to help with any other issues.

12. Reviews, appraisals and supervision time

The suitability of staff is monitored over time and reviews are carried out on their employment with the manager and their mentor. Reviews then follow termly via supervision times and annually in the form of a staff appraisal. All staff at Flying Start Nursery receive annual appraisals which cover aspects such as training desires/needs, strengths and weaknesses, promotions, pay reviews, team building exercises, suggestions for improving the setting’s environment and any other matters.

Please see our staff handbook for further information on our supervision policy.
Your Details

Full Name: __________________________ Date of Birth: _______________ Male/Female: ________
Address: __________________________________________________________________________
Home Phone: __________ Mobile: __________ Email: __________________________________________________________________________
National Insurance Number: __________________________ Do you own your own car? □ Yes □ No

Suitability

Have you had any Criminal Convictions? □ Yes □ No
If yes please state the date, details of the offence, the court and the penalty given.

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<thead>
<tr>
<th>Date</th>
<th>Details of offence</th>
<th>Court</th>
<th>Penalty</th>
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Do you hold a DBS Check? □ Yes □ No
If yes, please give DBS number and date obtained: __________________________

Do you know of any other circumstances that might affect your suitability to work with or be in contact with children?
□ Yes □ No
If yes, please give details: __________________________________________________________________________

Qualifications

Please state any relevant childcare qualifications below (please use an additional sheet):

1. Course (NVQ/NNEB): ________________________________ Date obtained: ________________
   Governing Body that awarded the qualification: __________________________________________________________________________
2. Course (NVQ/NNEB): ________________________________ Date obtained: ________________
   Governing Body that awarded the qualification: __________________________________________________________________________

Do you hold a current First Aid Certificate? □ Yes □ No Date of Expiry: ________________
Do you hold a current Food Hygiene Certificate? □ Yes □ No

Please state if you have taken any further courses that are relevant to the post applied for:

<table>
<thead>
<tr>
<th>Date</th>
<th>Title or name of course</th>
<th>Place the course was done</th>
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Employment History

Please attach a CV to view your employment history.

Please indicate (using another sheet if necessary) why you think you will be good for the role you are applying for.
Name of Applicant:

We have recently offered the above named person a position at Flying Start Nurseries and are currently checking their references. I would appreciate it if you would take the time to fill in the questions below and return the form back to us in the prepaid envelope enclosed to Flying Start Nursery & Preschool, 35 Bell St, Shaftesbury, Dorset. SP7 8AE. All information provided on this form is CONFIDENTIAL.

In what capacity and how long have you known the above?

Date and Length of employment?

Sole or shared charge?

Ages of children in his/her care?

Duties? (briefly)

Could you comment on the applicant’s competence in the following areas:

Stimulation of children?

Discipline and patience with children?

Ability to cope in emergency?

Driving?

Flexibility?

Reliability, honesty and trustworthiness?

Time keeping?

Attendance?

Would you re-employ?

If no why not?

What was the reason for leaving?

Please provide any other comments that would be helpful:

Name:

Address:

Date:

e-mail: manager@flyingstartnurseries.co.uk

Flying Start Nurseries, Holiday Clubs & Extended Out of school care

Flying Start Nurseries is a trading style of Elestar Services Limited.

Directors Mrs Elsa R. Morrison BA Hons and Mrs Nihara Murugupillai BA Hons

Registration No. 5778780
Suggested Interview Questions (See also

Name of candidate: .............................................................................................................

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
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<tbody>
<tr>
<td>1. Tell us about yourself... * Are you organized? *Are you a team player? *What are your interests?</td>
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<tr>
<td>2. What do you enjoy about your current job? Listen for skills that compliment this job</td>
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<tr>
<td>3. Tell us about the challenges you have faced in your career? How did you overcome them?</td>
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<td>4. Why are you looking for a new job?</td>
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<td>5. What do you think this job entails?</td>
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<td>6. What qualities do you think you could bring to this position?</td>
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<td>7. What are your strengths?</td>
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<td>8. What are your weaknesses?</td>
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<td>9. What makes a good team?</td>
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<td>11. Are you looking to progress and train in this field?</td>
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</table>

Any other questions?

Score:

Comments:
Date:

Our Ref: Unsuccessful applicant

Dear

Re: Application for Position of

Thank you for applying for the above post. Unfortunately on this occasion your application has been unsuccessful.

We would like to take this opportunity to thank you for the interest you have shown in our organisation and wish you every success in your future career.

Yours sincerely

Hannah Miles
Nursery Manager
Date:

Our Ref: Interview

Dear

Re: Application for at Flying Start Nursery

Thank you for your application for the above post.

Interviews for this position will be held on at 35 Bell Street, Shaftesbury, Dorset, SP7 8AE. As part of this interview you will be given an opportunity to spend time with the children and have a formal interview.

Please confirm attendance at your earliest convenience by telephoning me on the above number.

I look forward to seeing you on

Yours sincerely

Hannah Miles
Nursery Manager
Dear

Re:

Thank you for your interest in Flying Start Nursery and for attending an interview.

We would like to offer you the position of

at an hourly rate of £

This appointment will be subject to satisfactory DBS checks, references and a probationary period of 3 months.

If you have any further questions, please do not hesitate to contact me.

We look forward to working with you.

Yours sincerely

Hannah Miles
Nursery Manager
Policy on ICT use and Online Safety

Technology has developed over recent years and will continue to evolve, leaving many of us struggling to keep up. Children and young people will often be the first to embrace new technologies. Information and communication technology (ICT) has had, and will continue to have, a profound effect on the way we communicate. For example, texting, instant messaging and emailing are considered for many a normal and accepted means of ‘written’ communication. ICT encompasses a wide range of media application and connecting methods, which are continually changing and advancing. These include:

- Computers and laptops - access to fixed and mobile internet, email, chat rooms, blogs, social networking sites, podcasts, instant messaging and location based technologies such as Latitude and GPS.
- Wireless and Broadband access
- Mobile Phones with internet access, Bluetooth, cameras, videos, WiFi and more
- Gaming – online and game consoles, such as Wii or PSPs, many of which can be connected to other devices
- Video broadcasting and music downloading
- Digital cameras
- Whiteboards

The Early Years Foundation Stage (Dfes, 2008) advises early years settings to include ICT within the curriculum and states that children should ‘Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.’

Practitioners at Flying Start Nursery and Preschool encourage children to learn about ICT in the following ways:

- To complete a simple program on a computer.
- Use a mouse and keyboard to interact with age-appropriate computer software.
- Use ICT to perform simple functions, such as selecting a channel on the TV remote control.
- Know how to operate simple equipment.
- Show interest in toys and resources that incorporate technology.
- Explore things with interest and sometimes press parts or lift flaps to achieve effects such as sounds, movements or new images.
- Show interest in toys with buttons and flaps and simple mechanisms and begin to learn to operate them.
- Show an interest in ICT.
- Seek to acquire basic skills in turning on and operating some ICT equipment.

Practitioners at Flying Start are encouraged to recognise the exciting opportunities and the innovative tools advances in technology will provide. This is deemed central to their role of supporting the learning and development needs of children at the setting. It is vital however that practitioners have a clear and agreed understanding of both the benefits and risks of such technology.
The registered person at the setting has the overall legal, personal and moral responsibility to ensure that the risk involved with the use of ICT at the setting is managed. In addition the setting’s manager is the setting’s designated person for Safeguarding and is responsible for ensuring safe practices whilst using ICT are implemented and that good practice is adhered to at all times. As part of staff induction and continuous professional development staff are informed of the risks associated with ICT and are asked to agree to the settings individual policy on the acceptable use of cameras & mobile phones policy. Furthermore, the setting follows the ‘Key Principles for the Safe Use of ICT in Early Years’.

Prior to a child registering at the setting, parent permission for their child to be included in photographs and video footage is requested in our ‘All About Me’ pack. Occasionally parents will also be asked to sign our group activity consent forms for special events or productions and also will always be asked for consent if the setting wishes to use a photograph of a child for marketing purposes. Occasionally parents will also be asked to sign our group activity consent forms for special events or productions and also will always be asked for consent if the setting wishes to use a photograph of a child for marketing purposes.
1. Acceptable Use of cameras & mobile phones policy

Statement Of Intent
Flying Start Nursery and Pre-School intends to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used in turn eliminating the following concerns:

1) Staff being distracted from their work with children
2) The safeguarding of children from inappropriate use of mobile phone cameras

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

In order to achieve this aim, we operate the following Acceptable Use Policy:

Mobile phones

Practitioners are allowed to bring in personal mobile telephones and devices to the setting.

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

Under no circumstances may practitioners contact a current pupil or parent/carer using their personal device.

Practitioners must ensure that their mobile telephones/devices are left in the office throughout contact time with children. They may be switched on but must remain unobtrusive.

Personal mobile phone calls may only be taken or made with the agreement of the setting Manager or Leader.

If practitioners have a personal emergency they are free to use the setting’s phone or make a personal call from the office or staff kitchen.

Practitioners (will need to) ensure that the Manager has up to date contact information and that staff make their families, children’s schools etc. aware of emergency work telephone numbers. This is the responsibility of the individual practitioners.

During group outings nominated staff will have access to a nominated mobile phone, which is to be used for emergency purposes only.

It is the responsibility of all members of staff to be vigilant and report any concerns (or non compliance to this policy) to the Manager or Leader. Concerns will be taken seriously, logged and investigated appropriately (see allegations against a member of staff policy).

The Manager or Leader in her absence reserves the right to check the image contents of a member of staffs mobile phone should there be any cause for concern over the appropriate use of it. Should inappropriate material be found then our Dorset Safeguarding Children Board will be contacted immediately. We will follow the guidance of the DSCB as to the appropriate measures for the staff member’s dismissal.
Note for visitors and parents at the setting:

For the protection of our children, staff and yourself - please ensure that your personal mobile phones are not used whilst at the setting. Should you need to make a personal telephone call or text on your mobile please use the office to do so.

Camera’s and Photography

DEVELOPMENTAL PROFILES and TAPESTRY

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

Upon registration at the setting, parents/carers sign consent forms for to be taken for images of their child to be used for such a purpose.

Only the designated setting camera’s are to be used to take such photographs as referred to above. Images taken on these cameras must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress. Under no circumstances must cameras of any kind be taken into the toilets.

All practitioners are responsible for the location and storage of the cameras; cameras should be locked away in the office when not in use. All cameras must be locked away in the cupboard at the end of every day.

Images taken and stored on the camera must be downloaded (to the setting (admin) computer) as soon as possible, ideally once a week. The setting’s computer is password protected.

Photographs are sometimes distributed to members of staff (key workers) to record in children’s profiles. Key workers are not permitted to make extra copies of the photographs in any format.

Website

Photographs may only be downloaded by the Leader or manager.
Photographs may only be uploaded to the secure website by the manager only.
The website gallery is only accessed by parents with the use of the password protection system. Upon registration at the setting, parents/carers sign consent for photographs to be taken for such purpose. If consent is withheld such photographs are not published of the individual child concerned. Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

Events

During events such as end of term concerts/performances and parent evenings are informed in writing (at least one week prior to the event) that they will be allowed to bring cameras to record the event UNLESS A PARENT RAISES AN OBJECTION IN WRITING PRIOR TO THE EVENT. If such an objection is raised, the setting manager will decide whether the objection is reasonable and whether it warrants a complete camera ban or alternative arrangements made for that particular family. The manager will respond to the objection in writing as soon as practicably possible.
External Photographers

Professional photographs are taken throughout the year. Parents are informed at least two weeks in advance when photographers will be visiting the setting for such purpose. Professional photographs will be taken UNLESS A PARENT RAISES AN OBJECTION IN WRITING NO LATER THAN FIVE DAYS PRIOR TO THE EVENT. If such an objection is raised, the setting manager will decide whether the objection is reasonable and how to make alternative arrangements for that particular family. The manager takes all reasonable precautions to ensure that professional photographers are DBS checked and that they have their own stringent regulations, which ensure safeguarding of children from inappropriate use of images.

Please also see our 'online policy' - Appendix 1
Equality of Opportunity Policy

Our Equality Statement...

At Flying Start Nursery and Preschool we will treat all people with equal respect and concern and will respect, value and celebrate their individuality. Any incidents of discrimination will be recognized, recorded and challenged in such a way to promote a positive outcome for all.

Our Equalities Co-ordinator for Flying Start Nurseries is Kay Roberts. All children who attend our settings, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability have the opportunity to experience a challenging and enjoyable programme of learning and development.

We avoid stereotyping in our day-to-day practice, play equipment and books. Our curriculum reflects the diversity of cultures our children encounter and we provide at every opportunity positive, non-stereotypical images. We treat all children and their parents with respect and encourage an atmosphere of tolerance and understanding for all. We are prepared to discuss and challenge prejudice and discrimination and through promoting a positive attitude towards all children and their families we ensure that all our children have an equal chance to flourish.

We have an equal opportunities policy on the recruitment and appointment of staff and review our policy annually. We actively encourage applications from minority ethnic groups. Understanding of others’ cultures and beliefs is promoted in our curriculum through the celebration of festivals, learning languages and welcoming visits from outside the nursery.

We aim to make our nurseries accessible to all:

- We aim to welcome everyone to our setting.
- We promote working in partnership with parents and carers.
- We aim to ensure that there are no barriers to learning and participation at Flying Start Nurseries.
- We place a strong emphasis on valuing all users of Flying Start Nurseries equally.
- We aim to minimize any constraints on access to the buildings where possible.
- We have regard to the Special Educational Needs Code of practice and consider it our duty to remove barriers to participation in learning wherever we can.
- We consider each child’s individual needs when planning our sessions and routines.
- We aim to assist work experience, students, volunteers and trainees to overcome any barriers to learning they meet.
- We place a strong emphasis on identifying the Special Educational Needs of children at Flying Start Nurseries, including gifted and talented children, working with parents through the Assessment process and liaising closely with outside agencies involved in the child’s development.
- We have due regard to the 'Prevent Duty' 2015 (see page 88)
- We actively promote British Values - democracy, rule of law, tolerance, individual liberty and mutual respect are reflected in everything we do at Flying Start Nursery. (See page 90).
Policy on Admissions

Completion of a registration form and payment of the registration fee is followed by acceptance of a child on a first come, first served basis, according to availability of sessions. Parents receive a ‘Welcome Pack’ and an ‘All about Me’ form, which contains necessary information and must be completed before the child starts. We are pro-active in reaching out to those who would most benefit from our provision. We would consider the best interests of all the children before admission of a child in need of extra support, and ensure that necessary support is in place before entry. Flying Start Nurseries reserves the right to refuse admission.

Ratios

The EYFS statutory guidance sets minimum staff/child ratios for babies, toddlers and children aged three and over. The ratios for each age group are:

- Babies 0 to 2’s years: 3:1 member of staff
- Toddlers age 2 to 3 years: 4:1 member of staff
- Children over 3 years: 8:1 member of staff

Appropriate staff ratios apply and are cared for in groups 12 children or less where children are aged under two. Flying Start Nurseries ensures at all times that the total number of children in the building as shown on our registration certificate is not exceeded and that the correct numbers of staff are in place to care for the various age ranges.
Special Educational Needs and Disabilities Policy  
(See also our Inclusion Policy Page 38)

‘Providers must have arrangements in place to support children with SEN or disabilities... providers who are funded by the local authority to deliver early years education places must have regard to the Special Educational Needs (SEND) Code of Practice’  EYFS 2014 page 29.

We have regard to the Special Educational Needs and Disability (SEND) Code of Practice: 0 – 25 Years (2014) on the Identification and Assessment of Special Educational Needs.  
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25.  This document provides guidance to Local Education Authorities, Schools and Early Years settings on how to fulfill their statutory duties towards children with Special Educational Needs. At Flying Start we aim to ensure all children make continual progress according to their individual abilities and at their own pace. We also have regard to the provisions within the Equality Act 2010.

Flying Start Nurseries aim to provide nursery education and out of school hours care which allows all children to fulfill their potential. Many children will join the nursery with an un-recognized and undiagnosed special educational need and we will act in partnership with parents to get these needs identified and helped by the appropriate specialist agencies. With pre-school and nursery children, we are often the first people to have close contact with a child beyond the family, and we can be of great assistance in helping parents through an anxious and difficult time. We welcome and accommodate children with special educational needs and disabilities in all instances. All children are given a full settling in period when joining Flying Start Nursery & Preschool according to their individual needs. At Flying Start we respect the child’s voice by working closely with our children to teach them to be aware of their own needs and to recognise what help they may require and what may support them.

As nurseries are often the first setting to get to know a child well outside the family, we have a vital role to play in identifying children with special needs so that they all have the opportunity to develop in all areas of learning, and make adequate progress. Children with severe learning difficulties will probably have been assessed by the health services before they start at nursery or pre-school, and for these children, support will already be underway.

We feel it is paramount to find out as much as possible about a particular child’s condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child’s parent/carer(s)
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child’s development.

Children with social or communication delays or behavioural needs are more frequently those which the early years’ setting has the responsibility to help identify and support. Building up a good relationship with parents helps early years’ practitioners to become aware of the child’s background and assists in identifying areas for concern. For parents, facing up to a child’s learning difficulty can be a worrying time and we always ensure that we are sensitive and supportive to parents. We can help through offering our advice and guidance to support parents through the process of accessing any extra help for their child. We respect that this can be a difficult and emotional time.

All practitioners at Flying Start share a responsibility to identify and support children with any special educational needs. All staff should also be aware of the special needs of gifted children. Flying Starts’ key-worker system, recording process and curriculum planning all contribute to an environment where a
child’s needs will be readily seen and carefully considered. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children’s education.

If your child has been identified as having a special educational need, staff at Flying Start Nursery will support you and your child as follows:

**A graduated approach... (see page 86 of the SEND Code of Practice 2015 for further information)**

The Special Educational Needs Code of Practice recommends that our nursery should adopt a graduated approach to assessment through Early Years Action and Early Years Action Plus. Good practice of working together with parent/carer(s), and the observation and monitoring of children’s individual progress, will help identify any child with special educational needs. Our nursery has identified members of staff as SENCO who will work alongside parent/carer(s) to assess the child’s strengths and plan for future support. The SENCO’s will ensure that appropriate records are kept according to the Code of Practice.

**Early Years Action.**
The child is identified with special educational needs. The SENCO, working alongside colleagues and parent/carer(s), will assess and record the child’s needs and provide an Individual Education Plan (IEP) providing future support. This plan will be continually under review in consultation with the child and his/her parent(s).

**Early Years Action Plus**
Is characterised by the involvement of external support services, usually requested by the SENCO and colleagues in consultation with the child’s parent/carer(s). If the help given through Early Years Action Plus is not sufficient to enable the child to progress satisfactorily, it may be necessary for the pre-school, in consultation with the parent/carer(s) and any external agencies already involved, to request a statutory assessment towards an education, health and social care plan (EHC PLAN).

We use a system of planning, implementing, monitoring, evaluating and reviewing individual plans for children with special educational needs and disabilities. We ensure that children with special educational needs and disabilities are appropriately involved in the graduated approach (assess plan, do and review) taking into account their levels of ability. We have systems in place for supporting children based on a continuous cycle of ‘assess, plan, do and review’, which is applied in increasing detail and frequency to ensure that children progress.

Hannah Miles and Wendy Mould are the setting’s Special Educational Needs Co-ordinators (SENCO’s). Both SENCOs have undertaken ‘Role of the SENCO’ along with lots of other specialist training. Both SENCO’s work closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the setting, always making sure plans and records are shared with parents and carers. Through our detailed observation and record keeping and experienced staff, Flying Start Nurseries can provide valuable assistance to parents and specialist agencies. We have excellent links with Portage, health visitors, physiotherapists, speech therapists and educational psychologists. We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF). All staff must have regard to the SEND Code of Practice and know how to record information to be shared with Flying Starts’ SENCO’s. We provide extra training to our staff where possible and when required.

For school age children with specified special needs, our holiday clubs liaise with the child’s school or other agencies involved with the child, and request necessary support and funding to allow the child to benefit from these sessions.
Complaints - please refer to our 'complaints policy' on page 63.

Challenging or disagreeing with decisions and disagreement resolution - please see page 42 of the SEND Guide for Parents.

In summary - We will...

- Designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and share his/her name with parent/carer(s)
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parent/carer(s) and other professionals
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities
- Work closely with parent/carer(s) to create and maintain a positive partnership which supports their child(ren)
- Ensure that parent/carer(s) are informed at all stages of the assessment, planning, provision and review of their child's education
- Provide parent/carer(s) with information on sources of independent advice and support
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Use the graduated response system for identifying, assessing and responding to children's special educational needs
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with learning difficulties and/or disabilities
- Review IEPs regularly and hold review meetings with parent/carer(s) at this time
- Ensure that children with learning difficulties and/or disabilities are consulted at all stages of the graduated response, taking into account their levels of ability
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
- Provide resources (human and financial) to implement our SEN/disability policy
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
- Use a Common Assessment Framework (CAF) where needed.
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Sign-a-long/Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parent/carer(s) in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy annually.

For further information:

http://familyinformationdirectory.dorsetfordyou.com/


Information is also available to parents on the following website/link:
Statement of Intent

At Flying Start Nursery and Pre-school we are committed to providing an accessible, welcoming and stimulating environment where all children and their families are welcomed and supported. We intend to maximise inclusion and the entitlement of all children to experience a broad and varied curriculum.

Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students and all staff. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups; Travellers; and any other diverse cultural groups. It also includes those with English as an additional language and Children in Public Care (Looked After Children). Those with specific medical needs; suffering from low self-esteem; or experiencing mental health difficulties are also included. It also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

Aims

We recognise children’s uniqueness and aim to support the individual needs of each and every child recognising their rights and raising awareness, ensuring that Inclusion and Equal Opportunities are put into practice.

• We have regard for the DfE & DoH Special Educational Needs and Disability Code of Practice (2014)
• All children have a right of full access to Early Years Education and care through the Early Years Foundation Stage Curriculum. (EYFS)
• All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution to pre-school life.
• The nursery and pre-school is committed to the early identification of children with Special Educational Needs and Disabilities (SEND) and to adopting clear and open procedures which are outlined in our Special Educational Needs policy.
• Flying Start is committed to working closely with parents who are fully involved in all decisions that affect their children’s education and other professionals/outside agencies
• We will provide, within available resources, the highest possible quality support and inclusive education for children with SEND.
• We will monitor and review our policy, practice and provision and, if necessary, make adjustments.

Methods

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting. Our Key Worker system ensures that each adult can give every child plenty of time and attention. However, Since September 2001 it has been a requirement for all settings, who are registered for the Nursery Education Grant, to appoint a named setting based Special Educational Needs Co-ordinator (SENCO). Each setting is also required to develop and implement a Special Educational Needs and Disabilities/Inclusion policy which reflects the aims and practice of the setting and which supports inclusion.

Our setting based SENCO’s are Hannah Miles and Wendy Mould.

The role of our Special Educational Needs Co-ordinator’s:
• Works with other staff to agree and implement the Inclusion Policy
• Co-ordinates the Special Educational Needs and Disabilities provision within our setting
• Offers support for parents
• Supports staff development
• Liaises with other agencies
• Keeps appropriate records
• Assists staff in making observations and assessments
• Assists staff in planning for children with Special Educational Needs
• Contacts our Area SENCO at an early stage for informal advice and support

Admissions Arrangements

All children are welcomed and admitted into our nursery and pre-school according to our admissions policy (please see separate policy). Relevant information is collected from the child’s parent/carer so that we are able to include the child fully within the nursery and pre-school. Children with a disability will not be treated less favourably for a reason relating to their disability. If a child is considered to have special needs there will be a consultation between staff and parents/carers. After this consultation any reasonable adjustments to our setting, which are felt necessary to allow us to meet the needs of the child, will be made. It may also be necessary for the nursery and preschool to ensure that the correct equipment, staffing needs and training is in place for a child’s specific needs prior to admission.

Partnership with Parents and Carers

We work closely with all parents/carers as we recognise that parents are the primary educators of their children; they influence their social and emotional development and play an important role in their learning and education. Where children with special educational needs and/or in need of social inclusion are concerned this is even more important. We respect and aim to meet the differing needs that parents may have themselves. Parents/carers are consulted at every level of intervention and we encourage parents to share information about their child and to be involved in shared record keeping and in drawing up individual educational plans. Procedures should be explained to parents in order to develop a close working relationship and so parents can be made aware of the targets being set for their child. Parents should be offered advice about how they can work with their child at home if they so wish. The effectiveness of any intervention will depend upon the level of involvement of parents. Consultation with parents is made informally on a daily basis as well as at Parent Consultations (once a term). Additional consultation is made at either the parents or the pre-schools request at a mutually convenient time. We will also provide parents with information on sources of independent advice and support. Please also see our Policies on parent/carer’s involvement, confidentiality and complaints. We ensure that children with special education needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

Links with support services and other agencies

We recognise that to provide a fully inclusive and supportive environment there is a need when considering Inclusion/SEN to work closely with the full range of support services and external agencies. We are committed to this approach as we believe that linking with others on inclusion issues and exchanging information is in the best interests of the children. Parental consent will always be obtained before children are referred to other professionals or before records are shared or transferred. Where consent is not given we will strive to have ongoing dialogue with parents and to work to meet the child’s needs.
Facilities

We aim to provide equality of opportunity for all children and adults to make use of the varied facilities available at our setting. Although the building has two floors, the ground floor is accessible for wheelchairs and there are accessible toilet facilities. We provide a range of learning opportunities both inside and outside, to enable all children to access the 7 areas of learning contained within the Early Years Foundation Stage Curriculum. We will make reasonable adjustments to our policies, practices and procedures in order to allow equality of access and to avoid putting children with special needs at a substantial disadvantage, this may include providing auxiliary aids and services and making physical changes bearing in mind the limitations of our premises.

Staffing

In line with Ofsted guidance we have high staff/child ratio’s at Flying Start with at least 1 adult to 8 children in preschool, at least 1 adult to 4 children for the 2-3 year olds and a ratio of 3 children to 1 adult for the 0-2’s. All members of staff are aware of the individual needs of children so that consistency and continuity of care can be provided. Where staff have been appointed to work individually with children with specific individual needs they will be over and above the staffing levels required by OFSTED.

Training

We are committed to providing continuing staff training with regards to inclusion and special needs issues. Our SENCO’s attends area SENCO training meetings whenever possible and feed information from these back to other members of staff.

Curriculum & Resources

We aim to ensure that all children have equality of access to the early years foundation stage curriculum. Our plans reflect the children’s own interests and home life and also broaden their experiences to celebrate the diversity of the world around us, and will also identify support and extension areas. We run a continuous provision setting, which means that a majority of our resources are out every day and therefore, always be available to children. Our resources support learning in all 7 areas of the Early Years Foundation Stage curriculum and are appropriate to the developmental stage of the children in the setting. Our resources reflect a variety of cultures and life styles and posters and books depict cultural diversity. We consider it important that our resources promote a positive self-image for all children and adults within our setting. Our resources are regularly reviewed and updated as the budget allows. Children with individual needs may require modified or specialist resources and wherever possible these will be provided. Some resources are borrowed from families or toy libraries.

The learning Environment

The layout of Flying Start Nursery and Preschool enables resources to be laid out to support learning, promote confidence and independence, encourage good behaviour and to allow easy access between areas for all children. We make use of our outside play area in developing all areas of the curriculum. We will ensure that any reasonable adaptations are made to our setting to allow all children to access all parts of our learning environment.

Transition into school.

We endeavour to work closely with local schools in order to provide a smooth transition for our children into school and to share good practice. Children usually attend an introductory session in their new school
in the term prior to them leaving our pre-school, and also have the opportunity to visit with their parents. Local schools will usually attend pre-school at this time as well to meet the children in a familiar setting. Where a child has been identified as needing additional visits these are arranged in consultation with the parents and the school. We liaise closely with local schools, and pass a record of transfer, which have been shared with parents at parent consultations, to them to assist in the transition and continuity of care for all children attending our pre-school. Where children have more complex needs the feeder schools are given information in advance, with the parent’s permission, so that provision can be made in advance at their new school. If there are outside agencies involved they may be involved in the discussions with the schools or will also be consulted so that their input can be included.

Complaints regarding SEND Provision

Complaints will be dealt with in accordance to with the setting's complaints policy and procedure.

Links to other documents / guidance:

Links to other policies;
Admissions Policy
Equality Opportunities Policy
Complaints policy
Behaviour Management Policy
Behaviour Management Policy

All staff provide positive role models of considerate and courteous behaviour to children, parents and colleagues. We aim to work with parents to promote positive behaviour in our nurseries so that children feel secure, happy and confident.

Flying Start Nurseries do not threaten corporal punishment and do not use or threaten any punishment to deter children from un-wanted behaviour that could adversely affect a child’s well-being. Minor behavioural issues are dealt with by providing an environment where sharing and caring is fostered and where the children are supervised in such a way that they are prevented from hurting or insulting each other. Children are encouraged to be caring towards others and praised for using kind hands. Our behaviour management specialists are Diane Litten and Jemma Legg, however all staff have a responsibility to identify and support children with behavioural needs.

Major behavioural issues such as physical aggression, disruptive behaviour and foul language are discussed with parents and a course of action agreed. Usually this kind of behaviour can be resolved by rewarding positive behaviour, discouraging negative behaviour by distraction or removal and play therapy. Records of repeated unwanted/unusual behaviour are kept in a secure filing cabinet and outside agency advice sought if required.

When conflict arises a child may be removed from the scene of the dispute to cool off, calm down and to reflect on their actions and behaviour towards others. If necessary a child may be taken to a quiet area to reflect upon their actions and behaviour. A staff member stays with the child at all times to offer reassurance and to explain the effect their behaviour may be having on others. A child should only be restrained if he/she is a danger to himself or others. The restraint must be as gentle as possible and of a very short duration, with another staff member present at all times. Any restraint of a child is recorded on an incident form witnessed by another staff member, reported to the parent(s) and manager immediately and the record signed. We work with specialist agencies such as Portage on behaviour management issues.
Collection Arrangements

Parents have a responsibility to sign their children in and out of the nursery. Children should only be released to parents unless parents have provided verbal or written authorisation that another person, such as a friend or grandparent, is collecting their child. If the person collecting is unknown to nursery staff, parents provide a “password” to give to their nominated person to use at the nursery when they collect the child and where possible introduced beforehand or a photograph provided to identify the adult. If a member of staff has any concerns over the identity of a person collecting a child, they must contact parents for consent before releasing a child to an unfamiliar adult. Children are not to be released to the care of anyone under 16 and if under 18 years of age we require written permission from the parent/carer.

Parents inform us of Parental Responsibility on the Registration Form. Parents with parental responsibility can always collect a child, unless a court order is in place which prevents this. Any court orders relating to a child must be shared with the nursery if they affect collection arrangements. Registers are taken throughout the day and each child is recorded with their time of arrival and departure. Registers are checked against the signing in register, so that an accurate attendance register is available at all times.

Uncollected Children

If a child is not collected at the end of a session, staff must contact all named contacts on the child’s records. If no-one can be contacted or if the child is not collected half an hour after our closing time of 6pm and parents have not informed staff of any reason for the delay, Social Services will be informed.

- Social Health and Care Office - 01258 472652
- Social Health and Care Office Out of hours Service - 01202 657279

Emergency procedure for a missing/lost child

In the event of a missing child when completing a register check, the following procedure must take place:

- Check with all staff the child’s last known whereabouts, time and place.
- Check the premises inside and out.
- Check the immediate vicinity of the premises.
- Inform parents, carers or named contacts.
- Inform the police by dialing 999.

Outings

Parents/Carers give permission for their child to take part in outings on the ‘All About Me’ form. Depending on the nature of the outing (visit to the library, woodland walks or trips to the town or parks) levels of adult supervision are increased by adjusting the ratios accordingly. On some outings it may be necessary to implement 1:2 or 1:1 ratio’s for example, swimming. Risk assessment of the route, method of travel and outing site must be carried out prior to the outing taking place. Where the outing is regular practice previous risk assessments may be used however these must be checked regularly in case any new risks are present.

Staff are required to take the following items with them on the outing:

- First aid kit
- Staff, volunteers and children’s contact details
- A mobile phone
- Drinking water
- Any prescribed medicines required
- Spare clothes
- Rubbish bags
Suitable premises, environment and equipment

Health and Safety Policy

Flying Start Nurseries meets with the The Safeguarding And Welfare Requirements set out in the Statutory Framework for the Early Years Foundation Stage (2014) and complies with health and safety laws published by the Health and Safety Executive (HSE) for employers.

Insurance and Public Liability

Flying Start Nurseries have Public & Employer’s Liability Insurance. Our certificate is on display on our parent’s notice-board at all times.

Safety Procedures

Safety is everyone’s responsibility.

All practitioners have a duty to protect the children and themselves from harm by providing the safest possible environment, a high level of vigilance and due diligence. Staff have a responsibility to minimize risks to themselves. The nursery environment is a safe one with no obvious hazards however, there are often toys and other small items on the floor which can pose risks. Staff must raise any concerns over health and safety immediately with the manager, serious concerns must be noted in writing. Risk assessments are carried out annually and quarterly. Daily risk assessments are carried out by staff prior to opening and further visual checks are undertaken by our preschool children (our safety wardens).

Due care must be taken in the use of household cleaning materials such as lavatory cleaners, which should at all times be kept out of the reach of the children and used in accordance with the instructions supplied. All cleaning products used within the nursery are recorded (COSHH). A stepladder is provided for changing light bulbs and removing objects from high shelves and should be used at all times.

Gloves and aprons are provided for use in dealing with body fluids and staff are required to wear them when dealing with accidents involving bodily fluids and for nappy changing.

Manual Handling

All staff are advised to read the appropriate guide for manual handling or they may attend relevant training on lifting correctly. Working within the nursery is physical work and incorrect care of the back through incorrect lifting techniques, twisting or stooping can result in serious back pain and injuries. Risk assessments are carried out on large items of equipment and repetitive routines in the nursery. Where large items require two people to move for example, sandpits, all practitioners must ask for assistance. Practitioners should not attempt to move these items alone.

Staff who are pregnant or who have previous back injuries must speak to the manager who will discuss and advise the staff member about the risks and the precautions to take.

Staff should be aware of correct lifting procedures for moving equipment or lifting children and seek advice or help if required.
Emergency Evacuation/Fire Drill

The Fire Warden for Flying Start is Hannah Miles.

Fire drills are carried out regularly at least twice a term, on different days of the week and at varying times of the day to cover the majority of children attending so that they know how to act on hearing the fire bell. Fire drills are recorded and an evaluation form is completed. Fire drills are also recorded in the room registers.

On discovering a fire:

- Activate the fire alarm by breaking the glass on a red point.
- Telephone emergency services by dialing 999.
- All children exit the building by the nearest door, led by a staff member. The register of children’s contact details and attendance must be taken outside to the assembly point (Library Gardens).
- The register is taken, including staff and visitors, to check all persons are accounted for.

In the event of a practice fire drill: On hearing the bell:

- All children exit the building by the nearest door, led by a staff member. One staff member checks the premises, including toilets, sleep room, kitchen etc. One member of staff is designated to assist staff in the baby room upstairs. The register of children’s contact details and attendance registers of children, staff, students and visitors must be taken to the assembly point in the rear garden.
- The register is taken, including staff, students and visitors, to check all persons are accounted for.
- The fire warden takes a note of the time it took for all children, visitors and staff to exit the building and records any problems or need for improvements.
- Children return to nursery when the all clear has been given.
- Fire extinguishers, smoke detectors and heat sensors are checked regularly and checks recorded in the annual risk assessment.

Everyone must:

- Know the position of the fire exits.
- Know the position of fire extinguishers, how they work and what sort of fire they are suitable for.
- Know where the register is at all times.
- Take children’s record books, so parents can be contacted.
- Carry out and practice regular fire drills.

In the event of an emergency (breakdown of heating, vandalism) the nursery may need to close until the premises are made safe. Insurers must be informed immediately.
Accidents, incidents and medical needs

First Aid

First Aid boxes are checked regularly and replenished as and when necessary. All first aid qualified staff are familiar with the contents of the first aid box.

The majority of staff are trained and hold current first aid qualifications. New members of staff are expected to complete a twelve hour paediatric first-aid training course as soon as reasonably possible. All major and minor accidents must be recorded in the accident/incident folder and signed by a witness and parent. In the event of a major accident, illness or injury, a detailed report must be made by the witness, signed by the manager and parent, and a copy given to the parent or carer. Ofsted will be notified within 14 days of any serious accident or incident. Serious accidents must be reported to the Health & Safety Executive 01258 454111 and advised about reporting to RIDDOR (RIDDOR 0845 300 9923). If a child arrives at nursery with an injury, a note of the injury should be made on an incident sheet, which is then signed by the parent or carer who delivered the child and filed confidentially for future reference.

The accident book should be reviewed annually to form part of a risk assessment process e.g. to see if any particular area in the nursery is an “accident black spot”. Staff should undertake frequent visual risk assessments of the environment and attention given to daily procedures. Any potential hazards should be reported to the manager.

First Aid Box

All first aid trained staff should know the position and contents of the first aid box. First aid staff are responsible for keeping the contents of the box to a high standard. Contents are to include the following:

* Leaflet giving general guidance on first aid
* Protective face shield for performing CPR
* Individually wrapped sterile adhesive dressings of assorted size (plasters). ‘Hypoallergenic’ plasters for children/Blue for food handlers
* Sterile Eye Pads
* Triangular bandages, individually wrapped and preferably sterile
* Medium wound dressings individually wrapped and sterile.
* ‘Low-adherent’ dressings
* Roll of hypo-allergenic tape
* Pairs of disposable gloves
* Pair of scissors (rounded ends)
* Sterile gauze swabs for cleaning wounds
* Finger bandage and applicator (Tube-gauze)

Any treatment given to a child by qualified first aid staff is noted on an accident/incident form, witnessed by another practitioner and signed by the parent/carer when the child is collected. If a child comes with an injury it is recorded in the incident file and the parent or carer is asked to sign the record, including a “body map” of injury or marks if necessary.
Medicine Administration – see also staff handbook page 14

Please note: The following policy has been written with regard to the government guidance:

‘MANAGING MEDICINES IN SCHOOLS AND EARLY YEARS SETTINGS’ (March 2005), Department for Education and Skills | Department of Health

Medicines should only be taken to nursery when essential; Settings should only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. Medicines should always be provided in the original container as dispensed by a pharmacist and include the prescriber’s instructions for administration and dosage.

For short term medical needs: Many children will need to take medicines during the day at some time during their time in a setting. This will usually be for a short period only, perhaps to finish a course of antibiotics or to apply a lotion. To allow children to do this will minimise the time that they need to be absent. However, such medicines should only be taken to nursery where it would be detrimental to a child’s health if it were not administered during the day.

- Medicine must only be dispensed from the original container and labeled with the child’s name.
- Medicines must be kept in a locked cupboard out of reach from children or stored in the staff kitchen fridge if stated refrigeration is required on the container.
- Any unused medicines are returned to the parents at the end of the period of administration.
- Only prescribed medicines are to be given and must have written parental consent. Pain relief such as children’s paracetamol or ibuprofen may be given for teething purposes or following medical advice from a doctor if the child has suffered an injury or hospital admission.
- A record of the date, time and dose must be kept, witnessed by another staff member and signed by a parent on collection.
- If there is any doubt over the child’s health or the medicine to be given, parental and medical advice must be sought.
- No medical procedure should be carried out without training from a qualified health professional.
- Children who require life saving or invasive medication must be notified to the setting’s insurers (eg epipens, diabetic insulin injections)
- If a child refuses to take medicine, staff should not force them to do so but should note this on the medicine record and follow agreed procedures. The procedures may either be set out in the policy or in an individual child’s health care plan. Parents should be informed of the refusal on the same day. If a refusal to take medicines results in an emergency, the school or setting’s emergency procedures should be followed.

In all cases it is necessary to check that written details include:
- name of child
- name of medicine
- dose
- method of administration
- time/frequency of administration
- any side effects
- expiry date
Healthy Eating Policy.

At Flying Start we recognise the importance of good health and an active lifestyle and therefore educate our children to understand the links between healthy eating, healthy living and regular exercise.

At mid morning and mid afternoon snack times, the children are encouraged to eat fresh fruit and vegetables which are bought locally. They are also encouraged to choose which fruit or vegetables they would like by choosing from a seasonal selection. Older children help with preparation by washing, peeling and cutting before serving it to their friends. During these snack times staff talk to the children, reinforcing the benefits of healthy eating, for example having “5 a day”.

Children are also encouraged to try foods from other countries and cultures reflecting our multi-cultural environment. Food such as croissants, bagels, exotic fruits, noodles, pita breads and houmous are all offered at the nursery, providing the children with different tastes and textures whilst broadening their knowledge of a wide range of foods from around the world.

We provide hot meals at our nursery in Shaftesbury which are freshly prepared on the premises by Donna - our nursery chef. All meals are wholesome and nutritious and either fresh vegetables or a mixed salad are served alongside the main dish. When possible children at the nursery are involved in growing some of the ingredients and often prepare their own lunch. Parents who do not wish their child to have a hot lunch can provide a lunchbox instead.

Drinking water is available at all times for children to help themselves. Staff encourage children to drink more when the weather is hot or after exercising, explaining why this is important. Fresh milk is offered at snack times.

Cooking at Flying Start is one of the children’s favourite activities. This is an ideal opportunity for the children to learn about healthy eating and where our food comes from. We enhance their cooking experiences by visiting one of our local supermarkets, where the children have a guided tour and tasting session. Outings are provided whereby the children can purchase the ingredients for recipes.

Staff at Flying Start always work closely with parents to ensure that children eat healthily by providing leaflets, brochures and displaying posters offering advice on healthy eating, lunch box contents and dental care.

Any incidents of food poisoning affecting 2 or more children will be notified to Ofsted within 14 days.
Allergies, food intolerances and other dietary requirements

At Flying Start great care is taken with regard to food allergies and intolerances. We are also very aware of the dietary implications of religion. All parents have a responsibility to keep us informed of their child's food allergies and intolerances, and religious/cultural needs. This is done initially through the child's registration form, 'All About Me' form and thorough discussions with parents.

Staff ensure that children do not come in contact with food that would be either harmful or offensive to them.

If a child develops a rash, becomes breathless or shows swelling of eyes or lips immediate medical assistance must be sought by calling an ambulance (999 or 112).

Food Safety.

At Flying Start food safety is of paramount importance. Staff preparing cooked food for children are required to undertake a Level 2 in Food Handling. We encourage all our members of staff to undertake basic Food Hygiene and Safety training. All staff are trained to serve food and includes the washing of hands, wearing a disposable apron and gloves, not preparing food if they have a cough or cold as well as general hygiene rules regarding the cleanliness of the kitchen, work surfaces, utensils etc. Ofsted will be notified within 14 days of any food poisoning affecting two or more children cared for at the nursery.

The fridge and freezer temperatures are observed daily. Milk for the children is always kept in the fridge. Parents are encouraged to put meat, fish or dairy products from their child's lunch/tea box in the fridge on arrival or provide a cold pack. Use-by dates on products should be checked and discarded if out of date.

A complete list of all the children's food allergies, intolerances and religious needs is stored in our food details folder and displayed in the kitchen. If any child's meal requires heating at tea-time then the "hot meal procedure" is adhered to a copy of which is displayed in the kitchen. The kitchen at Flying Start is inspected by the North Dorset Environmental Health Department.
Feeding your baby at Flying Start Nursery

At Flying Start we believe in working closely with parents to ensure that every detail regarding your baby is thoroughly discussed prior to your baby’s first day with us and also throughout their time here at the nursery. To ensure that your baby thrives and that we reflect your feeding routines at home, we have the following policies and procedures regarding Bottle and/or Breast Feeding in place to guide our practice at the setting:

**Powdered Formula Milk Policy.**
Water for the feed should come from the tap and be boiled to reach a minimum of 70 degrees Celsius to ensure that all bacteria is killed. The bottle should be left to cool to feeding temperature but for no longer than 30 minutes. If it needs to be cooled it should be held under running water, keeping it away from lid and teat. At Flying Start Nursery we recommend that each bottle is made up as and when the baby needs it. This is the safest way as bacteria can multiply rapidly at room temperature and even multiply when kept at fridge temperatures. We ask that parents bring in the required bottles, teats and powdered milk (in the original container with measuring spoon) for your baby/babies prior to/or on their first day with us. We also ask that time is spent discussing your babies feeding requirements with your child’s key person.

All equipment for feeding (including dummies) should be sterilised. Staff are trained to sterilise equipment when needed using steam sterilisers and other methods. Staff at Flying Start follow the settings health and safety procedure and adhere to manufacturer’s instructions. Despite the above recommendations, if you wish to make up your child’s bottle at home, this can be stored in nursery’s fridge on arrival, however we will dispose of feeds that have been made up if they are more than 24 hours old.

**Breast Feeding Policy.**
During all bottle feeds we always ensure that we hold the babies so that they feel safe, secure and relaxed. At Flying Start Nursery we also encourage and support breastfeeding mothers. Mothers can either come in to the setting to feed their baby or express milk for staff to feed baby. Expressed milk can be brought into nursery either fresh or frozen and thawed. Here is a table displaying storage times. Milk should always be labelled with expressed date.

<table>
<thead>
<tr>
<th>Temperature</th>
<th>Storage time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room temp 19-22 degrees Celsius</td>
<td>Up to ten hours</td>
</tr>
<tr>
<td>Refrigerated (back of fridge)</td>
<td>8 days</td>
</tr>
<tr>
<td>Freezer</td>
<td>3-4 months</td>
</tr>
<tr>
<td>Deep freeze</td>
<td>Up to 12 months</td>
</tr>
</tbody>
</table>

Frozen milk which has been thawed can be kept in the refrigerator and used within 24 hours. To defrost milk it should be held under running water which gradually warms. Breast milk should never be microwaved. Staff at Flying Start are expected to follow these guidelines at all times.
Cleanliness

Staff must keep the nursery to the highest standards of cleanliness and hygiene at all times. Staff must adhere to strict hygiene rules of hand-washing before eating and cooking, after using the toilet and encourage the children to develop good hygiene habits. All spills in the nursery must be cleaned quickly and thoroughly using disinfectant. Soiled clothes are not to be washed with fabrics for foods eg. cloths and bibs. Bed linen is to be named and used for a specific child only, and washed at least once a week.

Cleaning Cloths are colour-coded depending on their purpose:

White: Surfaces and Washing up
Green towels: Dirty spills and floors
Blue: Arts & Crafts

Mops used in the nursery and preschool are colour-coded depending on the use:

- Blue – for high risk areas such as toilets and bathrooms
- Red – for low risk general floor cleaning
- Yellow – for hazardous and clinical waste environments

Toys and equipment must be checked and cleaned regularly and babies’ toys cleaned routinely in sterilizing solution. Staff are required to keep a record of cleaning carried out.

Children must be kept clean and dry at all times, with regular nappy checks and changes. Nappy changes are recorded. Children must be changed immediately if their nappy is soiled. Nappies are to be disposed of safely – in a nappy bag and into a bin. Re-usable, real cloth nappies are stored in sealed bags for return to parents for sterilization. Nappy ointments and creams are only to be used with parental consent. The changing area must be cleaned and disinfected after each use with anti-bacterial spray and a disposable green towel.
Staff Sickness Policy

No member of staff should attend work if unwell. In case of illness, please telephone the nursery manager at the earliest opportunity so that cover can be arranged or try to arrange a supply practitioner to replace you.

Records of staff contact numbers, doctors' telephone numbers and any allergies or health problems are kept in the staff record file. Staff are responsible for keeping these details up to date. Flying Start Nurseries expect all staff to work together to provide a safe working environment for their colleagues and, most importantly, for the children.

Children's Sickness Policy

Children who are unwell must not attend nursery. Staff have a responsibility to ensure that no child with an illness attends the nursery and to explain our policy to parents and carers.

If a child becomes unwell whilst at nursery they are to be made comfortable, distanced from other children if possible and parents/carers contacted. In the case of more serious illness, staff should contact the child’s doctor for advice, take to casualty or telephone 999 for an ambulance. If in doubt, seek professional advice. If a child needs treatment, seek the parents’ consent. If they cannot be contacted and the child needs emergency treatment, authorize it. Parents sign consent for emergency treatment on the ‘All About Me’ form.

On admission of a child with a long-term illness staff are trained by a health specialist in handling their particular condition (for example, how to use an asthma nebulizer). With HIV and Hepatitis in mind, staff should always wear gloves when dealing with “accidents” or grazes and nosebleeds.

A useful guide on infection control in childcare settings has been produced by the Health Protection Agency (copy attached and displayed in reception). Fact sheets and further information are available at www.hpa.org.uk or telephone 01202 851272.

Children with infections must stay at home until risk of infection to others has passed. No child with sickness or diarrhea will be allowed to return to the nursery until 48 hours after cessation of symptoms. The same exclusion periods apply to nursery staff.

In certain cases where both parties are unsure of the child’s illness or symptoms it may be necessary to seek a medical opinion from the child’s doctor or by contacting NHS Direct.

Head Lice Policy

Policy statement
We are aware that head lice can be a persistent problem in many nurseries and preschool settings. This policy outlines how we address the problem. Our aim is to deal with head lice within the setting in a sympathetic, yet effective way.

Procedures
• Children and staff with long hair are encouraged to tie their hair back.
• Children will not be excluded from attending Nursery or Preschool if they have head lice, except in exceptional circumstances e.g. where a child has head lice for longer than three weeks.
• Any child attending the nursery with head lice must wear their hair up at all times.
• Parents/carers will be encouraged to inform staff if their child has head lice.
• Staff will display a notice informing parents/carers when cases of head lice have been reported.
• Staff will provide parents/carers with information about how to treat and prevent infections of head lice.
• Staff are not permitted to check children’s hair for lice as it is classed as a child protection issue.
• It is the responsibility of the parent/carer to check their child’s hair on a regular basis for head lice.

Prevention and treatment of head lice

• Head lice can be treated by the application of head lice shampoo, lotion or ordinary hair conditioner followed by thorough combing with a nit comb.
• Head lice can be treated and prevented by following a regular routine of washing, conditioning and nit combing the hair every four days for a period of four weeks, and thereafter conditioning and nit combing after every shampoo.
• Head lice can be deterred by adding a few drops of tea tree oil to the final rinse when washing hair.
• Bug Buster kits are available from some pharmacies, or by mail order from: Community Hygiene Concern Helpline: 020 7686 4321 www.chc.org/bugbusting. The kit includes an illustrated guide and set of combs to physically remove any lice found and is an ideal way to prevent head lice.

or: [http://www.nittygritty.co.uk/site/howtogetaprescription.asp](http://www.nittygritty.co.uk/site/howtogetaprescription.asp)
Ticks and Lyme disease

Lyme disease is a bacterial infection a person may get after being bitten by hard-bodied (Ixodid) ticks that are infected by the bacterium Borrelia burgdorferi. These ticks pass the bacterium to humans as they feed on our blood. Most cases of Lyme disease are treated successfully with antibiotics. But, if left untreated, it can infect the heart, joints and nervous system.

The disease is usually found in people who have visited areas where ticks are present. The ticks are commonly found in woods, heaths, moorland and also in suburban parkland. They favour long grass, bracken and heavy undergrowth and require a temperate humid environment. They are less frequently found in coniferous forests and at altitudes above 650 metres.

Areas inhabited by deer are particularly suitable habitats for ticks. They are also found on birds (including grouse and pheasants), small mammals (such as mice and voles), hares, squirrels, foxes, sheep, cattle, horses and dogs. The ticks can wait in vegetation for a passing host. Not every tick infested area has a high risk of Lyme disease and not all ticks carry the bacteria. People have caught the disease in holiday and outdoor activity destinations such as the New Forest, Exmoor, the Lake District, the Scottish Highlands and Islands, North York Moors, Thetford Forest, and the South Downs. Anywhere that Ixodid ticks are present is a potential risk area.

How do you catch it?

Peak times of the year for tick bites are late spring, early summer and autumn. Ticks are very small (about the size of a poppy seed) and can easily be overlooked. Most ticks are not infected with the bacteria that cause Lyme disease. Even if a tick is infected, it may not spread the bacteria in the first few hours of its feed, so there is a low risk of infection if a tick is removed quickly. A tick bite usually looks like a lump with a small scab on the skin surface at the site of the bite. Most people with Lyme disease then develop a reddish skin rash in a ring shape, and this may be the only sign of infection. The rash spreads out from the site of a bite after 3 to 30 days. Other common symptoms with early Lyme disease include tiredness, headache, joint pains, and flu-like symptoms.

Without treatment, these symptoms may last for weeks or even longer. Rarely, there are serious complications, and in some cases, these can occur several years later. Early detection and treatment with antibiotics helps to relieve the symptoms and shorten the illness. For this reason, it is important to be aware of the indicators, so that treatment can be given early. People showing symptoms should advise their doctor that they have been in an area where ticks might be found.

Risk control measures

The principal control is to make visitors more aware of the possibility of Lyme disease and of ways to avoid it. This typically includes:

- education to generate awareness of the disease
- advice on ways to reduce the likelihood of tick bites
- information on how to remove ticks from the skin
- information on how to recognise symptoms of the disease

As part of our outing risk assessments at Flying Start we include the possible risks of tick bites in the area we are planning on visiting. We also inform parents about tick bite risks and prevention. See the following health advice:

Emergency Closures of the Nursery and Preschool

Pandemic Illness Policy

At Flying Start we recognise the importance of advanced planning in order to maintain services and limit the spread of pandemic type flu’s within our setting.

Pandemics viral infections such as Swine flu (H1N1) are typically spread from person to person by close contact. Symptoms include:

- Sudden fever
- Sudden cough
- Headache
- Tiredness
- Chills
- Aching muscles
- Limb and joint pain
- Diarrhea or stomach upset
- Sore throat
- Runny nose
- Sneezing
- Loss of appetite

Any child who becomes ill whilst at nursery or pre-school will be isolated from the other children until they can be collected by his or her parents. Flying Start Nursery and Pre-school will remain open but parents and staff will be informed, especially those in high risk groups.

Following a widespread outbreak, any children or staff who are experiencing symptoms of such flu’s should remain at home until symptoms have passed and they feel well again.

Infection Control

The flu virus is spread by:

- Infected people passing the virus to other through large droplets when coughing, sneezing or even talking within a close distance (one metre or less).
- Direct contact with an infected person: for example, if you shake or hold their hand, and then touch your own mouth, eyes or nose without first washing your hands.
- Touching objects (eg: door handle, light switches) that have previously been touched by an infected person then touching your own mouth, eyes or nose without first washing your hands. A virus can survive longer on hard surfaces than on soft or absorbent surfaces.

We will limit the risk of catching or spreading the flu virus at the nursery and pre-school by:

- Regular hand-washing
- Minimizing contact between our hands and mouth/nose, unless we have washed our hands
- Covering nose and mouth when coughing or sneezing; using a tissue when possible, and disposing of the tissue promptly and carefully (bag it and bin it).
- Encouraging the children to follow the guidance above
- Instructing staff to remain at home if they display any relevant symptoms, or sending them home if they first display symptoms while at work.

At Flying Start we will promote infection control through the methods above and in addition we will:
• Display posters and information to promote infection control
• Ensure that adequate supplies of cleaning materials are available
• Dispose of waste promptly and hygienically
• Clean hard surfaces (e.g.: door handles) with sanitizer regularly
• Provide tissues and suitable facilities for their disposal

Closure

The latest scientific advice to the DCSF is that closing individual settings is of limited benefit in stopping the spread of the disease. However, there may be some occasions when we have to consider temporarily closing the setting because we have too few unaffected staff to run sessions safely. If this occurs the manager will contact the Dorset Early Years team for further support and guidance.

The nursery and pre-school would also need to close if advised to do so by the local authority (DCC) in the interest of safeguarding the children in our care. In the event of closure, the manager will notify parents and carers as soon as possible. The manager will also inform the local childcare information service as well as other relevant parties, e.g. schools, other users of the premises etc. The manager will also inform Ofsted of the closure.

Advance Planning

In preparation for dealing with a pandemic disease, Flying Start will ensure that all contact details for staff, children and parents are up to date. We will prepare letters of notification for parents and staff, so that they can be distributed as soon as an outbreak occurs.

We will endeavour to build a bank of relief or supply staff who are able to provide cover should staffing levels fall below the required legal minimums. Any relief staff will be CRB checked at the time of joining our team, so that they are legally able to work with children should the need arise. Flying Start will regularly update information regarding swine flu (or other pandemic disease), by checking the latest guidance from DfE and the local authority, and will inform parents and staff of any changes to our emergency plans.

Useful Contacts:
Dorset Sure Start: 01305 228444
Ofsted: 08456 404040
Flying Start: 01747 852666
https://www.gov.uk/government/organisations/department-of-health
www.nhs.uk

Adverse Weather

Please listen to The Breeze North Dorset Radio (Main Switchboard: 01935 84 84 88) for details of school closures and the situations on the roads in the area before setting off to bring your child/children to nursery and preschool. We have a few staff who are able to make it in on foot so will invariably be open during adverse/snowy weathers. However, with a few staff members who live in the villages outside of Shaftesbury it does sometimes mean that we have a limited number of spaces as we must adhere to staff/child ratios at all times for safety reasons. Our first priority for these spaces has to go to parents who need to get to work. Following this allocation, spaces are offered on a first come, first serve basis. Please always call the nursery on 01747 852666 for further details such as closing times before you head out in these extreme conditions to avoid any disappointment. For those of you who are refused a space on the day due to lack of spaces it is not our policy to refund any fees however we can offer another session on a different day or time free of charge in order to compensate for any loss of earnings caused.
Nappy Changing Policy and Intimate Care Policy

During a nappy change the child’s dignity and right to privacy is respected at all times. If a child is toilet trained and they are able to take themselves to the toilet but still require assistance by a member of staff then assistance will always be given unless otherwise instructed not to by the parents at the time of the child’s registration at the setting. We encourage children to be as independent as possible but where a child requires help with toileting then this is done on a one-to-one basis with other members of staff nearby and in designated spaces only.

The nappy changing facilities at Flying Start Nurseries meet environmental health and safety standards. Soiled nappies are wrapped and disposed of safely in bins provided. Appropriate height nappy changing tables are available for staff to use. Children are not left unattended at any time. Staff should be aware of the correct manual handling procedure when lifting children onto the changing table. It may be appropriate to change older children on a changing mat on the floor to avoid any possible back injury.

Nappies and wipes are provided by the parents and are stored in the child’s individual drawer or changing bag. Flying Start requires the parent or carer to complete a permission form for the use of any creams or lotions to be used during nappy changes. Such creams or lotions are to be provided by the parent to reduce the risk of allergic reactions and need to be appropriate for the child’s individual needs.

Nappy changing procedure:

1. Ensure you have everything you need before you begin a nappy change.
2. Wash your hands before each nappy change.
3. Put on a disposable apron and gloves.
4. Use the changing table with waterproof mat or use changing mat on the floor.
5. After changing the child – clean the surface of the changing mat with paper towels and antibacterial spray.
6. Wrap nappy in nappy sack and dispose of safely in the bin provided.
7. Dispose of gloves and wash your hands.
Sleep Policy

Our sleeping areas are peaceful, cosy spaces where children can rest and sleep to gain vital recuperation and happy dreaming! At Flying Start we have an area for sleeps with cots and beds which the children become familiar with and can use their own bedding and comforters to promote their feelings of well-being and security. These spaces have reduced background noise, is the correct temperature and is darkened to stimulate relaxation and peacefulness.

Our policy:

- Babies under one year of age must sleep in a cot, travel cot or ‘oracle’ cot.
- Babies should be placed on their backs at the foot of the cot so that there is no risk of being smothered by blankets and sheets.
- No pillows are to be used in the cots.
- No toys are to be used in the cots except child’s comforter, if it’s a soft toy, but moved safely out of the child’s way once the child is asleep.
- Children may take naps in pushchairs if this is the routine at home or if the child is asleep on returning from a walk – but they must be in the nursery room where they can be supervised or moved to the sleep room where they can be monitored.
- Babies should not be placed in a room to sleep with older, mobile children.
- Older children should be given opportunities for rest and to relax perhaps to gentle music or a story.
- All children who are sleeping must be checked every 10 – 15 minutes if a member of staff is not present in the room and times of each check should be recorded on the sleep chart.
- The person responsible for checking sleepers is also responsible for ensuring that baby monitors are switched on and audible.
- When possible, a member of staff should remain upstairs while children and babies are sleeping.
- All cots/beds should be checked for cleanliness daily.
- Every morning all cots and beds should be safety checked to ascertain that the cots are solid and securely constructed, if any cot is deemed broken, it must not be used, but repaired or replaced as soon as possible.

Throughout the day children will be given the opportunity to rest and sleep appropriate to their age/stage of development and their individual needs. The individual sleep and rest pattern of children will be discussed and agreed with parents and met as far as possible within the daily routine.

Opportunities will be given for children to sit quietly, listen to music, look at books and be read or sung to. Staff will recognise that children have individual needs when being settled to sleep. Comfort items such as blankets, toys from home etc., will be used in line with parent’s wishes and never used as a punishment or bribe. Staff will ensure that children are clean and comfortable before being settled to sleep.

An appropriate environment will be provided to encourage children to settle to sleep such as:
- Drawn blinds/curtains to darken the room.
- Sufficient room between beds and cots to prevent disturbance.
- Relaxing music played for older children who are resting.

Children who are not sleeping or are unable to settle may be taken to another area to prevent disruption. In order to ensure that children sleep safely:
- Personal bedding will be provided which is clean and in good condition.
- Babies will be slept in line with the most up to date guidance on safe practice from relevant bodies such as the Department of Health or FSIDS.
Outdoor Policy

Our outdoor area is a dynamic, flexible and versatile place where children can choose, create, change and be in charge of their play environment.

The outdoor area at Flying Start is used daily, by all the children. The area is well away from any road and is a safe, wall-enclosed space laid with patio and artificial grass. There are a variety of toys and equipment accessible to the children which offer essential learning experiences.

The Seven Areas of the Early Years Foundation Stage are incorporated in play and provision outdoors...

“The physical development of babies and young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.”

Pg. 15 The Early Years Foundation Stage

Our policy for outdoor care is as follows...

- The outdoor area is checked every morning for any hazards and any findings are recorded.
- Ride-on toys, slides and other large equipment are checked for breakages or loose parts frequently. Any equipment which is broken is removed from play and either repaired or disposed of.
- Outdoor exits must be kept secure and clear at all times.
- In wet weather conditions, children and staff are made aware and children are told to extra care outdoors.
- At the end of every play session sand-pit crates must be placed back on top.
- Staff are required to monitor the children’s behaviour towards each other carefully and to help the children to solve any conflicts with others amicably.
- Staff should explain to the children what we expect from them and make them aware of any dangers or problems before they occur.
- Children are supervised at all times whilst at Flying Start and activities outdoors are carefully monitored to prevent accidents from happening. In the event of any accident/injury whilst outdoors a staff member who is qualified in first aid should be alerted immediately and our accident/incident procedure followed.
- Our outdoor provision supports inclusion and meets the needs of all individuals, offering a diverse range of play-based experiences.
- Our children will participate in decisions which will affect their equipment and layout of their outdoor play.

Young children need challenge and risk within a framework of security and safety.
Pet Policy

Introduction/Overview

Children learn about the natural world, its animals and other living creatures, as part of the Early Years Foundation Stage (EYFS) curriculum. This may include contact with animals, or other living creatures, either in the nursery or in visits. Flying Start Nursery aims to ensure that this is in accordance with sensible hygiene and safety controls.

The nursery manager is responsible for ensuring all staff understand and follow these procedures.

Nursery Procedures for Animals in the Nursery as Pets

• We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the nursery.
• We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
• We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
• We ensure the correct food is offered at the right times.
• We make arrangements for holiday care for the animal or creature.
• Children are taught correct handling and care of the animal or creature and are supervised.
• Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
• Staff wear disposable gloves when cleaning housing or handling soiled bedding.

Animals in the Nursery Brought by a Visitor

• If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.
• The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Disseminating and Implementing this Policy

All nursery staff will be required to read this policy on their induction and to comply with the contents of the policy.

The implementation of the policy will be monitored by nursery staff on a day to day basis. If incidences of non-compliance do occur, this will be dealt with on a case by case basis through performance management of staff. Any adverse incidents will be recorded and reviewed to ensure the policy is fit for purpose.
Confidentiality and Communication

All staff must understand the importance of confidentiality and to respect children’s and families’ right to privacy. Sharing information about children within the nursery is necessary and good practice, but discretion must be practiced outside the nursery. Children’s records remain the property of Flying Start Nurseries and are strictly confidential.

Definition: ‘Confidential information is information that is not normally in the public domain or readily available from another source, it should have a degree of sensitivity and value and be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.’ (Information Sharing: Guidance for Practitioners and Managers (DCSF 2008))

In our setting, staff and managers can be said to have a ‘confidential relationship’ with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

Personal phone calls should not be made or taken at work, except during breaks, unless urgent. No Company employee may at any time or under any circumstances respond or answer any mobile phone whilst at work. Staff are strictly prohibited from using mobile telephones whilst working with the children at the setting. Staff should issue the company telephone number if they need to be contacted in the case of emergency. No information relating to work or employment or information relating to children or families using the setting should be spoken about in any way whilst outside the setting eg: via text or social networking sites such as Facebook, MSN etc.
Data Protection policy


Statement of intent

Our work with children and families will sometimes bring us into confidential information. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting.

Aim

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

Methods

Staff must maintain confidentiality as bound by their contract of employment.

We keep three kinds of paper only records on children attending our setting:

1. Individual development records
   These include observations of children in the setting, samples of their work, summary developmental reports and records of achievement. They are kept secure in the playroom and can be accessed, and contributed to, by staff, the child and the child's parents.

2. Child information records
   These include registration and admission forms, signed consents, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents.
   These confidential records are stored securely. Parents have access, in accordance with the access to records procedure, to the files and records of their own children but do not have access to information about any other child. Staff may discuss personal information given by parents with other members of staff within the setting. Where appropriate, information will be shared (with the knowledge of parents) with relevant professional agencies.

3. Child Protection Records
   We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

Other records

1. Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the setting’s management directly involved with making personnel decisions.
2. Students are advised of our confidentiality policy and required to respect it.
Complaints Policy

Parents and children are entitled to expect courtesy and prompt, careful attention to their needs. If you have a complaint, please address it in the first instance to the manager, either verbally or in writing. (See page 70 - Section 9 - Record of complaint). If this does not have a satisfactory outcome, or if a problem reoccurs, please forward your written complaint addressed to the principal of Flying Start – Mrs Nihara Murugupillai. All complaints will be treated in a confidential manner.

Flying Start Nurseries aims to meet at all aspects of the Early Years Foundation Stage at all times and to provide the highest quality provision. If staff or parents are aware of any breach of the standards set out in the statutory framework for the Early Years Foundation Stage they have the responsibility to report the breach to the Nursery Manager and immediate action will be taken.

We have a duty to investigate all complaints made in writing or electronic form from parents where these relate to the Early Years Foundation Stage. We must provide parents who make the complaint with an account of the findings and of any action taken within 28 days. We have to keep a written record of complaints, any action taken and the outcomes of any investigation. We will provide a summary of the complaint on request to any parent of a child for which we provide day care and Ofsted.

Records of complaints are retained for a period of 3 years from the date on which the record was made.

Should a problem arise that concerns you, you may wish to contact Dorset Early Years and Childcare for advice. Their contact details are as follows:

**Early Years and Childcare**
**West Court**
**Colliton Park**
**Dorchester**
**Dorset**
**DT1 1XJ**

Telephone: 01305 228425 or email: l.mcgoldrick@dorsetcc.gov.uk

Contact Details for Ofsted:

**Ofsted**
**Piccadilly Gate**
**Store Street**
**Manchester**
**M1 2WD**
Email: enquiries@ofsted.gov.uk or telephone 0300 123 4666 or 0300 123 1231
Appendix 1 - Online Safety Policy (see also our main policy: ‘Policy on ICT use and Online Safety’)

This policy applies to staff, volunteers, children, parents/carers, visitors, and community users who have access to and are use communications technologies (whether these belong to Flying Start Nurseries or to the users themselves)

Roles and Responsibilities
• The Manager has overall responsibility for ensuring the safety, including online safety, of all staff, volunteers and children of Flying Start Nurseries.
• The Manager and Deputy Managers should be aware of the procedures to be followed in the event of a serious online safety allegation being made against a member of staff or volunteer.

The Online Safety Leaders are: Hannah Miles, Kay Roberts, Michelle Diamond and Jacqui Costello and they will:
• ensure that staff/volunteers have an up to date awareness of Flying Start Nurseries current online safety policy and practices
• ensure that all staff/volunteers are aware of the procedures that need to be followed in the event of an online safety incident taking place
• take day to day responsibility for online safety issues and take a leading role in establishing and reviewing the online safety policies/documents
• offer advice and support for all users
• keep up to date with developments in online safety
• understand and know where to obtain additional support and where to report issues.

Staff and volunteers are responsible for ensuring that:
• they have an up to date awareness of Flying Start Nurseries current online safety policy and practices
• they have read, understood and signed the Staff/Volunteer Acceptable Use Policy
• they report any suspected misuse or problem to the Manager or Deputy Managers particularly where it is believed that a child’s welfare is at risk.
• digital communications with parents, children and young people are on a professional level

Children:
are expected to abide by Flying Start Nurseries Acceptable Use Policy and Rules.

Parents/Carers
Parents/Carers play a crucial role in ensuring that their children understand the need to use the internet/mobile devices in an appropriate way.

Educating children to stay safe online
• Key online safety messages will be reinforced as part of all relevant planned programmes of activities
• Online safety issues will be discussed/highlighted, when possible, in informal conversations
• Children should be made aware of the need to respect copyright when using material accessed on the internet.

Awareness raising for parents/carers
We will provide online safety information and awareness to parents and carers through:
• Letters and newsletters
• Reference to the SWGfL Safe website (N.B. the SWGfL “Golden Rules” for parents) and other relevant resources
• Sharing our policies with parents and carers.

Training – staff and volunteers
It is essential that all staff and volunteers receive online safety awareness training and understand their responsibilities, as outlined in this policy. All new staff and volunteers will receive awareness training as part of their induction programme, ensuring that they fully understand the online safety policy and acceptable use policies.

Protecting the professional identity of staff
• This applies to any adult, but particularly those working with children and young people (paid or unpaid) within Flying Start Nurseries. Consideration should be given to how online behaviour may affect staff’s own safety and reputation and that of Flying Start Nurseries.
• Communication between adults and between children and adults, by whatever method, should take place within clear and explicit boundaries. This includes the wider use of technology such as mobile phones, text messaging, social networks, e-mails, digital cameras, videos, web-cams, websites and blogs.

When using digital communications, staff and volunteers will:
• not share any personal information with a child e.g. they should not give their personal contact details to children including e-mail, home or mobile telephone numbers.
• not request, or respond to, any personal information from the child, other than that which might be appropriate as part of their professional role, or if the child is at immediate risk of harm.
• not post information online that could bring Flying Start Nurseries into disrepute.

Any communications outside the agreed protocols (above) may result in Gross Misconduct and lead to disciplinary and/or criminal investigations.

Wider personal use of digital communications:
• Careful consideration should be given as to who should be included as “friends” on social networking profiles and which information/photos are available to those friends.
• Privacy settings should be frequently reviewed.
• The amount of personal information visible to those on “friends” lists should be carefully managed and users should be aware that “friends” may still reveal or share this information.

Technology
Flying Start Nurseries will be responsible for ensuring that all systems and devices will be as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented.
• The use of the internet by children will be supervised.
• Flying Start Nurseries official email address is safe and secure and monitored.
• Any communication between staff and the children or their parents or carers must be professional in tone and content.
• Any offensive, threatening or bullying communications should not be answered and should be reported to the Manager or Deputy Managers.
• Personal data must not be sent over the internet or taken away from Flying Start Nurseries premises unless safely encrypted or otherwise secured.

• Passwords will be provided, where required, for those who need access to these systems/devices and access will be restricted for those who do not. Users will be required to change their password when requested by the Manager or the Administrator. Users will be made responsible for the security of their username and password, must not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security.

• Where relevant, PINS will be enabled on devices e.g. tablets.

**Personal Devices**

*All areas of Flying Start Nurseries are “No Mobile” areas*

**Use of digital and video images**

When using digital images, staff and volunteers should raise awareness among children about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet, for example, on social networking sites.

• Written permission from parents or carers will be obtained to allow images to be taken of their children for publicity that promotes the work of Flying Start Nurseries.

• Parents/carers are allowed to take digital/video images of their children at Flying Start Nurseries special events within the guidelines contained in the Parents/Carers Permission Form. Parents may withdraw their child from these events if they wish.

• Staff and volunteers are allowed to take digital/video images, where appropriate, but must follow Flying Start Nurseries policies concerning the sharing, distribution and publication of those images. Those images should be taken, where possible, on Flying Start Nurseries equipment, not the personal equipment of staff and volunteers.

• Care should be taken when taking digital/video images that children are appropriately dressed and are not participating in activities that might bring the individuals or Flying Start Nurseries into disrepute.

• If photos are taken, their storage and use must not cause risk or embarrassment.

• Photographs published on the website, or elsewhere, that include children will be selected carefully and will comply with good practice guidance on the use of such images.

• The full names of children will not be used anywhere on a website, blog, or published article, particularly in association with photographs.

**Data Security**

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998 which states that personal data must be:

• Fairly and lawfully processed

• Processed for limited purposes

• Adequate, relevant and not excessive

• Accurate

• Kept no longer than is necessary

• Processed in accordance with the data subject’s rights

• Secure

• Only transferred to others with adequate protection
Staff and volunteers must ensure that they

- At all times take care to ensure the safe keeping of personal data, minimising the risk of its loss or misuse.
- Use personal data only on secure password protected computers and other devices, ensuring that they are properly “logged-off” at the end of any session in which they are using personal data.
- Transfer personal data using encryption and secure password protected devices.
- When personal data is stored on any portable computer system, USB stick or any other removable media the data should be encrypted or password protected. The data should be securely deleted from the device, once it has been transferred or its use is complete.
<table>
<thead>
<tr>
<th>Users shall not visit internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:</th>
<th>Acceptable</th>
<th>Acceptable at certain times</th>
<th>Acceptable for nominated</th>
<th>Unacceptable and illegal</th>
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<tbody>
<tr>
<td>Child sexual abuse images – The making, production or distribution of indecent images of children. Contrary to The Protection of Children Act 1978</td>
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<td>Grooming, incitement, arrangement or facilitation of sexual acts against children Contrary to the Sexual Offences Act 2003</td>
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<td>Possession of an extreme pornographic image (grossly offensive, disgusting or otherwise of an obscene character) Contrary to the Criminal Justice and Immigration Act 2008</td>
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<td>Criminally racist material in UK – to stir up religious hatred (or hatred on the grounds of sexual orientation) - contrary to the Public Order Act 1986</td>
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<td>Pornography</td>
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<td>Promotion of any kind of discrimination</td>
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<td>Threatening behaviour, including promotion of physical violence or mental harm</td>
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<td>Any other information which may be offensive to colleagues or breaches the integrity of the ethos of The Ark or brings The Ark into disrepute</td>
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<td>Use systems, applications, websites or other mechanisms that bypass the filtering or other safeguards that are in place</td>
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<td>Infringing copyright</td>
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<tr>
<td>Revealing or publicising confidential information (eg financial/ personal information, computer/network access codes and passwords)</td>
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<tr>
<td>Creating or propagating computer viruses or other harmful files</td>
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</table>
Introduction

Personal Data
Flying Start Nurseries and individuals may have access to a wide range of personal information and data, held in digital format or on paper records. Personal data is defined as any combination of data items that identifies an individual and provides specific information about them, their families or circumstances. This will include:

- Personal information about children, members of staff/volunteers and parents and carers eg. names, addresses, contact details, legal guardianship/contact details, health records, disciplinary records
- Professional records eg. employment history, taxation and National Insurance records, appraisal records and references
- Any other information that might be disclosed by parents/carers or by other agencies working with families.

It is the responsibility of all staff and volunteers to take care when handling, using or transferring personal data that it cannot be accessed by anyone who does not have permission to access that data or does not need to have access to that data. Anyone who has access to personal data must know, understand and adhere to this policy.

The Data Protection Act (1998) lays down a set of rules for processing of personal data (both structured manual records and digital records). It provides individuals (data subjects) with rights of access and security and requires users of data (data processors) to be open about how it is used and to follow “good information handling principles”.


Policy Statements
Flying Start Nurseries will hold the minimum personal information necessary to enable it to perform its function and information will be erased once the need to hold it has passed.

Every effort will be made to ensure that information is accurate, up to date and that inaccuracies are corrected without unnecessary delay.

Responsibilities
The Manager and Administrator will keep up to date with current legislation and guidance.

Training & Awareness
Staff and volunteers will receive data handling awareness/data protection training and will be made aware of their responsibilities, as described in this policy through:

- Induction training for new staff
- Meetings/briefings/training for staff/volunteers
- Day to day support and guidance from the Manager.

Risk Assessments
Information risk assessments will be carried out by staff/volunteers to establish key areas of Flying Start Nurseries where data might be at risk and how the risk could be reduced.
**Storing personal data**

Personal data must be held securely on Flying Start Nurseries premises and only accessed by those with permission to do so. Any personal data removed from the premises should have the appropriate level of protection to prevent loss of data.

Flying Start Nurseries has clear policy and procedures for backing up, accessing and restoring all data held on systems, including off-site backups.

Flying Start Nurseries recognises that under Section 7 of the Data Protection Act, data subjects have a number of rights in connection with their personal data, the main one being the right of access. Flying Start Nurseries will give any parent or member of staff access to all their and their child’s personal data, upon their request.

**Disposal of data**

Flying Start Nurseries will comply with the requirements for the safe destruction of personal data when it is no longer required. Electronic files must be securely deleted, and other (paper based) media must be shredded.

**Password Security Policy**

**Introduction**

Flying Start Nurseries will be responsible for ensuring that the technology is as safe and secure as is reasonably possible and that:

- users can only access data to which they have permission
- access to personal data is securely controlled in line with Flying Start Nurseries personal data policy, see page 5.

**Responsibilities**

- The management of the password security policy will be the responsibility of the Manager.
- Passwords for new users, and replacement passwords for existing users will be allocated by the Manager.

**Training / Awareness**

- It is essential that users should be made aware of the need for keeping passwords secure.
- Adult users will be made aware of the password policy at induction.

**Policy Statements**

All users will be provided with a username and password by the manager who will keep an up to date record of users and their usernames.

- the “master/administrator” passwords for Flying Start Nurseries will be held by more than one person (including the manager), and will be stored securely.
Acceptable Use of IT Agreement for Staff and Volunteers

Technology has transformed learning, entertainment and communication for individuals and for all organizations that work with young people. However, the use of technology can also bring risks. All users should have an entitlement to safe internet access at all times.

This Acceptable Use of IT Policy is intended to ensure that:

- Staff and volunteers will act responsibly to stay safe while online, being a good role model for younger users.
- Effective systems are in place for the online safety of all users and the security of devices, systems, images, personal devices and data.
- Staff and volunteers are aware of and can protect themselves from potential risk in their use of online technologies.

The term “professional” is used to describe the role of any member of staff, volunteer or responsible adult.

For my professional and personal safety I understand that:

- I will ensure that my on-line activity does not compromise my professional responsibilities, nor bring Flying Start Nurseries into disrepute.
- My use of technology could be monitored, therefore I will not use technology for my personal gain (e.g. facebook, personal ordering of items etc).
- When communicating professionally I will use the technology provided by Flying Start Nurseries (e.g. email).
- These rules also apply when using Flying Start Nurseries technology either at home or away from Flying Start Nurseries premises.
- Personal use of Flying Start Nurseries technology is only acceptable with permission.

For the safety of others:

- I will not access, copy, remove or otherwise alter any other user’s files, without authorisation
- I will communicate with others in a professional manner
- I will share other’s personal data only with their permission
- I understand that any images I publish will be with the owner’s permission and follow Flying Start Nurseries code of practice
- Wherever possible I will use Flying Start Nurseries equipment to record any digital and video images, unless I have permission to do otherwise.

For the safety of Flying Start Nurseries, I understand that:

- I will not try to access anything illegal, harmful or inappropriate
- It is my responsibility to immediately report any illegal, harmful or inappropriate incident
- I will not share my online personal information (eg social networking profiles) with the children in my care
- I will only transport, hold, disclose or share personal information about myself or others, as
outlined in the Personal Data Policy. Where personal data is transferred, externally, it must be password protected or encrypted.

- I understand that data protection policy requires that any personal data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by Flying Start Nurseries policy to disclose such information to an appropriate authority.
- Personal passwords and those of other users should always be confidential.
- I will inform the appropriate person if I find any damage or faults with technology. I understand that misuse of the equipment may result in a charge being levied for replacement/repair of equipment.
- I will not attempt to install programmes of any type on the devices belonging to Flying Start Nurseries, without permission.

Staff / Volunteer Name: ____________________________________________

Signed:________________________________________________________

Date: _____________________
Consent Form for Parents and Carers

A copy of the Children Acceptable Use of IT Policy is attached to this permission form, so that parents/carers will be aware of Flying Start Nurseries expectations of the children in their care.

Parent/Carers Name:

Name of Child

As the parent/carer, I give permission for my child to use the group’s technology and devices.

I know that my child has signed an Acceptable Use of IT Agreement and has received guidance to help them understand the importance of online safety.

I understand that Flying Start Nurseries will take reasonable precautions to ensure that my child will be safer when online, however, I understand that this manages risk but cannot eliminate it.

I understand that my child’s online activity will be supervised and monitored and that Flying Start Nurseries will contact me if they have concerns about any possible breaches of the Acceptable Use Policy.

I understand that Flying Start Nurseries will take appropriate action in the event of any incidents.

I will encourage my child to adopt safe use of the internet and digital technologies.

Signed ___________________________ Date __________

Use of Digital/Video Images

The use of digital/video images plays an important part in our activities. Children, staff and volunteers use digital cameras or other devices to record evidence of children’s learning. Flying Start Nurseries uses ‘Tapestry’ a secure online system for observation and assessment, which also allows parents easy access to their children’s learning journals. Images may also be used to celebrate success through their publication in newsletters, on the website, on our Facebook page and occasionally in the public media.

Flying Start Nurseries will comply with the Data Protection Act and request parents/carers permission before taking images of their children. We will also ensure that full names will not be published alongside images.

We understand that it is very important to parents that you are able to film your child at our events and we know they provide a lot of precious memories. Parents may withdraw their child from these events if they wish to. Parents can support us in keeping our children safe by considering the following:
• Images and video should be for your own or family’s personal use only
• Privacy and who has the right to see your images, not only of your own child but of others
• If you do share the images online, then you must make sure they are limited to immediate family only and not the general public
• If you need help in how to do this then come and have a chat with us

Parents/carers are requested to sign the permission form below to allow Flying Start Nurseries to take and use images of their children.

Permission Form

Parent/Carers Name

Name of Child

As the parent/carer of the above child, I agree to Flying Start Nurseries taking and using digital/video images of my child/children. I understand that the images will only be used to support legitimate activities or in publicity that reasonably celebrates success and promotes the work of Flying Start Nurseries.

I agree that if I take digital or video images at Flying Start Nurseries events which include images of children, other than my own, I will abide by these guidelines in my use of the images.

Signed

Date

Parents/carers are requested to sign the permission form below to allow Flying Start Nurseries to take and use images of their children.

Permission Form

Parent/Carers Name

Name of Child

As the parent/carer of the above child, I agree to Flying Start Nurseries taking and using digital/video images of my child/children. I understand that the images will only be used to support legitimate activities or in publicity that reasonably celebrates success and promotes the work of Flying Start Nurseries.
I agree that if I take digital or video images at Flying Start Nurseries events which include images of children, other than my own, I will abide by these guidelines in my use of the images.

Signed ___________________________  Date ___________________________

Acceptable Use of IT Policy for Children

This is how we stay safe when we use computers:

- I will ask *an adult* if I want to use the computer
- I will only use activities that *an adult* has told or allowed me to use
- I will take care of the computer and other equipment
- I will ask for help from *an adult* if I am not sure what to do or if I think I have done something wrong
- I will tell *an adult* if I see something that upsets me on the screen
- I know that if I break the rules I might not be allowed to use a computer.

Signed (child): .................................................................

Signed (parent): .............................................................
Flowchart for responding to online safety incidents

Online Safety Incident

- Unsuitable Materials:
  - Report to the person responsible for Online Safety
  - If staff/volunteer or child/young person, review the incident and decide upon the appropriate course of action, applying sanctions where necessary

- Illegal materials or activities found or suspected:
  - Illegal Activity or Content (No immediate risk)
  - Illegal Activity or Content (Child at Immediate Risk)
    - Staff/Volunteer or other adult
      - Report to CEOP
      - Call professional strategy meeting
    - Secure and preserve evidence
      - Await CEOP or Police response
      - If no illegal activity or material is confirmed, revert to internal procedures
      - If illegal activity or materials are confirmed, allow police or relevant authority to complete their investigation and seek advice from the relevant professional body

- Monitor situation

- Implement changes

- Record details in incident log
  - Provide collected incident report logs to LSCB and/or other relevant authority as appropriate
**Guidance for Reviewing Internet Sites (for suspected harassment and distress)**

This guidance is intended for use when Flying Start Nurseries needs to manage incidents that involve the use of online services. It encourages a safe and secure approach to the management of the incident. Incidents might typically include cyber-bullying, harassment, anti-social behaviour and deception. These may appear in emails, texts, social networking sites, messaging sites, gaming sites or blogs etc.

**Do not follow this procedure if you suspect that the website(s) concerned may contain child abuse images. If this is the case please refer to the Flowchart for responding to online safety incidents and report immediately to the police.**

**Please follow all steps in this procedure:**

- Have more than one senior member of staff/volunteer involved in this process. This is vital to protect individuals if accusations are subsequently reported
- Conduct the procedure using a designated computer that will not be used by children and if necessary can be taken off site by the police should the need arise. Use the same computer for the duration of the procedure
- It is important to ensure that the relevant staff should have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection)
- Record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed and attached to the form (except in the case of images of child sexual abuse – see below)
- Once this has been completed and fully investigated Flying Start Nurseries will need to judge whether this concern has substance or not. If it does then appropriate action will be required and could include the following
  - Internal response or discipline procedures
  - Involvement by Local Authority or national/local organisation (as relevant)
  - Police involvement and/or action.
- If content being reviewed includes images of Child abuse then the monitoring should be halted and referred to the Police immediately. Other instances to report to the police would include:
  - incidents of ‘grooming’ behaviour
  - the sending of obscene materials to a child
- **Isolate the computer in question as best you can. Any change to its state may affect a later police investigation.**

It is important that all of the above steps are taken as they will provide an evidence trail for Flying Start Nurseries, possibly the police, and demonstrate that visits to these sites were carried out for child protection purposes. The completed form should be retained by Flying Start Nurseries for evidence and reference purposes.
Record of reviewing internet sites (for suspected harassment/distress)

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<tr>
<th>Date</th>
<th>Reason for investigation</th>
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**Details of first reviewing person**

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<th>Name</th>
<th>Position</th>
<th>Signature</th>
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**Details of second reviewing person**

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<th>Name</th>
<th>Position</th>
<th>Signature</th>
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**Name and location of computer used for review**


**Website(s) address**

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<th>Website(s) address</th>
<th>Reason for concern</th>
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**Conclusion and Action proposed or taken**

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### Reporting Log

**Group:**

**Incident:**

**Action taken:**

**By whom:**

**What:**

**Incident Reported by:**

**Signature:**
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<th>Date</th>
<th>Programme/ Services Monitored</th>
<th>Monitored by</th>
<th>Issues identified</th>
<th>Reported to</th>
<th>Signed</th>
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Appendix 2

Flying Start Nursery Visitors Health & Safety Notice

**SMOKING:**
Please be aware that it is against the law to smoke on the nursery premises or grounds.

**CHILDREN:**
If you are bringing children onto the premises please ensure that you are responsible for their safety at all times.

**HAZARDS:**
Please be aware of toys and books underfoot, the children often have their toys spread around the floor in the rooms, please be careful to avoid any slips.

**FIRE:**
In the event of a fire, the alarm will sound, please follow the advice of one of the team members who will guide you to the safest way to leave the building and show you the assembly point. You will be advised on arrival if a fire drill is taking place at any time during your visit.

**ACCIDENTS:**
Should you come across or be involved in an accident immediately seek staff assistance. Any accidents that happen within the Nursery will need to be recorded on an accident/incident form. You will be given a copy of this report and information recorded is stored in accordance with data protection requirements.

**SAFEGUARDING:**
Please take a few moments to read through the safeguarding policy that is situated in the front of the signing in book.

**SECURITY:**
All visitors to the setting must sign in/out of the building.

**MOBILE PHONES/PHOTOGRAPHIC EQUIPMENT:**
For safeguarding reasons the use of cameras, other equipment capable of taking photographs, along with internet accessing equipment is to be placed in the office until you are exit the building.
Appendix 3 - The Prevent Duty

This policy has regard to the following legislation/publications:

Counter-Terrorism and Security Act 2015


DFE “Keeping children safe in schools July 2015” HM Gov. channel Guidance- Preventing vulnerable people from being drawn into terrorism. 2015 POLICY STATEMENT From 1 July 2015

All schools, including Early Years settings are subject to a duty under section 26 of the Counter-Terrorism and Security Act 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.

What is Radicalism? Radicalism refers to the process by which a person comes to support terrorism and forms of extremism Protecting children from the risk of radicalisation is seen as part of Flying Start Nurseries and preschool’s wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

What is Extremism? Extremism is vocal or active opposition to fundamental British values, which include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Constant practice and Procedure at Flying Start Nursery is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of Flying Start’s wider safeguarding duties, and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences. We can also build children and their families’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

This means being able to demonstrate both a general understanding of the risks affecting children in our setting and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their professional
judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral. If a member of staff has a concern about a particular child they should follow the settings’ normal safeguarding procedures, including discussing with the settings designated safeguarding lead, who will, where deemed necessary, refer to children’s social care. You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.
Appendix 4 - British Values at Flying Start Nursery & Preschool

The DfE have recently 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.” The government set out its definition of British values in the 2011 ‘Prevent Strategy’, and these values have been reiterated by the Prime Minister in 2014 and added to Ofsted inspection guidance in July 2014.

Through promoting British Values at Flying Start, we are an inclusive setting and our ethos and curriculum enables children to be independent learners, to make choices and to build strong relationships with their peers and all adults. Our setting 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. We would challenge children, staff or parents who expressed opinions contrary to fundamental British values.

Through the following four areas, British values is threaded through the Early Years Foundation Stage:

- **Democracy:** We respect, listen to and act on children’s and parent’s voices. Children are involved in making class rules and they are expected to contribute and cooperate with them, taking into account the views of others.

- **The Rule of Law:** We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken. Our ‘Behaviour Management Policy’ aims to teach children to behave in socially acceptable ways and to understand the rights and needs of others. We use positive strategies to handle any conflict and praise and acknowledge desirable behaviours.

- **Individual Liberty:** At Flying Start Nursery and Preschool, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a setting we educate and provide boundaries for young children to make choices, to manage risks, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms and are given opportunities to resolve conflicts effectively.

- **Mutual Respect and Tolerance:** At Flying Start nursery and preschool, we value all of our children and families. We celebrate our rich cultural and religious diversity and promote mutual respect. Children are modeled respect through caring, sharing and listening to others. Adults help children to understand how actions and words affect others. All children, including those with special educational needs and disabilities are valued for their individuality and supported to achieve their best. Children are taught that life is not the same for everyone and we support charities such as ‘Red Nose Day’, ‘Children in Need’, 'Shoe-Box Appeal'.

We aim to enhance children’s understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to dress-up in clothes and try different foods from other cultures and we encourage parents/carers to participate and support our multi-cultural events.

Each Autumn we take part in 'One World Week' and celebrate the richness and diversity of our world. We ensure that posters, displays, messages of welcome reflect the wide range of languages and cultures that we are fortunate to have in our settings family. We actively promote courtesy and good manners towards all. At Flying Start, we have this ethos embedded in everything we do; it is our determination to develop skills of empathy and tolerance to make everyone at our setting feel valued and respected.
Record of complaint - Section 9

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<th>Please print name of person completing this complaint log and state position held at setting:</th>
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<th>Links to EYFS Requirement/s:</th>
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<th>Action/s taken in response to the complaint:</th>
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Manager Sign and date:

*Records of complaints to be kept for at least three years*