



Watermead

POLICIES AND PROCEDURES

FOOTSTEPS DAY NURSERY & PRE-SCHOOL

September 2021

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Fire and Emergency Evacuation Plan -see additional folder

**These policies were adopted
for Footsteps Day nursery & Preschool**

Date to be reviewed:Sept 2022.....

Signed on behalf of the Owner /Area Manager.....Denis Mair / Kelly Carter

Name:

Position:

Admissions

It is our intention to make our nursery genuinely accessible to children and families from all parts of the local community. To do this, we will:

- Ensure that the existence of the nursery is widely known in all local communities.
- Places will be allocated on a first come, first served basis. Priority will be given to siblings of children already attending Footsteps. We also consider priorities for children with SEN.
- Children are admitted fairly and are able to be involved in all activities. All needs are catered for regardless of ethnicity, colour, gender, religion or disability.
- Our open door & Equal Opportunities Policy is widely known.

Arrival and Departures procedure

- On entry to the preschool all staff, children and visitors must sign the register in reception and sign out on departure.
- The front door must only be open by a member of staff and not by parents or visitors.

Settling in children

We want children to feel safe and happy in the absence of parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the preschool. Children often cry when settling in. This is normal and our practitioners have had training to provide a warm and welcoming transition, however some individual children need more time to settle and strategies will be offered to enable this.

When starting, the children are allocated a primary carer, this is to provide a warm relationship between child and key person, a familiar face for a child to make a connection too. Information sharing from parents is very important at this time so that children individual needs are met. Here are some of our setting strategies.

- Reduced hours to accommodate children's individual needs
- When parents leave the setting, we will telephone parents to update them on children's well-being.
- Some children do not want to be held and prefer to be left alone, practitioners will let them self sooth. When this is required, practitioners give children space to explore the setting in their own time. However, the practitioner will observe the children for a period of time stepping in and out of the child's space, trying to engage or encourage activities and break the cycle of crying. This is always done on each individual child and sometimes another peer will come and try an activity, it may work and gains the child's attention. We always provide the best care, and by stepping back when required will be in the best interest of that child at that time.
- We will telephone parents if we feel that the children's needs are not being met within the setting and ask for a longer period of settling in. We work in partnership with parents, reassuring those whose children seem to be taking a long time settling into the preschool.
- We have an open-door policy for you to come to our setting at any time
- Encourage parents to stay with their child on their settling in sessions.
- Make clear to families from the outset that they will be supported in the nursery for as long as it takes to settle their child there.
- Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.

Collection of children

Children will only be released to the parent/guardian of that child unless written or verbal authorisation from that parent/guardian is given to Footsteps for release of the child to another person. If this is a permanent arrangement, we ask for it in writing from the parent/guardian authorising collection of their child by the named person at any time from Footsteps. We also ask that the authorised person brings with them photo identification. We will all so use a password system if necessary.

If a court order exists to prevent access to a child, then Footsteps cannot accept any liability or responsibility whatsoever for the release of that child to a prohibited person unless presented with the original court order. Where the parent/guardian or other authorised person fails to collect at the due time. Footsteps has a duty of care to take reasonable steps as are necessary to protect that child and his or her safety.

If a child is not collected at the end of a session and the preschool has not been informed, Footsteps will take the following steps:

1. Every effort will be made to contact the child's parent/guardian or persons authorised to collect. During this time not less than two members of staff will be with the child on the premises.
2. If the authorised persons are not contacted Natasha Hamer, Kelly Carter or Denis Mair will be informed, if not already aware.
3. The situation will be reported to First Response 01296 383962 after 45 minutes and the child kept at a place of safety. It will also be reported to Ofsted.

Lost Children

In the event of a child becoming lost whilst in the care of Footsteps, the following action will be taken:

- Inform the Manager
- Search the premises, inside and out
- Search the surrounding areas
- Contact the child's parents
- Inform the Owners
- Notify the police

Reports must be written including times, dates, circumstances surrounding the incident and people involved. Other children will be comforted so as not to cause distress. Ratios will be maintained for remaining children and will inform Ofsted within 14 days. An investigation after any such event will take place with a security and policies and procedure review.

Entitlement Funding (EF)

Footsteps are able to offer 30 hours funding per week as a term time offer. There are no deposits for EYE funded places but we ask for an admin fee for £30 and you will receive a book bag and polo shirt. EYE funded children are welcomed to have settled in sessions prior to starting this will be arranged between the parent and management staff. EYE funding is available to 3-year-olds the term following their third birthday and in some cases is available for 2-year-olds the term following their 2nd birthday.

As much notice as possible is required should you wish to split the EYE funding entitlement with another setting and we will need to see your eligibility entitlement letter to claim funding. Full details will have to be given of the other preschool when splitting the entitlement between us and another provider.

EF funded places do not include snacks, it is charged at 50p per day. Our setting will ask for payment for full meals when required. Preschool may ask for contributions towards visits and other specialist services such as music, sports or story clubs.

Fees

- Fees are charged on a monthly basis. Term time only.
- No discount is given for holidays or sickness
- If you are late to collect your child a late fee is charged at a rate of £20 per hour. If a regular pattern emerges, we reserve the right to give you 4 weeks written notice to terminate your child's place.
- Payment of fees is a month in advance and are due on the first of each month. You will receive an invoice two weeks prior to the invoice due date. We reserve the right to charge for late payment of fees at a rate of 6% interest. However, if you are receiving difficulty in paying your fees please speak to Kelly Carter and we will try to support you as best we can

Parental Involvement

It is fundamental to the philosophy of Footsteps that parents enter into an equal partnership in the care and education of their children whilst they are in our care. The focus is upon shared expertise and knowledge.

- Parents are at liberty to settle their children into the nursery in a way which feels most comfortable to them. Carers recognise the unique needs of the individual and will offer professional support in line with the parent's needs and wishes. Home visits are welcomed.
- Parents are warmly welcomed to talk to staff at the beginning and end of each day or session and to share with their child what he or she has been doing during the day. We welcome telephone calls or e-mails at any time.
- The educational provision made at Footsteps is based on an active learning approach and is tailored to suit individual children's needs. Outdoor space and access to sports-based activities are a key element in the care that we provide. The Early Years Foundation Stage curriculum is followed.
- The progress of each child will be monitored. Each child will have a learning journal which is shared with parents on their child's progress, activities and progress through the Early Years Curriculum. All documents will be the property of the parents when the child leaves. Footsteps retains the original Child Entry Record.
- Half termly newsletters provide an excellent tool for communication between us and parents. Contributions from parents are welcomed and encouraged.
- Parents are invited to contribute ideas for activities for all ages. This is facilitated during meetings which parents are invited to attend.
- Parent-carer consultations provide a formal opportunity to discuss the children's development and welfare.
- Parents evenings take place throughout the year (Autumn and Summer terms) for information on progress to be shared.

Student Placement Policy

Work Experience students are welcomed here at Footsteps but after their pre-visit if we feel we are unable to fully cater for their needs we are able to reserve the right for them to attend.

A checklist is done on arrival to make sure all relevant information is passed on to these students regarding health & safety during their time with us. All students are assigned to a senior member of staff which is known as their mentor, they will work alongside this staff member and will never be left on their own with any child/children. It is also our policy to never have more than one student on the premises at one time unless agreed with the manager.

Child Protection & Safeguarding Children

Statutory framework

A Unique Child

3.1 Inclusive Practice

Positive Relationships

3.2 Keeping safe

Enabling Environments

3.27 Parents as partners

3.20 Supporting every child

Learning and Development

1.28 The Learning Environment

1.3 Personal, social and emotional development

Safeguarding procedures

- **Every child has the right to be protected**
- **It is everyone's responsibility to protect children**

It is the responsibility of all staff employed by Footsteps Day Nursery & Pre-School to apply the safeguarding partnerships / Early Years and Childcare Service guidance. Safeguarding partnerships is a statutory body charged with ensuring effectiveness of local arrangements and service to safeguard children. We work online with the working together to safeguard children act July 2018.

This involves recognising, recording and reporting signs of child abuse and/or neglect. If we come across any sign of FGM (female genital mutilation) we will report through First Response. We are aware of peer-on-peer abuse and recognise potential for safeguarding issues and will record within our safeguarding policy.

Details of any child arriving at the nursery with an injury must be recorded in the Incident Book by the parents. If the child's carer is not satisfied with the explanation as to how the injury occurred the parent will be informed that the matter will be taken further. In some cases, if a child is at immediate/further risk of harm parents would not be the first point of contact.

If a member of staff is concerned regarding the possible abuse of a child all relevant information will be recorded. This should include:

- Date, time and place
- Physical signs such as bruising
- Verbal disclosures and comments made by the child
- Uncharacteristic changes in the child
- Inappropriate sexualised conduct of sexual knowledge for the child's age and understanding
- Emotional effects, such as loss of concentration
- Comments made by the parent/guardian after discussions of the concerns

If a child requires urgent medical attention arrangements will be made to take the child to hospital in line with our 'Accident Policy'. A member of staff who suspects a child is being abused can go to a designated officer in the nursery or contact First response themselves.

Karen Braithwaite is the Designated Person for Safeguarding children in addition to **Hannah Baker and Kelly Carter**.

All staff have regular training. Staff are booked on to safeguarding courses as part of their induction with refreshers annually and all staff complete training every 3 years or as required. Designated officers update their certificates every 2 years in line with requirements. Staff in footsteps will have a DBS check in addition to a disqualification check.

If a member of staff becomes concerned for a child outside of normal office hours, they should contact First Response.

The Bucks Safeguarding children's partnership have published guidance called The Continuum of Need which helps us to identify when a child may be in need of additional support and this is described over 4 levels of need.

- Level 1- children whose needs are met within universal services.
- Level 2- children with additional needs showing early signs of vulnerability requiring early help.
- Level 3- children in need who require statutory or comprehensive support.
- Level 4- children who are suffering or likely to suffer significant harm and need statutory/specialist support.

All staff are made aware of this information and a copy is kept in the policy folder, A referral to the first response must be completed if:

We believe that a child may be in need; that a child is being harmed or is likely to be harmed, or Level 3 or Level 4 threshold is met.

Allegations involving staff

- A parent or a child makes a complaint against a member of staff the designated officer must be informed.
- Any member of staff who has reason to suspect a child may have been abused by another member of staff either at nursery or elsewhere must immediately inform the designated officer.
- A record of the concerns must be made on a staff allegation form including a note of anyone who witnessed the allegation.
- Designated Officer will notify the Local Authority Designated Officer (LADO) within 24 hours and follow any advice given.
- We will also notify Ofsted on: 0300 1231231 asap but within 14 days.
- If the allegation constitutes a serious criminal offence, it will be necessary to contact the Child Protection and Sexual Crime Unit before informing the member of staff.
- Following advice from LADO we will carry out an investigation. It may be necessary to suspend the staff member but where possible give them other duties.

Contact Numbers:

First Response: 01296 383962

First Response out of hours : 0800 9997677

Local Authority Designated Officer: 01296 382070

Go to cypfirstresponse@buckinghamshire.gov.uk

Secure email: secure-cypfirstresponse2@buckinghamshire.gov.uk

Lado : secure-lado@buckinghamshire.gov.uk

Ofsted: 03001231231

Child Protection and Sexual crime unit (police) 01628 816935

*If we are concerned about the suitability of any staff member, to work with children. Or a member of staff resigns during allegations of child protection we will make a referral to the Disclosure and Barring service (DBS). **01325 953 795.***

PREVENT

We are alert and aware of any child's change in behaviour about radicalisation and to challenge any extremist views. We have regard for the PREVENT duty guidance for England and Wales updated April 2019. A copy is available in the nursery for reference. Staff are supported to try and identify children at risk of being drawn in to terrorism. We work to our British values and operate these throughout our preschool, a democracy, individual liberty, rule of law and mutual respect and tolerance. Should we be concerned about a child we will follow out safeguarding procedures and contact First response.

Female Genital Mutilation (FGM)

We will follow the procedures for dealing with cases of FGM as set by Safeguarding partnerships. We will always seek advice before making a referral to First Response, however in cases where the removal of a child from this country for FGM is imminent we will contact the Police directly. From a Child Protection perspective, a child for whom FGM is planned is at risk of significant harm through physical and emotional abuse, it may also be considered as sexual abuse.

Typical identifiers / triggers are:

- Family comes from a community known to practice FGM
- Family / child talks about a long holiday
- Family / child may have asked to be excused PE / swimming on return
- Family / child may confide that she is going to a 'special ceremony' when on holiday
- Female child is known to have a mother that has been subject to FGM
- Female child is known to have a sister that has already undergone FGM
- Family is socially isolated or less well integrated into UK society
- Family withdraws female child from PSHE / SRE – to keep child less informed about their body.

Bullying

Bullying is a specific form of abuse which may be prevalent in early year setting and is defined as deliberately hurtful behaviour, usually repeated over a period of time where it is difficult for the victims to defend themselves; this may also be seen as child-on-child abuse as noted above. The extent of bullying can include emotional and / or physical harm to such a degree that it constitutes significant harm, as set out in the definitions above, due to the extent to which it affects the health or development of the child subject to the bullying behaviour.

Whistleblowing Policy

If any staff member has concerns about another staff member regarding their conduct at work or anything, they feel inappropriate they can come confidentially to their head of room or the manager regarding any issues. Should they have concerns regarding the manager they can speak to Kelly Carter. Should they have concerns with the area manager, contact Denis Mair. All concerns are strictly confidential to other members of the team and will be protected to the best of our ability to do so.

Any concern can also be reported to LADO or OFSTED should they wish to instead.

Mobile Phone Policy

All staff must leave any mobile phone device in the office/ Kitchen. No mobile phones are allowed within the nursery environment where children are present. Smart devices are to be put on airplane mode. Staff can use their phones in lunch and break times and if emergency occurs, they can give the nursery number. Visitors must not use their mobile phones when looking around the nursery.

(Clause: Footsteps Watermead use a mobile phone to make contact with parents and for incoming calls.)

Camera Policy

The preschool has its own Camera on our own kindle device which is kept on the premises. We have our own files kept on the preschool kindle with the photographs on it and as children leave, they will be deleted. No staff or parents are to be taking photographs on a personal camera or mobile phone.

E-Policy

Staff are prohibited to mention details of Footsteps on any online social networking site. This includes any Parents/Child names or any aspect relating to the preschool. Students and parents are also asked not to mention details of the preschool on any networking site and this is considered gross misconduct which result in disciplinary action.

We have a private Facebook page, should you **NOT** wish your child to be photographed and published on this page we ask that you inform us in writing. From signing our policies and procedures you give permission for your child to be present in photographs which may be put on to the social media Facebook page. No account can use any photographs from this page and publicly shared on to their own public page. We ask for any permissions via our GDPR forms to be signed.

We also have a public Facebook page where permissions are always sort before any photographs are publicly used for marketing purposes.

Electronic Learning Journeys

Our online system 'Tapestry' tracks and shares a child's progress with their parents. The benefits include improved levels of engagement with parents, reduction in paperwork and careful tracking of the children's progress. Careful consideration has been given to safeguarding and data security. To that end we have ensured that:

Tapestry's information is kept on secure dedicated servers based in the UK. Access to this information is via a unique user ID and password. Parents can only see their child's information and have NO access to other children's.

Staff Recruitment

All staff are DBS checked, numbers and dates are displayed in the cupboard.

We ask them to inform the manager of any convictions, reprimands and warnings which may affect their suitability to work with children. Staff must declare within their supervisions whether their personal situations have changed and Ofsted will be informed within 14 days should a staff member declare this.

Equal Opportunity -Valuing diversity and promoting equality

Inclusion Policy

Statutory framework

A Unique Child:	1.6 Inclusive Practice
	3.1 Keeping Safe
Positive Relationship	1.1 Parents as partners
	2.1 Supporting Learning
	1.10 Key Person
Enabling Environments:	2.10 Supporting every child
	1.7 The wider context
Learning and Development:	1.12 Areas of learning and development

Every child who attends Footsteps is recognised as an individual.

- We recognise that we live in a pluralistic society and we reflect this in our resources.
- We avoid stereotyping and recognise differing cultures, belief systems and values.
- We actively promote inclusion.
- We work in line with the Equality Act 2010.

Aims

To make children feel valued and good about themselves and to enable them to share their experiences with each other and staff.

Admissions

Children are admitted fairly and can be involved in all activities. His or her needs are catered for regardless of ethnicity, colour, gender, religion or disability.

Employment

We employ staff fairly and do not discriminate against ethnicity, colour, gender, religion or disability. We do not tolerate any racist behaviour towards children or adults in our setting.

If any inappropriate or racist comments, attitudes or responses are heard this will be challenged and any staff members who hear any of these such comments are to report them to the management of Footsteps. There will be an investigation held with the staff member suspended until we have completed our investigation and can lead to disciplinary action.

Training

We encourage staff to attend appropriate Diversity and Inclusion courses to improve on their knowledge and their practises.

Curriculum

Every child has equal opportunity to access a range of appropriate learning experiences, enriched play situations, appropriate equipment and interaction with qualified staff. Appropriate provision is assured by recognising each child's level of development. We include cultural festivals in our planning of activities throughout the year and promote celebration of diversity in our society. We follow the EYFS and develop a learning culture where we work within our British Values. For example, Rule of law - We have our own code of

conduct which the children have produced to support for the preschool. Democracy where children are encouraged to make daily risk assessments and make decisions together.

Valuing diversity in families

Families are welcomed, valued, informed and able to become involved within the preschool. We welcome all parents in to the preschool.

Dietary Requirements

Every child's dietary/cultural needs are taken account of within our menus. Water is available throughout the day and we promote healthy eating through a nutritionally balance menu. Good hygiene is encouraged throughout the day with hand gel available and good washing hands practise.

Self-Regulation Policy (Supporting Children’s Behaviour)

Self- regulation is the ability to manage your emotions and behaviour in accordance with the demands of the situation. It includes being able to resist highly emotional reactions to upsetting stimuli; to calm yourself down when you get upset; to adjust a change in expectations and to handle frustrations without and outburst. It is a set of skills that enables children, as they mature, to direct their own behaviour towards a goal, despite the unpredictability of the world and our own feelings.

- Children at Footsteps are viewed as individuals who are developing social skills alongside other areas within a framework of their understanding of the world.
- The foundation of good discipline is based upon the good management of children and resources.
- Positive reinforcement & good self-regulation will set the tone of procedures used by the staff. A range of strategies appropriate to the occasion and level of development are employed.
- The integrity of each child is always to be respected.
- Children’s feelings will be considered as well as the feelings of adults working within the preschool.
- It is appropriate to support children in learning and acceptable strategies for working alongside each other to help children. It may be a sign that he or she has difficulty with emotional self-regulation.
- It is inappropriate within this context to view any behaviour as ‘naughty’ and the term is not used.
- On no account will any form of physical restraint be used unless as a last resort to prevent injury to themselves, another child/adult or equipment. Any such incident will be recorded, and a physical restraint form completed, and the parent must sign it at end of the day. No verbal form of humiliation or sarcasm will be permitted.
- Physical Intervention – where necessary staff members will physically intervene to stop a child from hurting themselves or others or to reduce the risk of injury due to children self-regulation. In the event of this happening, a record of all incidents is kept where physical intervention has been used and parents/carers will be informed on the same day and a signature required.
- Children will be encouraged to take as much responsibility for their own behaviour as they are able.
- We work with parents in partnership regarding behaviour.
- We encourage children to take time to reflect on their behaviour and work through their emotions.
- Self-esteem is a child’s most precious resource and will seek to build it by helping children to feel loved and positive in their own ability.

As a parent or a member of staff with a concern of a child’s behaviour, the following framework should be followed:

Parents	Key Worker	Head of Room	Manager	Owners
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When addressing self-regulation concerns, we will always;

- Seek information from parents/carers and discuss with them any issues, strategies and actions to promote positive behaviour, as concerns arise.
- With parental advice, we will seek advice as necessary from other agencies, the Service for Young Children.
- If a child cannot self-regulate and it persistently and presents a significant and consistent risk to themselves or others, we may discuss with parents/carers the possibility of keeping the child at home for a short period of time. This will allow time for staff and parents/carers to make reasonable adjustments to manage the child’s self-regulation

- in accordance with the Equality Act 2010. We will consult the before taking this action. We will consider fully the views of the parents/carers and child on developing approaches and strategies to plan for the child's return to our setting.

Named Person for **Self -Regulation Management** is **Karen Braithwaite, Hannah Baker and Natasha Hamer.**

Health and Safety Policy

The nursery encourages ways of working which will create a safe and healthy environment for children, employees and all other persons who come into the premises.

The proprietors are responsible for the general implementation of this policy. However, the manager and the Health and Safety representative are present throughout the day and matters concerning Health and Safety should be brought to their attention in the first instance.

All persons who come onto the premises have a responsibility to conduct themselves in such a manner that will ensure the health and safety of themselves and others with whom they come into contact.

All staff are responsible for working in such a way as to ensure their own safety, that of children and other persons with whom they may come into contact. Health and safety checks are carried out at the beginning and end of the session and any hazards detected are to be reported to Natasha Hamer. A risk assessment will then be conducted followed by a course of action. Full risk assessments are carried out for the whole nursery and reviewed in the September of each year should they not need a review beforehand.

Accidents

In the event of an accident a First Aider must be summoned to attend, and appropriate first aid rendered. If necessary, an ambulance will be called and then the parent/guardian will be informed. All relevant information such as the child's doctor, allergies, etc. will be taken with the child to hospital.

All accidents are recorded in the 'Accident Form' and must be countersigned by a parent/guardian. If a child or staff member attends hospital resulting from an injury sustained at Footsteps it must be reported to Riddor within 10 working days on 0845 300 9923, we would notify relevant agencies of any serious accident or injury too, or the death of any child while in our care. We will also notify Ofsted 0300 123 1231 asap (within 14 days.)

Accident at Home

Any apparent injury to a child upon entry to the Preschool must be recorded on the 'Accident at Home Form'. A description of the injury together with an explanation of how the injury occurred must be included and signed by the parent/guardian and countersigned by the member of staff present.

Incident Form

Any incident that happens while the child is at preschool will be recorded on an 'Incident form' if it is not an accident or illness.

HIV & AIDS

It is not a requirement that parents disclose that their child is HIV positive or has AIDS. Every child will be treated as if this is the case from a health and hygiene point of view.

If a child cuts or grazes itself, staff will wear disposable rubber gloves whilst treating the child and all materials used are carefully disposed of. General cleanliness and hygiene precautions are always strictly adhered to in order to maintain infection control.

Where a parent chooses to disclose that their child is HIV positive or has AIDS, confidentiality is of the utmost importance. The parent's wishes concerning who is to be told is strictly adhered to. Should other agencies be

involved in the care of a child, staff will work alongside professionals, taking advice and support, administering medicines where needed to offer the best level of care for the child.

Should there be a breach of confidentiality concerning the status of a child, staff must take whatever steps are necessary to protect the child concerned. On no account will a child be refused admittance to footsteps because of HIV status.

Body fluid/blood spillage

Where anybody fluid or blood spillage occurs staff must maintain utmost levels of care.

Disposable rubber gloves must be worn, and the spillage cleared using hot water and disinfectant as soon as the spillage occurs. The disposable rubber gloves and all materials used in the clearing of the body fluid or blood spillage must be disposed of in a sealed container.

Staff members must keep any open wounds covered by appropriate dressings. Any member of staff who has an open wound contaminated with body fluid or blood spillage must seek medical advice as soon as possible.

Risk & Benefit Assessments

Statutory framework

A Unique Child	3.64 Keeping Safe
Enabling Environments	2.5 The Learning Environment
	3.65 The wider context

Policy Statement

The setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment. We do this by:

- Identification of risk – where is it and what is it?
- Who is at risk – staff, children, visitors, parents etc.
- Assess the level of risk as: the likelihood of it happening, and impact
- Control measures to reduce/eliminate risk: what will you need to do or ensure others do to reduce risk
- Monitoring and review: How do you know if measures put in place are working, or thorough enough. Does it need to be amended if not working or is there a better solution.
- Benefits are on Risk assessment, so practitioners understand why we do them.

Procedures

Our risk assessment process covers adults and children and includes:

- Checking for and noting hazards and risks indoors and outdoors, in our premises and for activities.
- Assessing the level of risk and who might be affected.
- Deciding which areas need attention.
- Developing an action plan that specifies the action required, time scales, person responsible for the action and any funding required.

Where more than five staff and volunteers are employed, the risk assessment is written and reviewed regularly. We maintain lists of health and safety issues, daily checks before session begins as well as those on a termly basis when reviews are carried out.

Legal framework:

Management of Health and Safety at work regulations 1992.

Physical Handling Policy

It is our aim as a nursery to help children take responsibility for their own behaviour. We will do this through a combination of approaches:

- Positive role modelling.
- Planning a range of interesting and challenging activities.
- Setting and enforcing appropriate boundaries and expectations.
- Providing positive feedback.

There will be some occasions when a child's self-regulation is challenging and may require physical handling.

Positive Handling

The positive use of touch is a normal part of human interaction.

- Giving guidance to children - showing them how to hold a paintbrush or when climbing.
- Providing emotional support – such as placing an arm around a distressed child.
- Physical care – such as first aid or toileting.

All staff within the nursery will exercise appropriate care when using touch. They will be informed by the Manager/ SENDCo if there is a child within the setting for whom touch is inappropriate due to cultural or medical reasons.

Restrictive Physical Intervention

This is when a member of staff uses physical force intentionally to restrict a child's movement against their will, for the safety of the child and others. Where possible this will be done through the use of the adult's body therefore, using Restrictive Bodily Physical Intervention.

The nursery principles are:

- Restrictive physical intervention should be used in the context of positive behaviour management approaches.
- It will only be used in extreme circumstances.
- It will only be used with the child's best interests in mind.
- Only reasonable minimal force should be used.
- Staff will use it for as short a period and try and understand the cause.
- Staff have a responsibility to intervene as they have a duty of care towards the children in the setting.
- Staff within the setting will do all they can to avoid using restrictive physical intervention.

Restrictive Physical Intervention can be used:

- If someone is hurting themselves or others.
- If someone is damaging property.
- If there is suspicion that, although injury, or damage has not happened yet, it is about to happen.

The nursery has a duty of care towards the children in the setting and might use restrictive physical intervention if a child is trying to leave the setting and it is judged that the child would be at risk. This duty of care extends to the charge of the children off site such as on trips.

If staff judge that restrictive physical intervention would make the situation worse, then, the staff would not use it. The nursery's aim in calm and intervention is to restore safety, both for the child and those around him or her. It must never be used in anger, as a punishment or as an alternative to measures that are less intrusive and which staff judge would be effective. Where possible the child's Buddy or a member of staff who knows the child will be involved in a restrictive physical intervention.

Restrictive Physical Intervention that will not be used:

- The staff will not use seclusion (which is when a child is forced to spend time alone in another room)
- The staff will not use restrictive physical intervention to bring children to or hold them in, time out.

Recording and Reporting Procedures

- Any use of restrictive physical intervention will be recorded.
- This is done as soon as possible and within 24 hours of the incident.

- The incident will also be noted on the preschool's physical restraint form.
- Parent/carer will be informed by form on collection (or by letter or note home with the child if this is not possible).
- Parents will receive a copy of the record form.
- The Area Manager of the Nurseries and the local authority (where appropriate) will be informed.

Support and Reviewing

The nursery acknowledges that being involved in restrictive physical intervention can be distressing.

- Support is given to the child, so they understand why they were held.
- Where appropriate staff may have the same conversations with other children who observed what happened.
- An independent member of staff will check for injury and provide appropriate first aid.
- Support will be given to the adults who were involved, either actively or as observers.

The nursery understands that the key aim of after incident support is to repair any potential strain to the relationship between the child and the adult that restrained him or her. After using restrictive physical intervention, the nursery will review the child's individual behaviour plan, if one is in place, so the risk of needing to use restrictive physical intervention again is reduced.

Monitoring Procedure

The policy is reviewed at least annually by the Manager and SENCO

- Nursery will seek support from the Early years Advisor where appropriate.
- Monitoring the use of restrictive physical intervention will help identify trends and therefore help the development of our children's ability to meet the needs of the children without using restrictive physical intervention.

Complaints

If a parent/carer has complaints about the policy or handling, they must refer to the preschool complaints procedure, which is located within this document.

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN)

Statutory framework

A Unique Child:

1.3 Child Development

3.67 Inclusive Practice

2.3 Health and Well Being

Positive Relationships:

1.1 Parents as partners

2.3 Supporting learning

1.10 Key person

Enabling Environments:

3.2 Supporting every child

1.9 The Learning environment

3.4 The Wider context

Learning and Development:

2.4 Play and exploration

1.9 Active Learning

1.9 Creativity and critical thinking

Reference Information:

This SEN (Special Educational Needs) policy is written in response to the Code of Practice 2015 and disabled children and equality act 2010. Our preschool has regarded to this code and has written outlining our practises and procedures.

Inclusion statement:

Footsteps welcomes all children and families to our preschool.

We recognise that all children are to be valued and have individual needs, which must be met by a range of strategies, approaches and support in all areas.

SEN Definition:

Footsteps recognises a child has a Special Educational Needs (SEN) if he/she has a learning difficulty that calls for special educational provision to be made for them. Those with severe communication difficulties may present a significant challenge for the education, health and other professionals. We recognise the principle of seeking and taking account of the ascertainable views of the child is an important one.

SENDCo role:

The SENDCo (Special Educational Needs Disabilities Coordinator) **Hannah Baker and Natasha Hamer** has a responsibility to:

- Understand and apply the graduated response system for identifying and assessing children's needs in line with the SEN Code of Practice 2015.
- Ensure the day-to-day operation of the settings SEN policy and co-ordinate provision for children with SEN, particularly through SEN support plan and Educational Health Plans.
- Manage our system of planning, implementing, monitoring and review short term and long-term outcomes for children with special educational needs, always considering the views of the children as well as those of their parents/carers.

Valuing parents:

Here at Footsteps, we appreciate that all parents/carers have a vital role to play in supporting their child's education. We value your contributions and our continued success at working closely with parents/carers, if any concerns were to arise, with the opportunities to arrange interviews with parents/carers/Key Buddy's and SENDCo where all concerns are dealt with sensitivity and confidentially parents will be able to see their own child's paper work, we carry out with and kept in line with our confidentially policy at all times.

Information gathering:

It is with every child that entry records are completed with an introductory visit to meet the Key Buddy and SENDCo. Learning journals are also completed regularly observations for each child carried out every month.

Monitoring and recording:

The SENDCo will work in conjunction with the Key Buddy when recording your child's progress according to the foundation stage profile where regular observations will take place when IEP's are written and reviewed. All meetings with parents/carers and outside agencies are always recorded.

Liaising with LEA:

High quality support is available for the early education setting by attending training and cluster groups and conversing with the Inclusion Officer. It is then important for all information to be passed onto all the staff at Footsteps, this will be done in staff meetings or if it's an emergency an earlier meeting will be called.

Liaising with outside agencies:

All involvement with outside agencies such as Speech and language therapists, occupational therapists and Educational Psychologists is only with the parent's consent through the SENDCo.

Considering the child's views:

Although ascertaining the child's views may not always be easy it is important and invaluable to understand their likes/dislikes and experiences when making a professional decision. This can be achieved by observations through different activities what the child enjoyed, choices will be offered to the child in a visual and or verbal communication such as using puppets, pitchers and by liaising with the parents. We watch the children's responses through play and listening to the child and parent.

Commitment to attending training:

Hannah and Natasha have attended the initial training and are committed to keep up to date with any new training and all new information requests to colleagues through staff meetings along with addressing any issues arising amongst the staff. **Hannah** also attends relevant EYFS and SENDCo liaison groups. All staff can attend different aspects of the training to promote inclusive practise.

We review and monitor the effectiveness of our policy on a regular basis and support this through carrying out appropriate audits in our setting.

CONFIDENTIALITY POLICY:

Statutory framework

A Unique Child
Positive Relationships
Enabling Environments

3.1 Inclusive Practice
1.1 Parents as partners
3.69 The wider context

Policy Statement

Definition: 'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.

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 1998 and the Human Rights Act 1998.

Procedures:

- Parents will have access to the files and records of their own children but will not have access to information about any other child.
- Staff will not discuss individual children, other than for purposes of curriculum planning/group management, with people other than parents/carers of that child.
- Information given by parents/carers to the manager or Key Buddy will not be passed on to other adults without permission.
- Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.
- Any anxieties/evidence relating to child's personal safety will be kept in a confidential file and will not be shared within the group except with the child's Key Buddy /Manager and the Area Manager
- Students on Pre-school Learning Alliance or other recognised courses observing in the nursery will be advised of our confidentiality policy and required to respect it.
- The setting will not be held responsible for that information shared willingly by parents to other parents which is shared beyond our control.
- Parents will be informed should the setting need to record confidential information beyond the general personal information we keep – for e.g., 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.
- All records are kept securely on site.

Privacy Notice for Parents & Carers

This notice is to inform you of what information we collect and how we use it.

The categories of children's information that we collect, hold and share include

- Personal information (such as name, contact details and address, date of birth)
- Characteristics (such as ethnicity, language and nationality)

- Attendance information (such as sessions attended)
- Assessment information
- Relevant medical, special educational needs, safeguarding and behavioural information
- Photographs

The General Data Protection Regulation allows us to collect and use children’s information with consent of the data subject, where we are complying with a legal requirement, where processing is necessary to protect the vital interests of a data subject or another person and where processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller. When the personal information is Special Category Information, we may rely on processing being in the substantial public interest in addition to consent of the data subject and the vital interests of the data subject or another. Our requirement for this data and our legal basis for processing this data includes the Education Act 1996, 2002 and 2011, The Children’s Act 1989 and 2004, Education and Skills Act 2008, the Equalities Act 2010 and Article 6 and Article 9 of the General Data Protection Regulation.

Why we collect and use the information

We use the children’s data:

- To support children’s learning and development
- To monitor and report on children’s progress
- To provide appropriate duty of care
- To assess the quality of our services
- To comply with the law regarding data sharing
- To administer admissions waiting lists
- For safeguarding of the children

Collecting children’s information

Whilst the majority of children’s information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain information to us or if you have a choice in this. Where we are using your personal information only on the basis of your permission you may ask us to stop processing this personal information at any time.

Who we share children’s information with

We routinely share children information with:

- Other settings that the Children’s attend during their time with us and after leaving us
- Our local authority
- The Department for Education (DfE)
- Other outside agencies, such as social services and health professional

Why we share children’s information

We do not share information about our children without consent unless the law and our policies allow us to do so. By law, children’s information can be shared with relevant authorities, without consent from parents, if it is felt there is a safeguarding concern.

We share children’s data with the Department for Education (DfE) on a statutory basis. This data sharing underpins preschool funding and educational attainment policy monitoring.

We share children’s data with the local authority on a statutory basis, for funding purposes.

Complaints and Concerns Procedures

Introduction

The management and staff of Footsteps will always endeavour to work in partnership with parents to meet the need of all the children in our care. However, if you do have a complaint then we encourage parents to discuss this with the manager or deputy manager as soon as possible.

This document describes the process and procedure for dealing with complaints raised by parents or carers and is made available to all parents upon admission to preschool. Parents are welcome to discuss any concerns or issues with the management at any time and we encourage input in to any aspect of the preschool.

The procedure

When a member of staff receives a complaint, the manager must be informed. If the complaint is about the manager, then the registered person should be informed. Normally the manager will arrange to discuss the issues with the parent/carer in confidence to ascertain the nature of the complaint and an appropriate course of action to be taken. If the complaint is a safeguarding issue there will be a change to the procedure. Please see the Safeguarding Policy for further information.

A written record of the complaint will be completed. This will cover:

- Summary of the nature of the complaint
- Details of any action taken
- Outcome of the investigation

The investigation procedure

Following initial review of the complaint by the manager, confidential interviews will be conducted with all parties concerned and logged. In the event of a complaint that related to safeguarding the safeguarding policy will be followed and we will follow the Buckinghamshire Safeguarding Children Board.

All other complaints will be reviewed by the manager and the registered persons and appropriate action is taken.

We will provide a summary on request to any parent/carer.

We will provide an account of the complaint to the parent concerned within 28 days.

We will retain these records for 10 years and these will be available to Ofsted at any time.

The complaints folder is available to all parents to view upon request.

At any time, the complainant can discuss the issue further with our regulator, Ofsted:

Telephone: 03001231231

Or write to:

The National Business Unit,

Ofsted,

Piccadilly Gate,

Store Street

Manchester, M1 2WD.

Medicine Policy

Administration of medicines

Statutory framework

A unique child:	3.44 Health and wellbeing
Positive Relationships:	2.5 Parents as partners
	3.27 Key person
Enabling Environments:	3.46 Supporting every child

Written permission and detailed instructions with child's name and name of medicine along with reason for it from parents must be obtained before medicines may be administered to children. Dosage and timings will also be instructed from parents. A first aider will carry out the parent's instructions. This will be witnessed by another member of staff. An entry into the 'Medicine Form' must be made each time a medicine is administered. It must be signed by the first aider and countersigned by the member of staff who acts as witness. It is then resigned by the parent on collection for proof that they have been informed.

Children will only be administered more than one medicine during a day at the preschool at the discretion of the Manager.

With the exception of Calpol and in extreme cases, ibuprofen, all other medicine administered at the Preschool must be prescribed by a doctor. The nursery will hold a central bottle of Calpol. It is the responsibility of the qualified First Aider, to ensure that this is kept in-date. This Calpol will be administered to children with their parent's/guardian's prior written permission. A health care plan would be implemented in some cases should it be necessary for a child. Specialist training will be given by health care professionals if needed.

Spread of Communicable Diseases

To prevent the spread of communicable diseases, children who are unwell will not be admitted to the preschool. Should a child become unwell whilst at the preschool every effort will be made to contact the child's parent/guardian with a view to sending that child home.

If a child is unable to be collected immediately then the child will be cared for in a separate area away from group activity by a First Aider until their parent/guardian arrives. Many communicable diseases are infectious before a professional diagnosis is made. When confirmation of any disease is received by the preschool, every effort will be made to fully inform all parents whose children attend.

Please refer to the chart below for periods of exclusion of the most common diseases – please ask the nursery Manager for further details.

Communicable disease	Period of exclusion
Conjunctivitis	24 hours after prescribed eye drops have been administered
Sickness and diarrhoea	48 hours after the last bout of illness-
Chicken pox	Once all the spots have scabbed over

We reserve the right to extend this exclusion depending on cases of illness. We will inform Ofsted health protection of 2 or more outbreaks in the setting.

First Aid Policy

Statutory framework

Unique Child	3.44 Health and well being
Enabling Environments	3.46 Supporting every child

A first aider will always deal with any accidents within the preschool and a first aider will always attend any outings. Should an accident need more than general first aid an ambulance will be called and the child's parents will be informed. A member of staff will go in the ambulance with the child and take their child entry records with them.

In the event of a serious accident/and or death of a child Ofsted and the police will be informed.

Smoking / Vaping

Footsteps operates a 'NO SMOKING' or VAPING policy. it is not permitted in any part of the building either during opening hours or when the nursery is closed.

Alcohol

No alcohol will be consumed on the premises during the opening times of the nursery, or whilst children are on the premises. Staff may not consume alcohol during their breaks, either on or off the premises, whilst they are on duty. If a staff member appears to be under the influence of alcohol, they will be sent home and further action and an investigation will be taken

Allergies

It is the parent's responsibility to inform the nursery either at the Key worker visit or in writing upon diagnosis/change in diagnosis of any allergies that the child suffers from. It is the parent's responsibility to ensure Footsteps is kept updated on their child's allergy/requirement throughout their time with us

Food allergies

- A list of all children suffering from food allergies including detail is displayed in the kitchen to enable the cook to make alternative provisions.

Anaphylactic Shock

Children with severe allergies may suffer from anaphylactic shock – the nursery will only accept up to three children who may suffer anaphylactic shock at any one time.

- It is the parent/guardian's responsibility to provide the nursery with an in-date EpiPen along with authorisation for its use.
- EpiPen's are kept on site and are labelled with the child's name.
- Staff are trained in the use of an EpiPen and would administer in an emergency.
- If an EpiPen is administered an ambulance would be called and the parent/guardian informed immediately in line with our 'Accident Policy'.

Asthma

In the event of a child being diagnosed with asthma, the parent/guardian must inform the preschool immediately. The parent/guardian must supply the Preschool with appropriate medication with written instructions and authorisation for use in an emergency.

A medicine form must be completed by the parent/guardian if the inhaler is to be used, allowing us to give the child their inhaler at specified times during the day. For each child the specific times and dosage need to be recorded on the form. If this is a permanent arrangement, then we would require a letter in writing from the parents/guardians to be kept on their child's file.

Inhalers will be labelled with the child's name and kept on site. It is the parent's responsibility to take the inhaler home on a weekly basis to clean and to ensure it is kept in-date.

The inhaler will only be administered by a qualified First Aider and witnessed by another member of staff. When the dosage has been given, the member of staff will sign the child's medicine form to confirm the time and dosage given and will be countersigned by the witness.

In the case of a severe asthma attack, an ambulance would be called, and parents informed in line with our 'Accident Policy'.

Hygiene

It is imperative that all staff members ensure that high levels of hygiene are maintained. Children are encouraged to be aware of their own hygiene needs as well as adults.

- Care must be taken to wash hands before feeding babies and other children.
- Regular use of antibacterial hand gel to be used throughout the day for staff and children.
- For babies who are still on bottles: These must be brought with the child in the morning. Footsteps will heat the formula but will not reheat any bottle.
- Sterilised bottles with milk powder must be brought in daily and footsteps will add the water to the bottle using the Tomme Tippee pre-prep machine or a ready-made carton to be brought in.
- Any remaining milk is to be thrown away and the bottle washed immediately.
- Bottles must be labelled; Footsteps reserves the right to label unnamed bottles.
- Hands must be washed before and after changing nappies.
- Nappies must be disposed of immediately in the nappy disposal system provided.
- Toilets are regularly checked and cleaned in accordance with the bathroom weekly roster.
- Toy cleaning rota is implemented, and a day cleaner is present to assist.

Hand washing

- Before washing your hands make sure clean disposable paper is available for drying your hands
- Turn on warm water to a comfortable temperature wet hands and apply antibacterial liquid soap.
- Vigorously rub hands together until you get a soapy lather, then continue for at least 10 seconds
- Rinse your hands under the running water until they are free from soap and dirt.
- Dry your hands under the running water until they are free from soap and dirt.
- Dry your hands with a clean disposable paper towel.
- Use the disposable towel to turn off the tap.
- Place the paper towel in the waste paper bin.

Nappy changing policy

Statutory framework

Unique child	3.1 Inclusive Practice 3.56 Health and Well being
Positive Relationships	1.1 Parents as partners 1.10 Key Person
Enabling Environments	2.5 Supporting every child

No child will be excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at this time.

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not, yet toilet trained. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures:

- Key Workers have a list of changing times for the children in their care who are in nappies or equivalent.
- Key Workers undertake changing young children in their key groups, back up staff will change them if the buddy is absent. They will endeavour to make it a fun and relaxed as possible and an opportunity to promote independence, encourage positive associations with toileting. Children are encouraged to take an interest in using the toilet, wash their hands and to explore the environment in their own way.
- Each child has their own supply of nappies, wipes and spare clothes if required.
- Gloves and aprons are used prior to changing a child.
- All staff are familiar with the hygiene procedures of changing nappies and carry them out.
- Anti-bacterial hand soap is available at all times.
- Nappies and the equivalent are disposed of by double wrapping and putting into the nappy bin in the toilet area.
- No child will be left in wet or soiled nappies for a long period of time. This constitutes neglect and will be a disciplinary matter. The nursery has a duty of care towards children's personal needs.
- Log book of nappy changes.
- Dettol/ Milton the changing mat before and after each child.

NEVER LEAVE A CHILD UNATTENDED ON A CHANGING MAT OR NAPPY AREA

FOOD AND DRINK

Statutory framework

Unique Child	1.4 Health and wellbeing
Positive Relationships	1.1 Parents as partners
	1.10 Key person
Enabling Environments	3.47 Supporting every child

We aim to provide children in our care with a healthy, nutritionally balanced diet, which will promote a positive approach to healthy eating. Throughout the day we aim to meet a child's nutritional needs whilst catering for individual requirements e.g., special diets, cultural needs. Through activities, stories and visitors, we promote good oral hygiene and children are able to bring their toothbrush from home to continue care at preschool too.

The nursery provides a daily menu consisting of breakfast & snacks. Drinking water is available throughout the day. Weaning progress will be discussed with parents and we will seek up to date advice from health visitors when necessary. During mealtimes we encourage independence and choice. Staff sit with children during mealtimes to encourage social skills and ensure safety supervision.

We do not use food as a reward or punishment under any circumstances. Festivals and celebrations are recognised. Parents will be involved in devising special menus.

We will inform Ofsted within 14 days if we have 2 or more cases of food poisoning.

Packed Lunch Policy

We operate a healthy eating ethos throughout our preschool, and this follows through in to packed lunches that are brought in from home. We ask that parents follow our policy when preparing their child's preschool packed lunch. Please provide your child with

- Ensure that a starchy carbohydrate is provided i.e., brown bread, potatoes, rice or pasta.
- Include a fresh piece of fruit or vegetable.
- Include a source of protein i.e., egg, fish, cheese, lean meat
- Include a low-fat snack i.e., yoghurt, sugar free jelly or fruit bread.
- Please NO sweets or chocolate bars.
- NO Nuts

We supply milk or water for your child to drink when they are within the nursery. Water bottles need to be filled with water only and named.

Example of a healthy Lunchbox

Ham wholemeal Sandwich or Chicken wholemeal wrap, Cold pasta.

Apple and cucumber sticks

Cheese Chunks

Sugar free Jelly Pot

Dietary requirements

It is the parent's responsibility to inform the preschool either at the setting visit or in writing of the child's dietary requirements.

We cater for all dietary requirements by using the following procedure:

A list of all children with dietary requirements including detail is displayed in the kitchen.

Photographs

Photographs are taken of the children during their time at the nursery. These could be used in promotional material, displays within the nursery and may be sent home to other families through newsletters or as part of the planning information.

If a parent/guardian is unhappy with their child's image being used in this way, they must inform Footsteps in writing or via our GDPR form. All photographs are taken on the nursery kindle.

Clothing & Property

All children's clothes that they bring into the preschool must be marked with their name. All lost property is kept for one month, after which it will be disposed of. We provide a toy from home treasure chest, but we cannot accept any responsibility for any broken, lost or damaged toys that are brought in from home. Comforters are welcomed for all children.

We will encourage children to wear aprons during messy activities, but we cannot guarantee glue or paint free clothes at the end of the day. Footsteps does not accept any liability for any items of clothing brought on to the premises.

Outings Policy

Children will be permitted to go on outings outside of the grounds of footsteps on a 1:2 ratio for under 3-year-olds and 1:4 ratio for over 3year olds. A First Aider must attend, and a mobile phone taken. A first aid kit will be taken, and any medical equipment needed. All outings are taken as a minimum of 2 member of staff to attend. An outings form is completed, and prior permission is sort from parental signatures. Children will only attend if permission has been given by a parent.

Ratios may be subject to change if a specific outing is pre-arranged and the whole preschools attending. Separate Risk assessments and permission forms will be set in place.

Staff Policy – Code of Conduct

- The welfare of the child is paramount
- All staff are responsible to safeguard and promote the welfare of the children.
- Staff who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and interests.
- Staff should work and seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual liberty.

- Staff are responsible for nurturing and education young children as well as providing support and information to parents.
- Staff have a responsibility to understand and adhere to current legislation and guidance that support their role.
- Staff will be expected to follow agreed procedures without fear of recrimination to bring to the attention of the manager.
- Staff should dress appropriately for the job and give a positive image.
- All staff should be aware of the policies and procedures and work within them.

Fire Action Notice Policy (See full Fire and Emergency Evacuation plan)

- On discovering a fire, the alarm will sound.
- Staff in each room take on their duties and evacuate the children, visitor and adults via the closest Fire Exit.
- Staff to lead the children to the designated assembly point (car park outside preschool). If it is not possible to reach the designated assembly point safely, stand as far away from the building as possible in the event of a fire.
- The Manager, Karen Braithwaite, or Deputy Manager, Hannah Baker, will take control of the incident gathering their documents (emergency grab bag containing a plan of the premises, forms, telephone numbers, space blankets, high vis vests) and dials 999 on confirmation of a fire. The manager takes the roll call and reports everyone is accounted for or identifies persons are missing and where they were last seen if known. The manager will meet with fire service and report accordingly.
- The Chef or Manager isolates the power/gas and reports to the assembly point.
- The Deputy Manager (Fire Marshall) does the sweep and reports to the manager areas are checked and cleared.

Evacuation Procedures

ON EVACUATION OF THE BUILDING TAKE ALL NECESSARY PRECAUTIONS:

- Stay calm
- Reassure the children
- Leave the doors open
- Walk in an orderly manner to the pre-arranged evacuation point.
- Pre-arranged evacuation point is Corner of the carpark.

Legal framework:

Regulatory Reform (Fire Safety) Order 2005

Security/Intruder policy and procedure

Aim

It is our aim to maintain the highest possible security of our premises to ensure that each of our children is cared for safely at all times. The nursery's main door will be supervised at all times, to gain access you have to ring the number of the nursery by anyone wanting permission to enter and identification will need to be checked. Within the guidance of the EYFS Framework on continuous indoor / outdoor play, staffs need to be extra vigilant with regards to this policy.

Policy

Children's personal safety

- We ensure all our staff, students; volunteers have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service.
- All children are supervised by adults at all times
- We always have at least two members of staff on the premises whenever children are present.
- We carry out Risk & Benefit assessments to ensure our children are not made vulnerable within any part of our Preschool or when taking part in activities.
- Staff are not allowed to carry mobile phones on them during sessions. They are in a lockable cupboard.

Security measures in place

- We have systems in place for the safe arrival and departure of children.
- The times of the children's arrival and departure are recorded accurately by the minute.
- The arrival and departure times of all adults (staff, volunteers and visitors is recorded).
- Photographs of staff are displayed at the main entrance.
- At busy times a member of staff will greet parents/carers at the main doors to the main entrance when they arrive and depart.
- All visitors must sign in the visitor's book and sign out when they leave
- We have signs on the doors around the setting reminding parents, and visitors that the security doors must be open and closed by a staff member.
- The doors into the gardens can only be opened to allow children access in to secure outdoor areas. Outside gate is securely bolted at all times.
- Children are only allowed to go home with the named person on their registration document, unless prior notification is given by letter from a parent/carer and identification or password must be shown/given when the person arrives before we allow the child to leave.
- If staff cannot identify a person coming to collect a child, the child's parents will be contacted for clarification.
- Our systems prevent children within our care from leaving our premises unnoticed.
- Personal possessions of staff are stored safely during sessions.

NAMED PERSONS

Karen Braithwaite and Hannah Baker – Self -Regulation Officer

Karen Braithwaite, Hannah Baker and Kelly Carter – Designated Child Protection & Safeguarding officer

Karen Braithwaite, Hannah Baker and Kelly Carter – Health & Safety Officers

Hannah Baker and Natasha Hamer – SENCo officer

Karen Braithwaite and Hannah Baker – Fire Warden

I confirm that I have read, understand and agree to adhere to the following policies and procedures that form the terms and conditions of Footsteps Day Preschool& Pre-School:

Admissions	Self -Regulation Management	Dietary Requirements
Deposits	Complaints Procedure	Equal Opportunities for Children
Fees	Health and Safety	Photographs
Payment of Fees	Hygiene	Smoking
Collection of Children	Accidents	Alcohol
Students	HIV and AIDS	Special Needs
Lost Children	Bodily Fluids/Blood Spillages	Clothing and Lost Property
Parental Involvement	Spread of Communicable Diseases	Code of conduct
Incident Book	Administering Medicines	Nappy changing policy
safeguarding	Asthma	Fire emergency evacuation plan
Food	Allergies	recruitment
Mobile phone & E-policy	Handwashing	Acceptance of policies &
Privacy Policy	Outings	procedures

Signed:(Parent/Guardian/Staff Member) _____

Name: _____

Date: _____