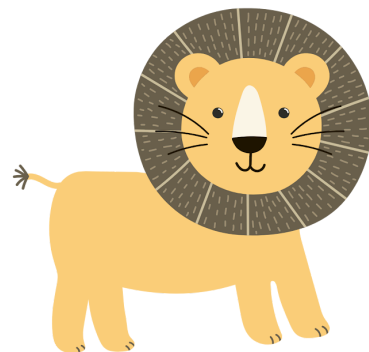


Simba's Nursery School

Nurturing | Belonging | Pride



Mission Statement

Simba's Nursery School aims to provide high quality childcare within a warm and welcoming environment. The individuality of each child in our care will be respected and nurtured.

Aims and objectives

Simba's Nursery School aims to:

To create a nurturing environment by providing your child with a sense of belonging and pride.

- Offer an inclusive service, accessible to all children in the community
- Ensure each child feels happy, safe and secure, allowing them to learn and develop freely in a child-centred environment
- Encourage children to take responsibility for themselves and their actions
- Encourage children to develop positive attitudes and respect for themselves and others, in an environment free from bullying and discrimination
- Provide a wide range of resources and equipment which can be used under safe and supervised conditions
- Offer an EYFS curriculum which meets the needs of each child, promoting their physical, intellectual, emotional and social development, enabling them to become confident, independent and cooperative individuals
- Work in partnership with parents to provide high quality education and care
- Review and evaluate our services to ensure that we continue to meet the needs of children in our care and those of their parents or carers Nursery and to listen and respond to their views and concerns
- Communicate effectively with parents and carers, and to discuss experiences, progress and any concerns that may arise
- Employ experienced, well-trained staff and offer them appropriate support
- Comply with the Children's Act 1989, the Childcare Act 2006, and all other relevant legislation
- Work in partnership with Barnet Council

This policy was adopted by: Simba's Nursery School	Date: November 2024
To be reviewed: November 2025	Signed: K. Carvalho-Pericleous

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Admissions & Fees

Simba's Nursery School is registered with Ofsted; our registration number is 2817750.

We operate term time only between 8am-6pm and are registered for children between 9 months -5 years.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

We consult with families about the opening times of the nurseries to ensure we accommodate a broad range of family needs. We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the nursery that provides stability for all the children.

The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions we are mindful of staff: child ratios and the facilities available at the nursery.

Places are offered on the following admission criteria is applied as an order of priority:

1. Looked after children
2. A child known by the local authority to have special educational needs/ or a disability (SEND) and whose needs can be best met at the nursery
3. A vulnerable child with either a Child Protection or Child in Need plan
4. Siblings of children already the nursery
5. Children whose parents live within the area

A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability. We operate a waiting list and places are offered on an availability basis.

Prior to a child attending nursery, parents must complete and sign a contract and registration form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

Providers eligible to provide government funded places for early education

All settings are registered to accept government funding. These places will be allocated on a first come, first served basis and can be booked a term in advance.

All funded sessions are now in line with the flexible arrangement as specified by the Government. When you register your child for their funded place we will discuss your needs and, as far as possible with availability and staffing arrangements, we will accommodate your wishes. We reserve the right to limit and/or have specific funded sessions, according to our business requirements.

Registration

When an enquiry regarding places is made, parents or carers will be given all the relevant information, including:

- Information regarding availability of places
- Details of the Admissions and Fees policy
- Registration form, medical form, parent contract, booking form, privacy notice, photo permission form
- A copy of our policy handbook where they can find relevant information such as our safeguarding, EYFS policy etc.

If a place is available, the parents and child will be invited to visit the nursery for a settling in day. The child will be able to start the nursery on the date provided to the parents/carers assuming all completed forms have been received.

If no places are available, the parent will be informed and the child's name added to the waiting list. As soon as suitable places become available parents will be informed.

Booking procedure

Parents must complete the necessary paperwork, i.e. contract, registration, medical, privacy notice, booking and photo permission forms, before their children can start the nursery.

- **Permanent place:**

If a child does not attend the nursery on their allocated days for any reason, you will still be charged for this. If you wish to withdraw your child from the nursery, you must provide two month's notice by emailing Office@simbasnurseryschool.co.uk

Fee structure

Fees are charged as following:

8am-1pm / 1pm-6pm - £60, 9am-1pm- £48, 8-6pm- £120, 9am-6pm £108. Any adhoc sessions will be charged at £12 per hour. Please note these fees do not reflect government funding, if your wish to see the price list for any funding please contact office@simbasnurseryschool.co.uk.

At Simba's we recognise that childcare can be costly, so we encourage eligible parents or carers to claim the childcare element of Working Parent funding or Universal Credit. We are also registered to the Tax-Free Childcare scheme.

- Fees are payable termly on the 1st of every month.
- Fees can also be paid across 3 monthly instalments, but you must inform us that you have opted for this option
- Fees can be paid by electronic transfer, Tax-Free account, cash
- There is a charge of £5 per day for late payment, which will be added to the next invoice
- Fees are charged for booked sessions whether the child attends or not
- We offer a 5 % discount for siblings, and this will be applied to the oldest sibling

Payment of fees

Fees are reviewed annually. If fees are not paid, the Business Manager will write to the parent or carer, requesting payment. If the parents or carers are having difficulty making the payment on time we recommend that they arrange a meeting with the Business manager as soon as possible.

Where there is no explanation for repeated late payment, the manager will contact the parents or carers to discuss payment options. The manager may issue a formal warning to the parent or carer/informing them that continued late payment will result in their child's place at the Nursery being withdrawn.

If the fees remain unpaid after all the above options have been explored, the Nursery may have to withdraw the child's place.

This policy was adopted by Simba's Nursery School	Date: 20/10/25
To be reviewed: K.Carvalho-Pericleous	Signed: 20/10/26

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2024): Safeguarding and Welfare Requirements: Information and Record Keeping [3.77], Information for Parents and Carers [3.82]*

At Simba's Nursery School we have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves. If any of these impact on the ability of the nursery to open or operate, we will contact parents via phone/email.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Flood

In the case of a flood, we will follow our critical incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

Snow or other severe weather

If high snowfall, or another severe weather condition such as dense fog, is threatened during a nursery day then the manager will take the decision as to whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day, we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored, we will contact Ofsted to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

Heat wave

Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am - 3.00pm on hot days. Shaded areas are provided to ensure children can still go out in hot weather, cool down or escape the sun should they wish or need to. For further details please refer to our sun care policy.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.55

Arrivals and departures policy

At Simba's Nursery School we give a warm welcome and goodbye to every child and family on their arrival and departure, as well as ensuring the safety of children, parents/carers, visitors, employees, volunteers and students.

Parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety. The staff member receiving the child immediately records his/her arrival in the daily attendance register. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed.

If the child is to be collected by someone who is not the parent at the end of the session, parent's need to ensure that they have informed us and provided us with the name and photo of the individual picking up their child. As well as, ensure that the individual knows the collection password for their child. Parents are informed about these arrangements and reminded about them regularly. Other than the parent/s or legal guardian of the child, we do not allow anyone under the age of 18 to collect. If anyone under the age of 18 arrives to collect a child, the parent/carer will be contacted.

The child's key person or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent in addition to what may already be shared via electronic systems, e.g. meals, sleep time, activities, interests, progress and friendships. The parent should be told about any accidents or incidents and the appropriate records must be signed by the parent before departure. Where applicable, all medicines should be recovered from the medicine box/fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.

The nursery will not release a child to anyone other than the known parent unless an agreement has been made at the time of arrival. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated person of the agreed procedure (Password system) and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the late collection policy).

On departure, the staff member releasing the child must mark the child register immediately marked to show that the child has left the premises.

Parents/carers will be informed and reminded not to allow any other person onto the premises when dropping-off or collecting, this is to ensure the safety at all times.

In the unlikely event that someone gains unauthorised access to the premises and if it feels safe to do so, a member of staff will ask the person what the purpose of their visit is. If needed our lockdown procedure will be initiated by staff and the police will be called. (Refer to lockdown procedure). In any cases where someone has gained unauthorised access to the premises, we will revisit our arrivals and departures procedures and risk assessment.

Adults arriving under the influence of alcohol or drugs

Please refer to the alcohol and substance misuse policy.

Arrivals and departures of visitors

For arrivals and departures of visitors the nursery requires appropriate records to be completed on entry and exit e.g. in the visitors' book. Please refer to the supervision of visitor's policy for further information.

Staff, Students and Volunteers

Staff, students and volunteers are responsible for ensuring they sign themselves in and out of the building, including on breaks and lunchtimes.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.28 – 3.31, 3.55, 3.58

Administering Medication Policy

If a child attending Simba's Nursery School requires medication of any kind, their parent or carer must complete a **Permission to administer medicine** form in advance. Staff at the Nursery will not administer any medication without such prior written consent.

Prescription medication

Simba's Nursery School staff will only administer medication that has been prescribed by a doctor, dentist, nurse or pharmacist. All prescription medication provided must have the prescription sticker attached which includes the child's name, the date, the type of medicine and the dosage.

Non-prescription medication

If a child requires a non-prescription medication to be administered such as Calpol, we will consider this on a case-by-case basis, however, parents must provide Simba's Nursery Consent to carry this out on their child's introduction form. Parents/carers will be informed of this before a member of staff provides their child with Calpol.

Procedure for administering medication

A designated staff member will be responsible for administering medication or for witnessing self-administration by the child. The designated person will record receipt of the medication on a **Medication Log**, will check that the medication is properly labelled, and will ensure that it is stored securely during the session.

Before any medication is given, the designated person will:

- Check that the Nursery has received written consent
- Take steps to check when the last dosage was given
- Ask another member of staff to witness that the correct dosage is given.

When the medication has been administered, the designated person must:

- Record all relevant details on the **Record of Medication Given** form
- Ask the child's parent or carer to sign the form to acknowledge that the medication has been given.

When the medication is returned to the child's parent or carer, the designated person will record this on the **Medication Log**.

If a child refuses to take their medication, staff will not force them to do so. The manager and the child's parent or carer will be notified, and the incident recorded on the **Record of Medication Given**.

Specialist training

Certain medications require specialist training before use, e.g. Epi Pens. If a child requires such medication the manager will arrange appropriate training as soon as possible. It may be necessary to absent the child until such training has been undertaken. Where specialist training is required, only appropriately trained staff may administer the medication.

Changes to medication

A child's parent or carer must complete a new **Permission to Administer Medication** form if there are any changes to a child's medication (including change of dosage or frequency) and the **Medication Log** must be updated

Calpol Administration

Staff may administer Calpol to children only when prior written permission has been provided by parents or carers. When Calpol is given, staff will:

- Inform parents immediately by telephone.
- Record the time, dosage, and reason for administration on the Famly app.

Parents must notify staff if their child has been given Calpol before arriving at the nursery. This is to ensure appropriate monitoring and to avoid exceeding the recommended dosage within 24 hours.

If a child continues to display signs of illness after Calpol has been administered, parents will be contacted and asked to collect their child to ensure their wellbeing and prevent the spread of infection.

Long term conditions

If a child suffers from a long-term medical condition the Nursery will ask the child's parents to provide a medical care plan from their doctor, to clarify exactly what the symptoms and treatment are so that the nursery has a clear statement of the child's medical requirements.

This policy was adopted by: Simba's Nursery School	Date: October 2025
To be reviewed: October 2026	Signed: K.C-P

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2024): Safeguarding and Welfare Requirements: Health [3.52 - 3.54]*

Anti-Bribery Policy

Legislation

The Bribery Act 2010 creates an offence which can be committed by an organisation which fails to prevent persons associated with them from committing bribery on its behalf but only if that person performs services for you in business. It is unlikely that the organisation will be liable for the actions of someone who simply supplies goods to you.

There is full defence if it can be shown that there are adequate procedures and risk assessments in place to prevent bribery.

At Simba's Nursery School we have adopted this policy to ensure that we have adequate procedures in place that are proportionate to the bribery risks we face.

It is our policy to conduct all our business in an honest and ethical manner. We take a zero-tolerance approach to bribery and corruption and are committed to acting professionally, fairly and with integrity in all our dealings wherever we operate. We are also committed to implementing and enforcing effective systems to counter bribery.

What is a bribe?

A bribe is a financial or other advantage offered or given:

- to anyone to persuade them to or reward them for performing their duties improperly or.
- to any public official with the intention of influencing the official in the performance of his/her duties.

Gifts and hospitality

A 'gift' is defined as any item, cash, goods, or any service which is offered for personal benefit at a cost, or no cost, that is less than its commercial value.

You should consider the following if a gift is offered:

Whether it is appropriate to accept it:

- Decline gifts unless to do so would cause serious embarrassment; and
- Discuss the position with the manager or owner if the gift clearly has a value in excess of £25

Parents may wish to thank nursery staff for looking after their children with Christmas gifts or gifts when the child moves on from a particular room or leaves the nursery. This is perfectly understandable. Each staff member is reasonable for deciding if this gift is appropriate to accept and if it should be shared with the wider team. If in any doubt staff should discuss this with the nursery manager.

Any gifts (not relating to the above examples) received will be recorded in the central gift register under the nursery anti-bribery and corruption procedures.

The nursery will not accept gifts from service providers. This may be deemed as a bribe to maintain a contract. The nursery will always remain transparent and open.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.80

Animal Health and Safety Policy

At Simba's Nursery School we recognise the value animals/pets can bring to the emotional needs of children and adults. Caring for animals/pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development.

At Simba's Nursery School we have no pets, however, we may have pets coming in as a planned activity.

Our safety procedures are:

- Permission slips are obtained from parents to seek written permission for their child to be involved in caring for the animal at nursery
- A full documented risk assessment is completed, including considerations for children with any allergies
- All pets are homed in an appropriate and secure area of the setting, with areas that are quiet and space away from the children, when needed
- We ensure all pets have had all their relevant vaccinations, are registered with the vet and are child-friendly
- Pets are not allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths while pets are being handled. Staff explain the importance of this to the children
- Children are encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited.

Pets from home

- If a child brings a pet from home to visit the nursery as a planned activity, parents of all children who will be in contact or in the same area as the pet are informed. We obtain written permission from parents to ensure no child has an allergy or phobia. We complete a full, documented risk assessment prior to the pet visiting and analyse any risks before this type of activity is authorised.
- Pets are not allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths during the activity. The staff will explain the importance of this to the children
- Children will be encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited.

Visits to farms

- A site visit is made by a senior member of staff before an outing to a farm can be arranged. We check that the farm is well-managed, that the grounds and public areas are as clean as possible and that suitable first aid arrangements are in place. Animals should be prohibited from any outdoor picnic areas
- We check that the farm has suitable washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryers. Any portable water taps should be appropriately designed in a suitable area
- We ensure that there is an adequate number of adults to supervise the children, considering the age and stage of development of the children

- We explain to the children that they will not be allowed to eat or drink anything, including crisps and sweets, or place their hands in their mouths, while touring the farm because of the risk of infection and explain why
- We ensure suitable precautions are in place where appropriate e.g. in restricted areas such as near slurry pits or where animals are isolated.

During the visit

- If children are in contact with, or feeding animals, we will warn them not to place their faces against the animals or put their hands in their own mouths afterwards, and explain why
- We will encourage children to leave comforters (e.g. soft toys and blankets) and dummies either at nursery, in the transport used or in a bag carried by a member of staff to ensure cross-contamination is limited
- After contact with animals and particularly before eating and drinking, we will ensure all children, staff and volunteers wash and dry their hands thoroughly. If young children are in the group, hand washing will be supervised. We will always explain why the children need to do this
- Meals, breaks or snacks will be taken well away from the areas where animals are kept and children will be warned not to eat anything which has fallen on the ground. Any crops produced on the farm will be thoroughly washed in portable water before consumption
- We will ensure children do not consume unpasteurised produce, e.g. milk or cheese
- Manure or slurry presents a particular risk of infection and children will be warned against touching it. If they do touch it, we will ensure that they thoroughly wash and dry their hands immediately
- We will ensure all children, staff and volunteers wash their hands thoroughly before departure
- We will ensure footwear and clothing is as free as possible from faecal materials

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K. C-P</i>	<i>October 2026</i>

EYFS: 3.65

Allergies and Allergic Reactions Policy

At Simba's Nursery School we are aware that children may have or develop an allergy resulting in an allergic reaction.

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

Our procedures

- All staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis
- We ask parents to share all information about allergic reactions and allergies on Induction to the nursery and on their child's registration form and to inform staff of any allergies discovered after registration
- We share all information with all staff and display all medical needs including allergies in **nursery rooms and kitchen areas**
- Where a child has a known allergy, the nursery manager will carry out a full Risk Assessment Procedure, (Health Care Plan) with the parent prior to the child starting the nursery and/or following notification of a known allergy and this assessment is shared with all staff. This will involve displaying photos of the children along with their known allergies in the kitchen/nursery rooms, where applicable
- All snack preparation is completed by a member of staff who holds an up-to-date Food Safety certificate
- Food for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts
- The manager, nursery staff and parents work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or informing all parent/carers that allergen foods may be prohibited
- Seating is monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies with the children and the potential risks
- During rolling food/snack times, it is recommended that children with allergies should be invited to the table to ensure a staff member is supervising them during the session
- Children may require using labelled cups and plates brought from home to prevent risk of a mix up
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. A paediatric first-aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the incident/accident file
- Parent/Carers give written consent for the nursery to use allergy medicine such as Pirton upon registering their child with the nursery in the cases of an allergic reaction; please see our medicines policy
- If an allergic reaction requires specialist treatment, e.g. an EpiPen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child.
- Simba's Nursery School will strive to have the whole staff team trained in Paediatric First Aid, which covers Anaphylaxis and administering an auto injector pen; both EpiPen and Jext Injectors

Food Information Regulations 2014

We incorporate additional procedures in line with the Food Information Regulations 2014 (FIR) including displaying our weekly menus on the parent display boards, identifying any of the 14 allergens that are used as ingredients in any of our dishes. At Simba's Nursery School we provide cooked meals and snack items, which are displayed. If there is a new food item which has not been introduced to the children before we will ensure parents are informed of this on our notice boards. For a child who has allergies, we will contact the parent first, and if in doubt, we will avoid this item.

In the event of a serious allergic reaction including if we have administered an adrenaline shot and a child needs medical attention the nursery manager/staff member will:

- Call for an ambulance immediately if the allergic reaction is severe. Staff will not attempt to transport the sick child in their own vehicle
- Ensure someone contacts the parent(s) whilst waiting for the ambulance, and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, healthcare plans and relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the senior leadership team once ER services and Parent/Carers have been informed
- Staff will endeavour to always remain calm and continue to comfort and reassure the child experiencing an allergic reaction. Children who witness the incident may also be affected by it and may need reassurance; their parents/carers should also be informed. Staff may also require additional support following the incident
- All incidents of allergic reaction should be written up appropriately in either/both the accident and incident files and be signed by the parent/carers

This policy is updated at least annually in consultation with staff and parents and/or after a serious incident.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.45, 3.46, 3.48, 3.49

Babysitting Policy

At Simba's Nursery School we do not provide a babysitting service outside our normal operating hours. However, we understand that parents sometimes ask nursery staff to babysit for their children and this policy has been implemented to clarify some points regarding private arrangements between staff and parents. Please also refer to our Safeguarding/Child Protection Policy.

- The nursery is not responsible for any private arrangements or agreements that are made: such agreements are between the staff member and family.
- We do expect staff members to inform us if they are going to begin babysitting or caring for a child that attends the nursery outside of the nursery.
- Any agreement made with staff and parent/carers for babysitting must not interfere with the staff member's employment and working hours at the nursery.
- If babysitting arrangements begin to have an impact on the staff members working nursery day, Nursery Managers may review and amend the staff members contracted hours
- We require the staff member and parent to sign a copy of this policy, which we will keep on file for the child and staff member.
- We have rigorous recruitment and suitability processes in place to ensure that we employ competent and professional members of staff and uphold our duty to safeguard children whilst on our premises and in the care of our staff. This procedure includes interviews, references, full employment history and DBS checks as well as several other processes. Whilst in our employment all staff are subject to ongoing supervision, observation and assessment to ensure that standards of work and behaviour are maintained in accordance with our policies. We have no such control over the conduct of staff outside of their position of employment. Parents should make their own checks as to the suitability of a member of staff for babysitting.
- We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising out of the staff member's private arrangements outside of nursery hours. The member of staff will not be covered by the nursery's insurance whilst babysitting as a private arrangement.
- All staff are bound by contract of the Confidentiality Policy and Data Protection Act that they are unable to discuss any issues regarding the nursery, other staff members, parents or other children.
- The nursery has a duty of care to safeguard all children attending the setting, so if a staff member has some concerns for a child following a private babysitting type arrangement, they need to pass these concerns on to the Safeguarding lead within the setting.
- It will be the staff member's responsibility to ensure they have the appropriate insurance, MOT and child restraints or child safety seats if they are transporting them in a car.
- Parents should be aware that other adults accompanying the babysitter may not have the relevant DBS clearance, and it may not be appropriate for them to care for children

I agree to the terms and conditions of this Policy.

Parent/Carer	<u>Name:</u>	<u>Signature:</u>
Staff Member (Babysitting)		
Manager:		

Date:_____

This policy was adopted on:	Signed by:	Date for review:
October 2025	K.C-P	October 2026

EYFS: 3.1, 3.2, 3.27, 3.32, 3.48, 3.49, 3.55, 3.58, 3.60, 3.61, 3.74.

Bereavement Policy

Legislation

The Parental Bereavement Leave and Pay Act 2018

At Simba's Nursery School we recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves
- The key person and/or the manager will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements, so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise that there may also be rare occasions when the nursery team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans: www.samaritans.org 116 123

Priory: www.priorygroup.com 0800 691 1481

Child Bereavement UK: www.childbereavementuk.org 01494 568 900

Cruse Bereavement Care: <https://www.cruse.org.uk> 0808 808 1677

British Association of Counselling: www.bacp.co.uk

SANDS: www.sands.org.uk

Death of a Child

If an employee has a death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, all employees will be entitled to two weeks paid leave; subject to meeting the eligibility criteria having been employed for at least 26 weeks.

Support will be given, including making reasonable adjustments on the return to work and further ongoing support will be provided.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>OCtober 2026</i>

Biting

At Simba's Nursery School we always follow a positive behaviour policy. We understand that children may use certain behaviours, such as biting to communicate their feelings and needs. Biting is a common type of behaviour that some children use to help them make sense of the world around them, and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a Special Educational Need and/or Disability.

Our procedures

The nursery uses the following strategies to help prevent biting:

- Individual, one-to-one and small group times so that each child is receiving positive attention
- Quiet/cosy areas for children who are feeling overwhelmed to go to,
- Stories, puppets, discussion about emotions and feelings including Activities and stories that help support children to recognise feelings and empathise with characters and events. Additional resources for children who have oral stimulation needs, such as biting rings. Vigilant staff that know the children well and can identify where children need more stimulation or quiet times. Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

Every child is treated as an individual and we work with families to support all children's individual needs. It will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

In the event of a child being bitten we use the following procedures.

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad.
- Ask the child what they can do to make the 'child that has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an incident form to share with the parents at the end of the child's session.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, for example, in some cases of autism where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.1, 3.2, 3.53, 3.54,

Child Induction Policy

When children first join Simba's Nursery School they will be allowed to settle in at their own pace.

We encourage parents or carers to visit the premises with their children shortly before they are due to start. This gives the children the opportunity to familiarise the nursery and staff members. It also gives parents the opportunity to complete the necessary paperwork for registration for the nursery if this has not yet been done or ask any questions.

If necessary, parents or carers may stay with their children during the first week to help them settle in.

Induction for new children

- The new child will be introduced to all members of staff
- A My Family profile will be created for the child
- EYFS children and their parents will be introduced to their key worker.
- The Nursery's rules and routines, such as snacks, signing in and signing out, will be explained to parents/carers.
- The parents/carers will be shown around the premises.
- Staff/key workers will keep a close eye on the new child and will ensure that they are happy, engaged and feel secure in the Nursery environment.

If a child seems to be taking an unusually long time to settle in, this will be discussed with their parents or carers to see what can be done to make the transition easier.

This policy was adopted by: K.C-P	Date: October 2025
To be reviewed: October 2026	Signed: K.C-P

Children's Health First Aid, Illnesses, Infection Control & Accidents

At Simba's Nursery School we will promote good health, including the oral health of the children that we look after. We will deal promptly and effectively with any illnesses, accidents or injuries that occur while children are in our care. We take all practical steps to keep staff and children safe by taking appropriate action if children are ill or infectious. This keeps children and staff safe from communicable diseases.

All parents or carers must complete the **Medical Form** when their child joins the Nursery, requesting permission for emergency medical treatment for their child in the event of a serious accident or illness.

We will record any accidents or illnesses, together with any treatment given, on an **Incident Record** or **Accident Record** sheet as appropriate, which the parent or carer will be asked to sign when they collect the child.

We cannot accept children who are ill or infectious. If any children are ill when they first arrive at the Nursery, we will immediately notify their parents or carers to come and collect them. Any children who have been ill or infectious should not return to the Nursery until they have fully recovered, or until after the minimum exclusion period has expired (see table at the end of this policy).

First aid

The nursery Paediatric First Aid trained staff's names and certificates are always displayed within the nursery. These members of staff have a current paediatric first aid certificate and have attended a 12-hour paediatric first aid course, which complies with the requirements of Annex A of the EYFS. This training will be renewed every three years.

To ensure that there is always a qualified paediatric first aider present and available we will consider the number of children and layout of the premises to ensure that first aiders are able to respond quickly to any incident. Other staff who do not hold Paediatric First Aid 12-hour training will be available to ensure timely and effective first aid response to any incident requiring attention.

The location of the first aid box and a list of qualified first aiders are clearly displayed at the Club. The designated First Aider and manager regularly check the contents of the first aid box to ensure that they are up to date, appropriate for children and comply with the Health and Safety (First Aid) Regulations 1981.

The manager will ensure that a first aid kit is taken on all outings and that at least one member of staff on the outing holds a current paediatric first aid certificate.

Procedure for a minor injury or illness

The first aider at the session will decide upon the appropriate action to take if a child becomes ill or suffers a minor injury.

- If a child becomes ill during a session, the parent or carer will be asked to collect the child as soon as possible. The child will be kept comfortable and will be closely supervised while awaiting collection.
- If a child complains of illness which does not impair their overall wellbeing, the child will be monitored for the rest of the session and the parent or carer will be notified when the child is collected.

- If a child suffers a minor injury, first aid will be administered, and the child will be monitored for the remainder of the session. If necessary, the child's parents will be asked to collect the child as soon as possible.

Procedure for a major injury or serious illness

In the event of a child becoming seriously ill or suffering a major injury, the first aider at the session will decide whether the child needs to go straight to hospital or whether it is safe to wait for their parent or carer to arrive.

- If the child needs to go straight to hospital, we will call an ambulance, and a member of staff will go to the hospital with the child. The staff member will take the child's **Medical Form** with them and will consent to any necessary treatment (as approved by the parents on the **Medical Form**).
- We will contact the child's parents or carers with all urgency, and if they are unavailable, we will call the other emergency contacts that we have on file for the child.
- After a major incident the manager and staff will review the events and consider whether any changes need to be made to the Club's policies or procedures.
- We will notify Ofsted and child protection agencies in the event of any serious accident, injury, illness or death of a child in our care as soon as reasonably possible and within 14 days at the latest.
- We will notify HSE under RIDDOR in the case of a death or major injury on the premises (e.g. broken limb, amputation, dislocation, etc - see the HSE website for a full list of reportable injuries).

Infection Control

Hand hygiene is one of the most important ways of controlling the spread of infections, especially those that children are especially susceptible to. We will ensure access to soap, warm water and paper towels are always available. In the case where this is not possible, alcohol hand gel can be used on hands that are not visibly dirty.

All children will be reminded to clean their hands after using the toilet, before eating and handling food and at other times necessary (such as messy activities or if animals are present).

Our setting is cleaned regularly and to a set schedule. We will take advice from the UKHSA health protection team should any outbreak of infection at our setting be noted.

Communicable diseases and conditions

If a case of head lice is found at the nursery, the child's parents or carers will be discreetly informed when they collect the child. Other parents will be warned to check their own children for head lice, but care will be taken not to identify the child affected.

If an infectious or communicable disease is detected on the nursery's premises, we will inform parents and carers as soon as possible.

If there is an incident of food poisoning affecting two or more children looked after at the nursery the Manager will inform Ofsted as soon as possible and within 14 days at the latest.

If there is an outbreak of a notifiable disease at the nursery, we will inform the local health protection unit, HSE under RIDDOR (if appropriate), and Ofsted.

If first aid has been carried out for your child, as a nursery we will always note on the medical form that we recommend parents to take their child to see a doctor. Even though staff members are first aid trained, please note that we are not health care specialists.

Useful contacts

Health Protection Unit: 0300 303 0450

Ofsted: 0300 123 1231
 RIDDOR Incident Contact Unit: 0845 300 99 23

This policy was adopted by: K.C-P	Date: October 2025
To be reviewed: October 2026	Signed: K.C-P

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2021): Safeguarding and Welfare Requirements: Suitable people [3.9-3.15], Paediatric First Aid, [3.29-3.32] Health [3.5-3.54], Safety and suitability of premises environment and equipment [3.62, 3.63].*

Minimum exclusion periods for infectious conditions and diseases

Disease/Condition	Exclusion period
Chicken Pox	At least 5 days from onset of rash and until all blisters have crusted over
Cold Sores	None. Avoid contact with sores
Conjunctivitis	None
Covid-19 and other respiratory infections	Should not attend if displaying a high temperature and are unwell. Those who test positive for Covid-19 should not attend the setting for 3 days after the day of the test
Diphtheria*	Exclusion always essential; consult local Health Protection Team
Diarrhoea and Vomiting	48 hours after last episode of diarrhoea or vomiting
Flu (influenza) or similar	Until recovered
Glandular Fever	None
Gastro-enteritis, E. Coli, Food Poisoning, Salmonella and Dysentery	48 hours after last episode of diarrhoea - further exclusion may be required for some children
Hand, Foot and Mouth disease	We require that a child stays at home for 5 days from the onset of symptoms.
Head Lice	None
Hepatitis A*	Until 7 days after onset of jaundice
Hepatitis B* and C*	None
High temperature	24 hours
HIV/AIDS	None
Impetigo	Until lesions are crusted and healed, or 48 hours after starting antibiotic treatment
Influenza	Until recovered
Measles*	4 days from onset of rash and well enough
Meningitis*	Until recovered

Mumps*	5 days from onset of swollen glands
Pertussis* (Whooping cough)	5 days from commencing antibiotic treatment or 21 days from the onset if antibiotics not given
Ringworm	Exclusion not usually required
Rubella* (German Measles)	4 days from onset of rash
Scabies	Until first treatment has been given
Scarlet fever*	24 hours after starting antibiotic treatment
Slapped Check, Fifth Disease/Parvovirus	None (once rash has developed)
Threadworms	None
Tonsillitis	None
Tuberculosis*	Consult local Health Protection Team
Typhoid*, Paratyphoid*	48 hours after last episode of diarrhoea - further exclusion may be required for some children
Warts (including Verruca)	None. Verruca sufferers should keep feet covered

* Denotes a notifiable disease.

If in any doubt contact local health services for further information.

Caring for Babies and Toddlers

At Simba's Nursery School we care for babies and toddlers under the age of two as well as pre-school children.

We ensure their health, safety and well-being through the following:

- Always implementing the EYFS requirements and caring for babies and toddlers in a separate base room with a ratio of 1:3
- Allocating each baby/toddler with a key person and working in partnership with their parent/carers to meet their individual needs and routines
- Having well qualified staff that understand the needs of babies and toddlers, ensuring that at least half of the staff team caring for children under the age of two have undertaken specific training for working with babies.
- Ensuring babies and toddlers have opportunities to see and play with older children whilst at nursery
- Toddlers transitioning to the older age groups/rooms when assessed as appropriate for their age/stage (see separate Transition Policy)
- Staff supervising all babies and toddlers and organising the environment to support both non-mobile babies and more mobile babies and toddlers.

Environment

- The environment, equipment and resources are risk assessed and checked daily before the children access the rooms/area. This includes checking the stability of cots and areas around, low/highchairs and ensuring restraints on these, pushchairs and prams are intact and working
- Outdoor shoes are removed or covered when entering the baby and toddler area(s). Staff remind parents and visitors to adhere to this procedure. Flooring is cleaned regularly
- Large pieces of furniture are fixed to the walls to stop them falling on top of babies and young children
- Play and learning is planned in line with children's individual interests and the EYFS learning and development requirements.

Resources

- Care is taken to ensure that babies and toddlers do not have access to resources/activities containing small pieces, which may be swallowed or otherwise injure the child
- Babies and toddlers are closely supervised during all activities
- Resources and equipment that babies and young children have placed in their mouth are cleaned/sterilised after use
- All resources are frequently cleaned
- Soft furnishings are frequently cleaned
- The use of baby walkers, bumbos and jumparoos (**will not be used**). If used for extended periods of time on a regular basis, these can contribute to delayed physical development. We follow NHS guidelines which recommend that if these resources are to be used then it should be for no more than 20 minutes at a time.

Intimate Care

- Babies and toddlers have their nappies changed according to their individual needs and requirements by their key person, wherever possible. Checks are documented with the time and staff initials and information is shared with parents
- When developmentally appropriate, we work closely with parents/carers to sensitively support toilet training in a way that suits the individual needs of the child
- Potties are washed and disinfected after every use. Changing mats are wiped with anti-bacterial cleanser before and after every nappy change
- Staff ensure all the equipment is ready before babies and toddlers are placed on the changing mat
- No child is ever left unattended during nappy changing time
- Intimate care times are seen as opportunities for one-to-one interactions
- Staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted. Students only change nappies with the support and close supervision of a qualified member of staff (see separate Students Policy)
- Cameras and mobile phones are not permitted in toilet and nappy changing areas
- Nappy sacks and creams are not left in reach of babies and children
- We always have systems in place to ensure there is an adequate supply of clean bedding, towels and spare clothes.

See separate Nappy changing policy.

Sleep

- Each baby/toddler has labelled nursery bedding which is washed at least weekly and when necessary, this takes into account any allergies and irritation to soap powders and any individual needs for example if a child prefers to sleep in a sleeping bag, we will ask parents/carers to bring one from home
- All cot mattresses/sleep mats meet necessary safety standards
- Safe sleep guidance is always followed, babies are always laid to sleep on their back, with their feet touching the foot of the cot. Children under two years are not given pillows, cot bumpers or any soft furnishings to prevent risk of suffocation
- We also share safe sleep advice with parents/carers.
- We ensure that sheets or thin blankets come no higher than the baby's shoulders, to prevent them wriggling under the covers. We make sure the covers are securely tucked in so they cannot slip over the baby's head
- Only sheets and blankets that are of good condition are used, any loose threads are removed.
- Cots are checked before use to ensure no items are within reach i.e. hanging over or beside the cot (e.g. fly nets, cables, cord blinds)
- Babies sleeping outside have cat/fly nets over their prams and we ensure we only use prams that lie flat for sleeping so babies/toddlers are supported
- Sleeping babies/children are always supervised and checks are completed every 10 minutes. This may increase to five minutes for younger babies and/or new babies. Checks are documented with the time and staff initials on the sleep check form and times are shared with parents/carers.

Bottles

- Feeding times are seen as an opportunity for bonding between practitioner and child and where possible babies are fed by their key person
- Food/milk for babies is prepared separately ***within the kitchen*** which is specifically designated for this preparation. Handwashing is completed before preparation is undertaken
- Bottles of formula milk are only made up as and when the child needs them. Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water that is reheated. They are then cooled to body temperature, which means they should feel warm or cool, but not hot. Bottles are tested with a sterilised thermometer to ensure they are an appropriate temperature for the child to drink safely
- Bottles are only made following the instructions on the formula, if during the making process there are discrepancies, a new bottle will be made
- All new staff will be shown the procedure, and only when competent and confident will they make them on their own. Students are fully supervised.
- Nursery bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they are not to be washed in the dishwasher). They are replaced as and when required.
- Unwanted/leftover contents of bottles are disposed of after two hours
- Babies are never left propped up or laid in a cot with bottles as it is both dangerous and inappropriate
- A designated area is available for mothers who wish to breastfeed their babies or express milk
- Labelled mothers' breast milk is stored in the fridge.

Mealtimes

- All low/highchairs used for feeding are fitted with restraints and these are always used. Children are never left unattended when eating or when in highchairs. Restraints are removed and washed weekly or as needed
- Mealtimes are seen as social occasions and promote interactions. Staff always sit with babies and young children, interacting, promoting communication and social skills
- All children are closely supervised whilst eating and if any choking incidents occur paediatric first aid will be administered
- Babies and young children are encouraged to feed themselves with support, as required
- We work together with parents regarding weaning and offer any support, as required.

Comforter and dummies

- We have a separate 'Use of Dummies in Nursery' Policy to promote communication and language development
- If dummies are used, they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor (see separate dummy policy)
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
- Dummies are disposed of if they become damaged
- Comforters including teddies and blankets are kept safe and provided at sleep times, or if the child becomes unsettled.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.1, 3.2, 3.27, 3.32, 3.48, 3.49, 3.55, 3.58, 3.60, 3.61, 3.74.

Code of Conduct for Parents and Carers

We are committed to ensuring that all children are safeguarded whilst in our care. You can help us to maintain our responsibilities in the following ways:

You should always:

- Share information with staff on your child's development, health and wellbeing
- Let us know if someone else is collecting your child and give them a password
- Collect your child on time - if you are going to be unavoidably late, then please call the nursery and let us know
- Ensure you can safely transport your child to and from the nursery using age-appropriate car seat restraints
- Discuss any worries, concerns or complaints with your child's Key Person or the Nursery Manager, as appropriate
- Respect decisions regarding exclusion of children due to illness
- Respect confidentiality regarding other children, staff or parents should you come into nursery to take part in activities such as Mystery Reader or FUDGE Day
- Check with the Nursery Manager if you wish to approach a member of staff for babysitting duties in your home - or any similar task. The nursery takes no responsibility nor offers any guarantees for this type of off- site arrangement

You should never:

- Shout at, smack or physically punish your child(ren) or any other child whilst in the nursery
- Use inappropriate language or display aggressive or threatening behaviour toward the staff, children or other parents/carers either in person, or on the phone
- Collect your child(ren) from nursery if you have consumed alcohol, medication or other substances that have affected your judgement or responses
- Discuss sensitive issues within earshot of your child or other children or other adults
- Take photos or videos in the nursery unless agreed by a member of the senior staff team
- Use your mobile phone whilst in the nursery rooms and gardens

Failure to adhere to any of the above may place your child's place at the nursery in jeopardy although this action will only be taken if all other avenues have been explored and the management feel it is the only possible course of action left open to them. The nursery believes that if the above points are adhered to, a safe, friendly and respectful environment will be created for everyone.

Please could you return the slip below to the Nursery Manager:

I can confirm that I/we have read and understood the Code of Conduct for Parents and Carers.

Name (Print)_____

Signature: _____

Date: _____

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>OCtober 2026</i>

Code of Conduct for Visitors and Contractors

We are committed to ensuring that all children are safeguarded whilst in our care. You can help us to maintain our responsibilities in the following ways:

You should always:

- Show your identity badge to staff and be patient whilst they check with the manager before letting you onto the premises
- Follow the instructions of the staff regarding which areas of the nursery you are permitted to access
- Treat children with respect. Once in the nursery rooms/garden the children's needs and interests take priority
- Respect children's personal space and privacy
- Report to the manager any concerns you may have about staff conduct or children's wellbeing
- Tell a member of staff if you need to leave the nursery room

You should never:

- Be left on your own with children at any time
- Pick up, carry around, shout at or discipline children; please inform staff of any situations you come across that require their attention
- Make a child sit on your lap or give you a cuddle. They must be given the same respect as adults - it's their decision if they want to be touched and many are wary of strangers so might be frightened by your attention
- Crowd around children as this can feel intimidating to them. Remember that adults appear like giants to children so sit or kneel to keep on their level when playing or talking with them
- Use inappropriate language or display aggressive or threatening behaviour toward the staff, children or parents either in person, on the phone or in writing
- Discuss sensitive issues within earshot of children or other adults
- Visit the nursery if you have consumed alcohol, medication or other substances that have affected your judgement or responses
- Take photos or videos of children (unless you are on site as the official photographer as arranged by the manager)
- Use mobile phones on the nursery premises
- Leave tools, bags or other equipment unattended or within reach of children
- Go into toilet areas with children

(Contractors will usually be asked to arrange to have access to the premises outside of Nursery hours; however, on a rare occasion the manager may need to escort contractors onto the premises to undertake emergency repairs i.e. in the event of a heating/lighting failure

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

Conflict Resolution with Parents and Aggressive Behaviour Policy

At Simba's Nursery School we believe that we have a strong partnership with our parents and an open-door policy to discuss any matters arising (if applicable).

If as a parent, you have any concerns or issues you wish to raise with the nursery then please follow the complaints procedure.

In the case of a parent emailing, calling or using social media to complain the nursery will direct them to the correct procedure for raising a complaint.

We have a zero tolerance for abusive calls, emails, social media contact and face to face confrontation.

Calls of an aggressive/abusive manner

The call taker receiving a call leading to abusive/aggressive will remain calm and professional and ask them to follow the complaints policy. If the abuse continues the call taker will end the call. Any abusive calls will be logged with an outline of the conversation.

Emails of an aggressive/abusive manner

The responder will ask the parents to come into the setting to speak in person, as per our complaints policy. If the emails persist the manager may seek legal action. All emails will be kept as evidence until the matter is resolved.

Social Media

If slanderous or abusive messages appear on any social media sites, we will address these immediately with a request to follow our complaints procedure. We will endeavour to resolve any issue raised through our complaint's procedure. If slanderous/abusive messages continue we will seek legal action against the complainant.

If any person inside the nursery starts to act in an aggressive manner at the nursery, our policy is to:

- Direct the person away from the children and into a private area, such as the office (where appropriate)
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- Remain calm and professional to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour
- If the aggressive behaviour continues or escalates, we will contact the police in order to ensure the safety of our staff team, children and families
- If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken
- Any aggressive behaviour from a parent could result in the withdrawal of a place for the children. Parents will be informed, by the management team, in writing within 3 days of any incident that involved aggressive or threatening behaviour to their staff

- Management will provide support and reassurance to any staff member involved in such an incident
- Management will signpost parents to organisations/professionals that can offer support if applicable.

This policy will be followed in the event of any other visitors/member of the public displaying this type of behaviour either by phone, email, social media or in person.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.80

Critical Incident Policy

At Simba's Nursery School we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure our nursery can operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat/terrorism attack
- National outbreaks of infection/health pandemics
- Any other incident that may affect the care of the children in the nursery.

If any of these incidents impact the ability of the nursery to operate, we will contact parents via phone/email at the earliest opportunity, e.g. before the start of the nursery day.

Flood

There is always a danger of flooding from adverse weather conditions or through the water/central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer, and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, the nursery manager will decide based on the severity and location of this flooding, and it may be deemed necessary to follow the same procedure as the fire evacuation procedure. In this instance children will be kept safe, and parents will be notified in the same way as the fire procedure (see Fire Safety Policy).

Should the nursery be assessed as unsafe through flooding, fire or any other incident we will follow our operational plan and contact parents. For longer term placement the nursery will put in a plan and inform parents/carers.

Fire

Please refer to the fire safety policy.

Burglary

The management of the nursery follows a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises. Alarm systems are used and in operation during all hours the nursery is closed.

The manager or most senior member of staff on site will always check the premises as they arrive in the morning. Should they discover that the nursery has been broken into they will follow the procedure below:

- In an emergency dial 999 or non-emergency dial 101 with as many details as possible, i.e. name and location, details of what you have found and emphasise this is a nursery, and children will be arriving soon
- Contain the area to ensure no-one enters until the police arrive.
- Where it is safe to do so, the staff will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice. This may include temporary short-term closure and/or following the relocation procedure under the flood section wherever necessary to ensure the safety of the children
- The manager on duty will help the police with enquiries, e.g. by identifying items missing, areas of entry etc.
- A manager will always be available during this time to speak to parents, reassure children and direct enquiries
- Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery
- Arrangements will be made to ensure the nursery is made safe and secure again.

Abduction or threatened abduction of a child

We have secure safety procedures in place to ensure children are safe while in our care, including taking reasonable steps to ensure that children do not leave the premises unsupervised and to prevent unauthorised persons entering the premises and at risk of abduction. Staff are always vigilant and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and cannot be accessed unless staff members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building whether they are known to them or not. We also have visual reminders about closing the door behind them to prevent tailgating (another person accessing entry behind them). Visitors and general security are covered in more detail in the supervision of visitors policy.

Children will only be released into the care of a designated adult; see the arrivals and departures policy for more details. Parents are requested to inform the nursery of any potential custody proceedings or family concerns as soon as they arise, so the nursery is able to support the child. The nursery will not take sides in relation to any custody arrangements and will remain neutral for the child. If an absent parent arrives to collect their child, the nursery will not restrict access **unless** a court order is in place. Parents are requested to issue the nursery with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from nursery, we have the following procedures which are followed immediately:

- The staff member will notify management immediately and the manager will take control, dialling 999 and requesting the police, instructions from the emergency response team will be followed
- The parent(s) will be contacted
- All other children will be kept safe and secure, reassured and calmed where necessary

- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may have impacted on this abduction.
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was abducted, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted will be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this recurring being reduced.

Bomb threat/terrorism attack

If a bomb threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible and raise the alarm/contact emergency services as soon as the phone call has ended. The management will follow the fire evacuation procedure and guidance from the emergency services to ensure the safety of all on the premises. The person who took the call will provide as much detail to the emergency services as possible. Ofsted will be notified. With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.

Any other significant incidents

All incidents will be managed by the manager on duty and all staff will cooperate with any emergency services on the scene, where applicable. The fire evacuation procedure will be followed for any other incident that requires an emergency evacuation. Other incidents e.g. no water supply, will be dealt with on an individual basis considering the effect on the safety, health and welfare of the children and staff in the nursery.

If there is an incident outside of the nursery building and it is safer to stay inside the building will put into place the lockdown procedure. Emergency advice would be taken.

National outbreaks of infection/Health Pandemics

In the event of a national outbreak of a health pandemic, we will follow Government health advice and guidance, legal advice and advice from our insurance provider.

The setting will remain open as long as we have sufficient staff to care for the children. Depending on the nature of the pandemic we will follow all advice and implement measures to ensure that risks to vulnerable children and staff are minimised. This may include excluding infected children/staff/parents or family members from the setting for a set period, to prevent the spread of infection. This decision will be done in consultation with parents, staff, legal advice and our insurance provider. Each case will be reviewed on an individual basis.

The nursery manager will notify Ofsted in the event of a critical incident.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.1-3.2, 3.55,3.56, 3.63

Data and Confidentiality Policy

We recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence. This policy works alongside the Privacy Notice to ensure compliance under General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and Data Protection Act 2018.

Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2024 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR), Data Protection Act 2018 and the Freedom of Information Act 2000 regarding the storage of data and access to it.

Procedures

It is our intention to respect the privacy of children and their families, and we do so by:

- Storing confidential records in a locked filing cabinet or on the office computer with files that are password protected
- Ensuring staff, student and volunteer inductions include an awareness of the importance of the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. This includes ensuring that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, discussions on the bus or at the local bar/coffee shops. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our confidentiality policy and required to respect it
- Ensuring that all staff, volunteers and students are aware that information about children and families is confidential and only for use within the nursery and to support the child's best interests with parental permission
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest
- Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the safeguarding circumstances above
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs
- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions

- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) compliance

To meet our requirements under GDPR we will also undertake the following:

1. We will ensure our terms & conditions, privacy and consent notices are easily accessed/made available in accurate and easy to understand language
2. We will use your data to ensure the safe, operational and regulatory requirements of running our Nursery. We will only contact you in relation to the safe, operational and regulatory requirements of running our Nursery. We will not share or use your data for other purposes. Further detail can be found in our GDPR policy [insert document name].
3. Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations).
4. We will ensure staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
 - Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data.'
 - Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Staff and volunteer information

- All information and records relating to staff/volunteers will be kept confidential in a locked cabinet
- Individual staff may request to see their own personal file at any time.

NDNA Hints and tips

For more information on data protection and to register your nursery visit <https://ico.org.uk/>

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.69-3.72, 3.80

Dealing with Discriminatory Behaviour Policy

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

Definition and legal framework

Types of discrimination:

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

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

Incidents may involve a small or large number of persons; they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

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

Our procedures

We tackle discrimination by:

- Providing inclusive early years practice where all staff can identify, understand and break down barriers to participation and belonging and create an ethos of equality
- Consistently promoting the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs to all practitioners, children and families in the setting. We value diversity and celebrate differences in children and families
- Providing training and support around this subject to support staffs understanding and confidence in challenging discriminatory practice
- Challenging any observed instances of inequalities, discrimination and prejudice as they arise in play, conversation, books or other contexts from practitioners, children and families and follow this policy, as outlined below, to ensure that discriminatory behaviours against the protected characteristics are not tolerated within our setting
- Ensuring all children and families have a sense of belonging and they can see themselves and their family's identity reflected in the setting
- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour, stereotyping, bias or bullying taking place in person or via an online arena
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery
- Ensuring any online bullying or discriminatory behaviour is tackled immediately
- Informing: the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see the policy on disciplinary procedures).

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

- Strategies are developed to prevent future incidents

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

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding and child protection and Prevent Duty and Radicalisation Policies to safeguard children and families concerned.

Nursery staff

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

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

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

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

This policy also links to safeguarding and child protection, prevent duty and radicalisation and whistleblowing policies.

EYFS: 3.1, 3.2, 3.59, 3.20, 3.68, 3.80

Early Learning Opportunities Statement

At Simba's Nursery School we promote the learning and development of all children in our care. We recognise that each child is an individual and our highly qualified staff consider their needs, interests and development to plan a challenging and enjoyable experience across the seven areas of learning and development. Our staff guide and plan what children learn reflecting on the different rates at which they develop and adjust practice appropriately. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

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

We maintain a personalised record of every child's development, showing their abilities, progress, interests and any areas requiring further support.

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

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

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

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

Assessment is an integral part of our practice; we carry out ongoing assessment (formative) through daily observations and ensure that this does not take us away from interacting with the children.

Summative assessment is carried out at set points of the year including:

- Assessment on entry (starting point), including parental contributions. Progress check at age two (where applicable)
- The Early Years Foundation Stage Profile (where applicable) or any other summative assessment e.g. when children transition to new rooms or leave for school

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links to enhance and extend children's

learning both within the nursery environment and in the child's home and have regular meetings with parents to keep them up to date with their child's progress.

We share information about the EYFS curriculum with parents and signpost them to further support via the following website:

www.foundationyears.org.uk/

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 1.1 - 1.17, 2.1-2.6, 3.1, 3.20, 3.27, 3.59, 3.68, 3.80

Environmental Sustainability Policy

At Simba's Nursery School we wish to support children to learn about sustainable practices and foster, respect and care for the living and non-living environment. We understand the important role our staff team has in equipping children to become caring, compassionate individuals who will create more sustainable futures.

Children can develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues, global challenges, climate change, poverty and inequality. Our focus is to teach children about the world around them and how to protect it and by watching adult role models sustainable practices, ideas and values.

We will promote children's love of the planet, giving them opportunities to connect and learn about the natural world, encouraging them to visualise what they are aiming to protect

We promote a holistic, open-ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

- Teaching a love of the planet, by getting outside, being part of all seasons, observing habitats and wildlife
- Helping children to explore nature through art and play
- Encouraging and supporting children and staffs' behaviour towards reducing waste, recycling and reusing
- Supporting children to experiences with the natural environment through natural materials like wood, stone, sand and recycled materials
- Supporting the environment by learning how to grow and nurture plants in the nursery garden and discovering all about the food cycle by growing, harvesting, and cooking food for our nursery menu
- Helping children to learn about water conservation, energy efficiency and waste reduction through play-based activities and adult interactions
- Going on nature walks and learning about trees, plants and wildlife they see in the local area
- Encouraging STEM activities, using natural materials to explore, make sense of, investigate, create and design with, sparking their curiosity and innovative ideas
- Encouraging parents and children to walk to nursery once a week / month to raise the awareness of caring for the planet
- Building children and families awareness on being healthy with regards to diet, healthy food choices, exercise and spending time outdoors
- Developing a recycling area and encouraging children to share recycling ethos into the home environment
- We will support children and families with growing our own produce, looking after wildlife, encouraging litter picking, helping and building up connections with our diverse community

As a nursery we will embed sustainability into all aspects of the operations including:

- Recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- Ensuring parents recycle children's take-home recycled material models if they do not keep them
- Considering our carbon footprint when purchasing materials
- Shopping local where possible
- Turning off equipment and lights when not in use
- Using energy saving light bulbs
- Not leaving any equipment on standby
- Unplugging all equipment at the end of its use/the day
- Using energy saving wash cycles on the washing machine
- Hanging washing out to dry/using clothes horses rather than tumble dryers where possible
- Composting food waste
- Incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed
- Using rainwater butts for outdoor water play
- Recycling water from the water play to water plants outside
- Using food that we have grown in nursery meals.

Working together with all our parents and partners will help our environment to be more sustainable and make it a better place for our future generations to grow up in.

We assess our nursery's impact on the environment on a regular basis and put procedures in place to counteract this impact, including limiting single use plastics, adopting the reduce, reuse and recycle method and buying fewer new items, using charity shops, boot sales and our natural environment to resource activities and experiences.

In order to encourage children not to waste food or to play with food at mealtimes, we discourage the use of food as a play material; instead, we encourage activities which involve preparing and tasting different types of food.

This policy is reviewed annually and is carefully considered in the best interests of the children, nursery and the environment.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 1.3-1.6

Equipment and Resources Policy

At Simba's Nursery School we organise the premises and equipment to meet the needs of all the children. We provide a wide range of high-quality equipment and resources to support the delivery of our early year's curriculum. We take reasonable steps to ensure the safety of children and ensure they are not exposed to risks.

To ensure this occurs within the nursery, including in our outdoor areas, we provide:

- Play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- Enough equipment and resources for the number of children registered in the nursery
- High quality e-sources to meet children's individual needs and interests and promote all areas of children's learning and development
- Involve the children in decision making about new resources and equipment, where possible
- A wide range of books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Play equipment and resources which promote continuity and progression, provide sufficient challenges
- Sufficient storage so resources and equipment can be displayed for children to independently choose and/or stored away safely and then rotated
- Appropriate risk assessments and checks on all resources and equipment before first use to identify any potential risks and again regularly at the beginning and end of every session.

Cleaning and maintaining all resources and equipment. We repair or replace any unsafe, worn out, dirty or damaged equipment whenever required

- An inventory of resources and equipment. This records the date on which each item was purchased and the price paid for it
- An evaluation of the effectiveness of the resources including the children's opinions and interests
- Role models and discussions to ensure that all children respect the equipment and resources and encourage them to put them back where they belong after use. We will often use silhouettes or pictures to support the children to do this.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.55, 6.58, 3.65

Fire Safety Policy

At Simba's Nursery School we take reasonable steps to ensure the safety of children, staff and others on the nursery premises in the case of a fire or other emergency through our fire safety policy and emergency evacuation procedures.

The designated fire marshal is the Nursery Manager.

We ensure the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises. The Nursery Manager works with the landlord to ensure we have all the appropriate fire detection and control equipment (e.g. fire alarms, smoke detectors, fire blankets and/or fire extinguishers) are in working order and seeks advice from the local fire safety officer as necessary.

They also have overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every three months or as and when a large change occurs, e.g. a large intake of children or a new member of staff joins the nursery. These drills are planned to occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

All staff receive fire safety and evacuation training (including as part of induction) to help them understand their roles and responsibilities. This includes the steps they must take to ensure the safety of children, for example keeping fire doors free from obstruction, how to safely evacuate the children and where the evacuation meeting point is situated. Each room has a specific evacuation plan, which includes information such as evacuating non-mobile babies and using alternative exits depending on where the fire may be situated.

Fire checklist

	Who checks	How often
Escape route/fire exits (all fire exits must be clearly identifiable)	All Staff	Daily
Fire extinguishers and blankets	External Fire Officer	Annually
Smoke/heat alarms	External Fire Officer	Annually
Fire alarms	Premises Caretaker	Annually

Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside	All Staff	Daily
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A deputy fire marshal is appointed to cover this role when the fire marshal is absent, this will be the General Manager.

Registration

An accurate record of all staff and children present in the building must be kept at all times and children/staff must be marked in and out on arrival and departure. An accurate record of visitors is kept in the visitor's book. These records are taken out along with the register and emergency contacts list in the event of a fire.

No smoking/vaping policy

The nursery operates a strict no smoking/vaping policy - please see this separate policy for details.

Fire drill procedure

On discovering a fire:

- Calmly raise the alarm by blowing the whistle and breaking the alarm glass
- Immediately evacuate the building under guidance from the manager on duty (Collecting children's room register, and medications where applicable)
- Using the nearest accessible exit lead the children out, assemble in the front of the Nursery Premise
- Close all doors behind you wherever possible
- Staff from the main nursery rooms to communicate who will assist the small halls to help evacuate the younger children
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service/police.

If you are unable to evacuate safely:

- Stay where you are safe
- Keep the children calm and together
- Wherever possible alert the manager of your location and the identity of the children and other adults with you.

The manager/fire marshal/room leader is to:

- Pick up the central children's register, where applicable, staff register, nursery mobile/phone, keys, visitor book
- Telephone emergency services: dial 999 and ask for the fire service

- In the fire assembly point area - **Nursery entrance** check the children against the register
- Account for all adults: staff and visitors
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

Remember

- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for

This policy is updated at least annually in consultation with staff and parents and/or after a fire evacuation practice and/or fire.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.55, 3.56, 3.57

Food Play Policy

At Simba's Nursery School we ensure any food we use for play with the children is carefully supervised, whilst also in line with our Environment and Sustainability policy. We will also use the following procedures to ensure children are kept safe:

- Choking hazards are checked and avoided
- We will not use whole jelly cubes for play. If we do use jelly to enhance our play, then all jelly will be prepared with water as per the instructions and then used
- Small objects such as dried pasta and pulses will only be used for older children and under supervision
- All allergies and intolerances will be checked, and activities will be adapted to suit all children's needs, so no child is excluded
- All activities including food will be included on the planning sheets showing all allergens, so all staff and parents are aware of the ingredients
- Children's allergies will be visible to staff when placing out food play activities to ensure all needs are met
- Any cooking activities will be checked prior to start to ensure all children are able use all the ingredients based on their individual needs
- We will not use food in play unless it enhances the opportunities children are receiving from the activity. Many of the food will be reused in other activities, especially the dry materials.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.65

Gifted and Talented Children Policy

At Simba's Nursery School we plan our teaching and learning so that each child can aspire to achieve their full potential.

The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our nursery who have been identified as 'gifted' and/or 'talented' and extend their learning to challenge them further.

'Gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects.

'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

We will ensure all children are fully supported and challenged by:

- Working together with parents and carers to establish starting points on entry to nursery
- Observing, assessing and planning activities in line with the individual child's needs and interests
- Providing challenging next steps to enhance the learning opportunities
- Where applicable, working with the nursery Inclusion Coordinator (see SEND policy), other services and professionals to ensure we can fully support the child's individual needs
- Working with the child's school to provide activities that will stretch the child further in line with the child's future curriculum
- Support transitions by providing key information to the next provision.

We ensure staff are aware of some early development signs of children that may be gifted and talented including:

Gifted children in language and literacy:

- Can read and respond to a range of texts at a more advanced level
- Use a wide vocabulary and variety of words in conversations and play
- Can write fluently and with little support

Gifted children in mathematics:

- Explore a broader range of strategies for solving a problem
- Establish their own strategies for problem solving
- Can manipulate numbers in a wide range of ways, e.g. adding, subtracting.

The management monitors all outcomes for children by tracking cohorts and individual children across the whole setting. This will include the gifted and talented children. Management will ensure that all children are progressing at an appropriate rate from their starting points through challenging and supportive activities and opportunities.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 1.1, 1.6, 1.8, 2.1, 2.3

Health and Safety

Considerations from the legal team:

Ultimately the employer is accountable for health and safety and therefore cannot delegate health and safety duties. It can require staff to cooperate with them and to follow what they are told, but it cannot delegate a duty. There is no problem asking staff to do something e.g. a risk assessment, which is part of the policy, but it remains the employer's duty to ensure it's done and that it's suitable and sufficient. It would not be a defence to a nursery if a member of staff did not undertake, for example, a risk assessment. The employer must therefore have a system in place to ensure such things are done.

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

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

Legal framework

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

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021
- The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by Public Health England, UK Health Security Agency (UKHSA) the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

Aims and objectives

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

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

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces
- These will be conducted in the form of our daily opening checks, for the kitchen, and all indoor and outdoor areas
- Establish and maintain safe working practices amongst staff and children
- Decide for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances

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

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

- Ensures all entrances and exits from the building, including fire exits are clearly identifiable, free from obstruction and easily opened from the inside
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensures that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out each term
- Has the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensures that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children
- Ensures that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Ensures there are suitable hygienic changing facilities (see infection control policy)
- Prohibits smoking/vaping on the nursery premises
- Prohibits any contractor from working on the premises without prior discussion with the officer in charge
- Encourages children to manage risks safely and prohibits running inside the premises unless in designated areas
- Risk assesses all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- Ensures all cleaning materials are placed out of the reach of children and kept in their original containers
- Ensures staff wear protective clothing when cooking or serving food
- Prohibits certain foods that may relate to children's allergies, e.g. nuts are not allowed in the nursery
- Follows the EU Food Information for Food Consumers Regulations (EU FIC) by identifying the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed
- Follows the allergies and allergic reactions policy for children who have allergies or have a reaction at the nursery

- Ensures risk assessments are undertaken on the storage and preparation of food produce within the nursery
- Familiarises all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provides appropriately stocked first aid boxes and check their contents regularly, each half term
- Ensures children are always supervised
- Takes all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors
- Ensures no student or volunteer is left unsupervised at any time
- Ensures staff paediatric first aid certificates or a list of staff who hold a current PFA certificate are on display (and/or made available to parents).

Responsibilities

The designated Health and Safety Officer in the nursery is the named Nursery Manager.

The employer, **Kelly & Alex Pericleous** have overall and final responsibility for this policy being carried out at: Simba's Nursery School Regents Park Rd, London N3 1DP

Room Leads will be responsible in the manager's absence.

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

Whenever a member of staff notices a health or safety issue or problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to their lead or nursery manager, who will then inform the SLT.

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

Health and safety training

The person responsible for monitoring staff training is **Kelly Carvalho-Pericleous**

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

Training table:

Area	Training required	Who
Paediatric First aid inc Anaphylaxis, Epi-Pen and Jext autoinjector	External Course	All staff
Safeguarding/Child protection	In house training/course	All staff and students
Care of babies	In house training/course	At least half of the staff working with under 2's
Risk assessment	In house training/course	All staff
Fire safety procedures	In house training	All staff and students
Use of fire extinguisher	In house training/course	All staff where possible
Food Safety	In house training/course	Anyone involved in preparing and handling food
Manual handling	In house training/course	All staff and students
Stress awareness and management	In house training/course	All staff
Changing of nappies	In house training	All staff

Fire warden duties	External course	Fire Warden
SENCO	External course	SENCO
Supervision and appraisal	External course	Manager, deputy and room supervisors

At present at least one member of staff on the premises and available at times when children are present **MUST** hold a full paediatric first aid (PFA) certificate in the nursery and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS, 2024. This must be renewed every three years and the emergency PFA course is taken face to face.

In addition to this, all newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work to be included in the required staff: child ratios at level 2 or level 3 in an early year setting

At nursery, we consider the number of children, staff, layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

All trained first aiders must be listed in the first aid policy. Our trained first aiders are displayed on our parent board.

Health and safety arrangements

- All staff are responsible for general health and safety in the nursery
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources, cleaning equipment, legionella and lone working
- These are reviewed at regular intervals and when arrangements change
- All outings away from the nursery (however short) will include a prior risk assessment - more details are included in our outings policy
- All equipment, rooms and outdoor areas are checked thoroughly by staff before children access them or the area. These checks are recorded and initialled by the staff responsible. Unsafe areas are made safe where possible, or the area is not used to promote the safety of children. In these cases, the manager will be notified immediately
- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water
- We adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises
- We work with the landlord to identify and assess any water sources at risk of legionella [1], and manage these risks including avoiding stagnant water

- All staff and students receive appropriate training in all areas of health and safety which includes risk assessments, manual handling, fire safety and emergency evacuation procedures. We may also use benefit risk assessments for particular activities and resources for children
- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident
- We have a clear fire safety policy and procedure, which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is shared with all staff, students, parents and visitors to the nursery
- We review accident and incident records to identify any patterns/hazardous areas
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Staff and parents receive these updates, as with all policy changes, as and when they happen
- We welcome feedback from staff and parents. They can contribute to any policy through informal discussions, the suggestion scheme and/or during regular meetings held at nursery schools.

Electrical equipment

- All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level
- Electrical sockets are all risk assessed, and any appropriate safety measures are in place to ensure the safety of the children.

Mains information

Locations of:

- Water stops tap:
- Gas point:
- Fuse box:
- Main electricity box:

Dangerous substances

All dangerous substances including chemicals **MUST** be kept in locked areas out of children's reach. All substances must be kept in their original containers with their original labels attached. Safety Data Sheets (Control of Substances Hazardous to Health (COSHH)) and risk assessments must be kept for all substances and the appropriate personal protection taken e.g. gloves, apron.

Hot drinks and food

Hot drinks, canned drinks, sweets or snacks are not allowed in the nursery. Staff drink bottled water in the room or leave the room to use staff areas if they need a drink or a snack.

Outings

The arrangements for the supervision of children when away from the nursery needs to be carefully planned. The nursery has a comprehensive documented policy relating to outings, which incorporates all aspects of health and safety procedures. All outings away from the nursery are individually risk assessed. For more details refer to the visits and outings policy.

Room temperatures

- Staff should be aware of room temperatures in the nursery and should ensure that they are always suitable and recorded on the opening checks. There is a thermometer in each room to ensure this is monitored
- Temperatures should not fall below 16°C
- Where fans are being used to cool rooms, great care must be taken about their positioning.

Water supplies

- A fresh drinking supply is available and accessible to all children, staff and visitors
- All hot water taps accessible to children are monitored to ensure that the temperature of the water does not exceed 40°C.

Gas appliances

- All gas appliances are checked annually by a registered Gas Safety Register engineer
- Carbon monoxide detectors are fitted.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2025</i>

EYFS: All safeguarding and welfare requirements, particular referencing to 3.55-3.67

Health and Safety in the Office

At Simba's Nursery School we take the welfare of our employees seriously and put safeguards in place to help protect the health and safety of all employees. This includes any staff who are required to undertake office duties as part of their role including sitting at a computer.

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

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

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

Seating and posture for typical office tasks:

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

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

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

Healthy Workplace Nursery Policy

At Simba's Nursery School we are committed to providing a workplace which supports and encourages a healthy staff team through staff training, health and safety awareness and supervisions.

Cleaning

The nursery is committed to providing a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is an essential element of this practice. The nursery is cleaned daily and regular checks are made to the bathrooms. These are cleaned at least daily (more if necessary, i.e. at lunch time). The nappy changing facility and potties are cleaned and disinfected after every use. Any mess caused throughout the day is cleaned up as necessary to ensure that a hygienic environment is provided for staff and the children in our care.

Kitchen

Staff are made aware of the basic food hygiene standards through appropriate training, and this is updated every three years. In addition, we ensure:

- Fridges are cleaned out weekly
- Microwaves are cleaned after every use
- Toasters are cleaned after every use
- The oven is cleaned out regularly and details recorded
- Freezers are cleaned out every three months and details recorded
- Plates/utensils etc. are rinsed before putting in the dishwasher and the dishwasher is cleaned out regularly and details recorded
- All cupboards are cleaned out monthly
- Fridge and freezer temperatures are recorded first thing in the morning by staff completing the kitchen opening checks
- All food is always covered in and out of the fridge and dated to show when each product was opened and then used in date order
- Care is taken to ensure that food is correctly stored in fridges
- When reheating food, the temperature is over 75°C, food is checked with the probe thermometer and recorded, then cooled down before serving. Food prepared on the premises is checked with the probe thermometer before serving
- Food served but not used immediately is appropriately covered and placed in the fridge/freezer within 60 minutes. If this is not followed, food is discarded immediately
- All opened packets are dated when opened and placed in an airtight container e.g. baby food, raisins, cereal etc.
- Blended food is placed in suitable airtight containers, named and dated
- Surfaces are cleaned with anti-bacterial spray
- Only appropriate coloured kitchen cloths are used (please follow the chart on the wall). Reusable cloths are washed daily in the dishwasher on a hot wash
- Windows protected by fly guards are opened as often as possible along with the vents
- All plugs are pulled out of their sockets at the end of each day and switches switched off where practicable (except for the fridge and freezer)
- Children do NOT enter the kitchen except for supervised cooking activities
- Doors/gates to the kitchen are kept always closed/locked
- Kitchen bins are emptied when full and at the end of each day

- All staff are responsible for filling/emptying the washing machine/tumble dryer, folding clean clothing/items.

Baby room

- Bottles of formula milk are only made up as and when the child needs them. These are cooled to body temperature (37°C) and tested with a sterilised thermometer to ensure they are an appropriate temperature for the baby/child to drink safely
- Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water and reheat
- Bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they are not be washed in the dishwasher)
- Content of bottles are disposed of after two hours
- A designated area is available for mothers who wish to breastfeed their babies or who wish to express milk
- Labelled mother's breast milk is stored in the fridge
- If dummies are used, they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
- Sterilisers are washed out daily.

Nursery

- Staff are trained to be aware of general hygiene in the nursery and ensure that high standards are always kept
- Regular toy washing rotas are established in all rooms and items recorded. Toys are washed with sanitising fluid
- Floors are cleaned during the day when necessary. Vacuum cleaner bags (where used) are changed frequently
- Staff are requested to use the appropriate coloured mop for the task or area (see chart on wall) and mop heads are washed in a separate wash at least weekly
- Low/highchairs are cleaned thoroughly after every use. Straps and reins must be washed weekly or as required
- Every child has its own cot sheet which is washed at the end of every week or whenever necessary
- All surfaces are kept clean and clutter free
- Children are always reminded to wash their hands after using the bathroom and before meals. Staff always encourage good hygiene standards, for example, not eating food that has fallen on the floor
- Staff are positive role models and talk to the children about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.80

Home Visit Policy

In line with the Statutory Framework for the Early Years Foundation Stage 2021, this policy has been written to promote the welfare of the children in our care.

The aim of this policy is to provide an opportunity for us to meet with new children and their families in their own home when they are due to start nursery with us, if they are having difficulty settling and/or parents have concerns regarding their child's development. We believe that working in partnership with parents/carers from the outset is crucial in helping to form a positive partnership between nursery and home. We recognise that parents are their child's first educators and have valuable knowledge about their child, which will help the staff to provide appropriate experiences for them at nursery. We arrange an induction session for all children at the nursery before their official start date. Home visiting is an optional service that the setting provides in addition to our settling in procedures provided for all children.

Procedure

- If your child is finding it difficult to settle at nursery or if you have any concerns regarding your child's development, we will arrange to visit you at home at a time that is mutually convenient for both families and the nursery staff.
- Home visits are always attended by two members of staff (one will usually be the Nursery Manager and the other the child's key person)
- Staff must leave details (name, address and contact number) of where they are going to visit with a member of staff back at the nursery or the office.
- Staff will make their own way to and from the family home and home visits will take place during normal nursery working hours
- Staff will introduce themselves on arrival and show identification
- Staff will explain the purpose of the visit to the family
- Confidentiality must be always respected
- Staff will ask the parent/carer several other questions to ensure that we have a holistic picture of the child's individual needs
- Staff will stay together during the home visit and would not be expected to be left alone with a child during the visit
- Home visits usually last no longer than 40 minutes
- Staff should ensure that parents/carers have an opportunity to ask questions about the setting
- Staff will treat all families with the utmost respect and staff will be conscious that they are guests in the family home
- Staff will take all reasonable action to control the spread of infectious diseases and If feeling unwell they will reschedule the visit

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.4, 3.6, 3.7

Immunisation Policy

At Simba's Nursery School we expect that children are vaccinated in accordance with the government's health policy and their age and promote this.

We ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children/staff/parents in the best way possible. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age.

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

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

Staff vaccinations policy

It is the responsibility of all staff to ensure they keep up to date with their vaccinations, as recommended by the Government/NHS vaccination schedule and keep the nursery informed, including Covid-19 Vaccinations.

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

Emergency information

We keep emergency information for every child and update it every six months with regular reminders to parents in newsletters, at parents' evenings and a reminder notice on the Parent Information Board.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.45,3.80

Infection Control Policy

At Simba's Nursery School we promote the good health of all children attending (including oral health) through maintaining high hygiene standards to help reduce the chances of infection being spread. We follow the health protection in schools and other childcare facilities guidance [1] which sets out when and how long children need to be excluded from settings, when treatment/medication is required and where to get further advice from.

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

We follow the guidance below to prevent a virus or infection from spreading around the nursery.

Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- Clean and sterilise all potties and changing mats before and after each use
- Clean toilets at least daily and check them throughout the day
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser, or through washing in the washing machine
- Wash or clean all equipment used by babies and toddlers as and when needed, including when the children have placed it in their mouth
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Store toothbrushes (where applicable) hygienically to prevent cross-contamination
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child
- Provide labelled individual bedding for children that is not used by any other child and wash this at least once a week
- Ask parents and visitors to remove all outdoor footwear, or use shoe covers, when entering rooms where children may be crawling or sitting on the floor
- Where applicable wear specific indoor shoes or slippers whilst inside the rooms and make sure that children wear them as well
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are ill and/or are contagious.

Covid-19 procedure

Simba's Nursery School will continue to follow all guidance and advice as provided by the Department for Education (DFE) and United Kingdom Health Security Agency (UKHSA) for living with Covid-19.

In addition:

- The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery
- Parents will be made aware of the need for these procedures for them to follow these guidelines whilst in the nursery
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- In the event of an infection outbreak the nursery will, where appropriate, undertake a deep clean to ensure the spread of infection is contained
- We will follow Government health guidance, as well as seeking legal advice and information from our insurers, on any national outbreak of a virus/ pandemic and keep parents informed of any course of action. Each specific circumstance will differ and to ensure we take the most appropriate action; we will treat each case on an individual basis
- In addition, where contagious outbreaks occur, we will adopt Government guidance for all visitors to minimise the risk of further spreading of the infection
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are always maintained. These will be increased during the winter months, or when flu and cold germs are circulating.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.45, 3.46, 3.46

[1]

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>

Intimate Care Policy

At Simba's Nursery School we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance.

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

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

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

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. paediatric first aid training, specialist medical support
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappies will be changed or intimate routines behind closed doors
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the Parent and Carers as Partners Policy. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery
- Conducting working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines
- Conducting regular risk assessments on all aspects of the nursery operation including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, please see the manager at the earliest opportunity.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.45, 3.46, 3.46

Intruder Alert and Emergency Lock Down Policy

We take all reasonable steps to ensure the safety of children, staff and others on the premises, in the event of an emergency requiring a full lock down we will follow the lock down procedure:

Lock down procedure

We will use the lock down procedure when the safety of the children, staff and others on the premises are at risk and we are better placed inside the current building, with doors and windows locked and blinds/curtains drawn.

We will activate this emergency procedure in response to several situations, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- An intruder on the nursery site (with potential to pose a risk to staff and children in nursery)
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc.)
- A major fire or explosion in the vicinity of the nursery - as long as it is safer staying in the premises than leaving.

In this case the staff will be notified by the following action:

Blow the Whistle, Sharp Blow

All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, staff are to promptly and calmly direct children into the building, if this will not endanger them. Staff will make efforts to close and lock doors wherever safe to do so.

All individuals will keep away from the windows and doors and children will be occupied in the centre of the room, so they are not placed at risk or are able to see any situation developing outside.

The manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation via updates. The manager on duty will manage the situation depending on the information available. If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the nursery will await further instructions.

Once all clear has been given externally the manager will issue the all clear internally. After this time the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events.

Simba's Nursery Senior Leadership Team will; be informed and if appropriate they will inform sister nurseries, so they can remain vigilant.

Any children showing worries or concerns will have one to one time with their key person to talk about these.

Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.

After the event a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully, and the procedure went as planned. Ofsted will be informed.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.1-3.2, 3.55,3.56, 3.63

Late Collection and Non-Collection of Children Policy

At Simba's Nursery School we have morning, afternoon and all-day sessions. Parents are able to collect their child from the nursery flexibly within this time period asking them to be no later than the session end time, for example if they attend the morning session we expect children to be collected no later than 1pm, afternoon/all-day session finish times are 6pm. We understand that some parents may arrive earlier to collect their child, this is acceptable. However, the full fees remain in place for the allocated session times.

We give parents information about the procedures to follow if they expect to be late. These include:

- Calling the nursery as soon as possible to advise of their situation and expected time of arrival
- Agreeing a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent (designated adult)
- Asking a designated adult to collect their child wherever possible
- Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- If the designated person is not known to the nursery staff, the parent must provide a detailed description of this person, including their date of birth where known. This designated person must know the individual child's safety password for the nursery to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the nursery at the end of their session time, we initiate the following procedure:

- The nursery manager will be informed that a child has not been collected
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails, the manager will try the emergency contacts shown on the child's records
- The manager/staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record
- In the event of no contact being made after one hour has lapsed, the person in charge will ring the local authority children's social services emergency duty team
- The nursery will inform Ofsted as soon as convenient
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child; It may be necessary to walk the child to another of our nursery sites if the church hall is booked out to other users after nursery hours.
- The child's welfare and needs will be always met and to minimise distress staff will distract, comfort and reassure the child during the process
- To provide this additional care a late fee of £10 for the first 15 minutes and then after £5 per every additional 5 minutes. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.

Contact numbers:

Name	Contact No
Social Services Emergency Duty Team	0208 379 2507 After 5pm 0208 379 1000
Ofsted	0300 123 1231

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.4, 3.7, 3.63

Lone Working Policy

At Simba's Nursery School we aim to ensure that no member of the team is left alone working in either a room alone or within the building at any time. However, there may be occasions when this isn't always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Monitoring sleeping children
- Comforting a child that may be unwell in a quiet area
- Following a child's interest, as this may lead staff away with a child to explore an area
- Supporting children in the toilet area that may have had an accident
- The duties some team members have, e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours.

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

On the rare occasions, that lone working within a room does take place we ensure that a specific risk assessment is completed prior to lone working taking place, this includes:

- How staff can manage with a variety of tasks such as talking to parents and supervising children safely
- That each member of staff required to work alone has the required qualification/training and/or skills for the role, e.g. holds a level 3 qualification, paediatric first aid, safeguarding and child protection training and basic food hygiene
- That staff members working alone are competent in their role
- That the staff member can call on others in an emergency, including procedures if there was a fire evacuation
- There are procedures in place to check in on the staff member and cover for breaks
- The member of staff and children are always safeguarded (relating to safeguarding/child protection policies)
- Ratios are always maintained.

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

Staff members responsibilities when left in the building alone:

- To make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work
- To ensure they always have access to a telephone in order to call for help if they need it, or for management to check their safety if they are concerned
- Ensure that the building remains locked so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as is practicably possible.
- Management's responsibilities when left in the building alone:
- To ensure staff working alone are competent and confident to carry out any safety procedures e.g. fire evacuation

- To ensure that the employee can contact them or a member of the team event if their lone working is outside normal office hours (i.e. access to a phone, contact numbers of someone they can call)
- To check that the employee has someone they can contact in the event of an emergency, and the numbers to call
- To ensure that employees can access a telephone whilst lone working
- If reporting in arrangements have been made and the employee does not call in, to follow it up.

Risk assessments are also completed for these occasions including hazards and risks and how these are controlled.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.1 – 3.8, 3.20-3.44

Lost Child Procedure from Outings

At Simba's Nursery School we take all reasonable steps to ensure children are kept safe while on outings. We assess the risks or hazards that may arise for children and identify steps to remove, minimise and manage those risks and hazards. This includes the consideration of adult to child ratios and carrying out regular head counts of children throughout any outing or visit.

In the unlikely event of a child going missing whilst on an outing we have the following procedure which we implement immediately:

- All staff are aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The designated person in charge or most senior member of staff is informed immediately and all staff presents will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout
- If appropriate, on-site security will also be informed and a description given
- The designated person in charge or most senior member of staff will immediately inform the police
- The designated person in charge or most senior member of staff will then inform the nursery who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge
- During this period, some staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children
- It will be the designated person in charge or most senior member of staff responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted will be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this recurring being reduced.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.65, 3.6

Lost Child from Nursery Procedure

We take all reasonable steps to ensure the safety of children on the premises, we only release children into the care of individuals who have been notified by the parent and have safety systems in place to ensure that children do not leave the premises unsupervised. The nursery entrance is operated by a key system, where only management has a copy of the key. To enter the nursery reception area, it is operated by a passcode system that only permanent staff members know the code. Staff to ensure that they cover the code as they are entering it in, if surrounded by a parent or non staff members.

In the unlikely event of a child going missing within/from the nursery, we have the following procedure which will be implemented immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The nursery manager will be informed immediately and all staff presents will be informed. Some staff will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children, so they remain supervised, calm and supported throughout
- The manager will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted
- A second search of the area will be carried out
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- The manager will meet the police and parents
- The manager will then await instructions from the police
- In the unlikely event that the child is not found the nursery will follow the local authority and police procedure
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- Ofsted will be contacted and informed of the incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this recurring being reduced

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.63, 3.65

Looked After Children Policy

At Simba's Nursery School we are committed to providing a welcoming and inclusive quality environment for all children and families.

Definition and legal framework

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

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

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

- Childcare Act (2006)
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014)
- Children and Social Work Act (2017).

Our policy

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

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

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

The designated person for 'looked after children' is K Carvalho-Pericleous

Each child is allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any

other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker or other professionals (where applicable).

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

Where necessary the key person/designated person/manager will develop a care plan with the child's carers and any relevant professionals. This will include:

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

In addition, the care plan may also consider:

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

Where applicable, we will complete a Personal Education Plan (PEP) for any children aged three to five in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

The key person and designated 'looked after' person **Kelly Carvalho-Pericleous** will work together to ensure any onward transition to school, or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of artwork and mark making will be passed on to the carer at this stage.

Key contact details:

London Borough of Barnet

Barnet Children's social care team **020 8379 1000**

Child and Family Support Team **020 8379 2574**

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote their welfare.

A privately fostered child is a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation etc. for more than 28 days and where the care is intended to continue by someone other than:

- The parents
- A person who is not a parent but has parental responsibility
- A close relative
- The Local Authority.

It is a statutory duty for us to inform the local authority where we are made aware of a child who may be subject to private fostering arrangements. We will do this by contacting the local authority children's social care team.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.1 – 3.8, 3.20.

Modern Slavery and Human Trafficking Policy

Legislation

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

Background

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

Modern slavery is a term that covers:

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

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

- Safeguarding and child protection
- Whistleblowing
- Equality and inclusion

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

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

Signs of abuse

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

Procedure

When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure. If the child (or adult) is at risk of immediate harm then the police will be called, otherwise the local authority will be contacted, and the referral process will be followed as per the safeguarding procedure.

If we suspected and it wasn't possible to have a confidential conversation, we wouldn't confront them or cause a scene, as this will likely lead to increased harm for them. Instead, we would inform the relevant authorities, or organisations, working in the field.

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

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

In conjunction with our safeguarding and child protection policy, we would follow the procedures referenced below.

If you have an immediate Child Protection concern about a child or family that needs an urgent safeguarding response, contact:

Barnet's MASH (Multi-Agency Safeguarding Hub)

Tel: 020 8359 4066

For urgent child protection concerns please call the **MASH** first before submitting a referral in writing. Written referrals will need to be completed on the Child Protection section of the Children's Portal.

<https://www.barnet.gov.uk/directories/directme/multi-agency-safeguarding-hub-mash-team-children>

For urgent safeguarding concerns that occur outside of normal working hours, contact the emergency **Duty Team on 020 8359 2000**.

For non-urgent referrals that still require a safeguarding response, please visit the Children's Portal and complete an online **Child Protection** referral by visiting

<https://www.barnet.gov.uk/children-and-families/keeping-children-safe/worried-about-safety-child#:~:text=The%20MASH%20team%20are%20available,team%20on%20020%208359%202000>.

If you are concerned about a child's safety and wellbeing and are aware the case is already open to children's social care, please contact the social worker directly or contact the switchboard on **020 8359 4066** if you do not know their contact number but know their name. Otherwise, please call the **MASH as a last resort** who can identify who the social worker is and put you through.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.1-3.8

Monitoring Staff Behaviour Policy

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

Within our nursery we expect our staff to:

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

Monitoring staff behaviour

Within the nursery we:

- Conduct regular peer observations using all staff and management, during which we observe interactions between staff and children
- Have regular supervisions with all staff in which ongoing suitability is monitored and recorded
- Have a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues
- Operate staff suitability forms and clauses in staff contracts to ensure any changes to their suitability to work with children are reported immediately to management
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the safeguarding policy.

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

- Change in moods
- Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation)

- Changes in the way they act towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours
- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance.

Procedures to be followed:

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

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

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

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	K.C-P	<i>October 2026</i>

EYFS: 3.1 - 3.19

Multiple Birth Families Policy

At Simba's Nursery School we ensure that all families are included and supported fully, no matter how big or small. There are more and more multiple births occurring in the UK, twins, triplets and even more. As a nursery we accommodate all families and work together with parents to ensure all children are treated as individuals and supported to make the best progress they can.

This policy should be read in conjunction with our Settling in Policy and Partnership with Parent Policies. In addition to these to support the needs of multiple birth families, we will:

- Acknowledge multiple birth relationship as special and to be celebrated as well as enabling children to develop as individuals
- Work with parents to explore each child's individual preferences, interests, needs and starting points including, where applicable ways for staff to identify them apart
- Complete individual forms for each child to discover their individual routines, specific requirements, dietary needs etc.
- Recognise and celebrate all individual achievements
- Report back on each child separately at the end of the day to the parents
- Consider separation if this is beneficial for their development. Parents, and where appropriate the children, will be involved in the decision for when, where and how this may occur (e.g. focused activities, outdoor play, and if appropriate time in our other Leapfrog Nursery sites)
- Arrange parental consultations for each child. Each child will receive the same time during the consultation as any other child in the setting. Assessments will be shared based on their individual progress and comparisons between the children will not be made, any concerns will be discussed as per SEND policy
- Understand that each child is unique and not expect them to behave in the same manner, excel in the same areas or enjoy the same activities.

This policy was adopted on	Signed on behalf of the nursery	Date for review
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EYFS: 1.1, 3.1

My Famly App Online Journal Policy

Online Learning Journal

At Simba's Nursery School, we use an online system called Famly to create each child's Learning Journal, to record and store all observations and assessments relating to each child. This is a safe and secure system and one that enables parents and carers to access their child's learning journey at any time. They can share it with their child, family and friends at home and also post any comments and photographs of their own, helping to create a fully holistic view of the child and strengthen the parent partnership.

Each child has a Key Person assigned to them who is responsible for the compilation of each child's Learning Journal.

What is My Famly:

My Famly is a GDPR compliant company using secure servers in the UK to store data, further information regarding the security of My Famly is available upon request.

We will use Famly to record observations, comments and photos to show progress across the Early Years Foundation Stage and this will compliment other forms of observing and assessing already in place. You will be able to access your child's Learning Journey from a computer via the 'Famly' website or by using the 'Famly' App on mobile devices. You will only be able to access the receipt of the signed user agreement on registration with Simba's Nursery School. After receiving the agreement back, you will be issued with an email prompting you to set up a password for access to the Famly Journal website. This will only give you access to your own child's Learning Journal; however, other family members can be given access on your request. The only people in the school with access to your child's Learning Journal will be the members of the Senior Leadership Team and the Nursery Staff. A staff user Policy and agreement is in place and covers the use of staff working on the Learning Journey's at home.

Many of the most meaningful photographs taken in pre-school show children interacting in group play or activities with peers, we therefore ask that these photos are for your own viewing and not shared publicly or uploaded onto any social media websites, this is in line with our 'Data Protection and Information Management Policy 2018', which is available to view via our policies and procedures on our website. A staff user Policy and Agreement is in place and covers the use of staff working on the Learning Journey's at home. Failing to uphold this request will result in suspending your child's online Learning Journey.

We hope that this system will prove to be a positive step in sharing information, as well as viewing our contributions, you will also be able to add comments, photos and videos.

Secure profile:

- Each child has their own profile on the system.
- Each parent is given a secure login for their child's profile.
- The activation process is started by setting, the parent or carer is emailed by Famly giving them a link to set up their own secure password to the system.
- Each parent can only see the profile of their own children and / or other children they care for (where permission has been given by the parent).

- Parents logging into the system are only able to see their own child's Learning Journey.

Email notifications:

- When you first login to the system parents can edit their personal information and opt in to receiving an email when a new observation is added to their child's journal. To do this - you click on your name at the top right-hand side of the screen and then Edit Preferences from the drop-down menu.

What is Famly used for:

- Regular observations on a child will include notes, photographs and videos. The results of the observation will be linked to the Early Years Foundation Stage and Characteristics of effective teaching and learning.
- Once a term the parents will be sent a focus week alert, detailing when their child's key worker will be setting up a tailored week of experiences based on child's interests; the nursery would ask that parent/carers to contribute to this week. Following this week a reflection summary on their child's progress, highlighting areas of focus for the following term will be added to the child's learning journal.
- Home learning challenges will be set up via Famly, this is a great way for parent/carers to contribute to our nursery curriculum and strengthen our partnerships and communication
- General reminders and messages to parent/cares of upcoming events and experiences occurring at the nursery
- We encourage parents/carers to update to the children's journals, like and comment on their child's uploads. It is a great opportunity to share your child's day with them, building up their language and communication skills.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>NOctober 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 1.1 - 1.17, 2.1-2.6, 3.1-3.8, 3.20, 3.27, 3.59, 3.69-3.72, 3.80

Mobile Phone and Electronic Device Use Policy

Mobile phones and other devices that accept calls, messages and video calling

At Simba's Nursery School we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to:

- Ensure all children in the nursery receive good quality care and education.
- To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, smartwatches and/or Fitbits during working hours.
- This policy should be used in conjunction with our online safety and acceptable IT use policies, to ensure children are kept safe when using the nursery devices online.

Staff must adhere to the following:

- Mobile phones/smartwatches/Fitbits are either turned off or on silent and not accessed during your working hours
- Mobile phones/smartwatches/Fitbits can only be used on a designated break and then this must be away from the children
- Mobile phones/smartwatches/Fitbits should be stored safely in staff lockers or always kept in the nursery office designated phone storage box during the hours of your working day
- No personal device is allowed to be connected to the nursery Wi-Fi at any time
- The use of nursery devices, such as tablets, must only be used for nursery purposes
- The nursery devices will not have any social media or messaging apps on them
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age and content appropriate apps are accessible to staff, or children using them
- Passwords/passcodes for nursery devices must not be shared or written down, and will be changed regularly, at least each academic year or if there has been a change in staffing
- During outings, staff only use the named staff members designated mobile phone
- Only nursery owned devices will be used to take photographs or film videos
- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use
- There may be a need for the nursery devices to be managed for maintenance purposes; on these occasions the devices should only be taken off the nursery premises by approval of Simba's Nursery School Senior Leadership Team

Parents' use of mobile phones and smartwatches

Parents are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children. We will ask any parents using their phone inside the nursery premises to finish the call or take the call outside. We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child

Parents are requested not to allow their child to wear or bring in devices that may take photographs or record videos or voices. This includes smart watches with these capabilities, such as Vtech. This ensures all children are safeguarded and protects their property as it may get damaged or misplaced at the nursery.

Visitors' use of mobile phones and smartwatches

Visitors are not permitted to use their mobile phones or smart watches whilst at nursery and are asked to leave them in a safe secure place/nursery office for the duration of their visit.

Photographs and videos

At the nursery we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings taken of children in our nursery are only done with prior written permission from each child's parent and only share photos with parents in a secure manner. We will obtain this permission when each child is registered and update it on a regular basis to ensure that this permission is still valid.

We ask for individual permissions for photographs and video recordings for a range of purposes including use in the child's Family learning journal; for display purposes; for promotion materials including our nursery website, brochure and the local press; and the different social media platforms we use. including Instagram and Facebook. We ensure that parents understand that where their child is also in another child's photograph, but not as the primary person, that may be used in another child's learning journal. Photographs and videos will not be taken in areas where intimate care routines are carried out.

If a parent is not happy about one or more of these uses, we will respect their wishes and find alternative ways of recording their child's play or learning.

Staff are not permitted to take any photographs or recordings of a child on their own information storage devices e.g. cameras, mobiles, tablets or smartwatches and may only use those provided by the nursery. The nursery manager will monitor all photographs and recordings to ensure that the parents' wishes are met, and children are safeguarded.

Photographs or videos recorded on the designated mobile device to be shared with SLT on the nursery What's app groups should not show the children's faces and once transferred ensure no images are left on these mobile devices.

Parents, and children, are not permitted to use any recording device or camera (including those on mobile phones or smartwatches) on the nursery premises without the prior consent of the manager.

During special events, e.g. Christmas or leaving parties, we will gain individual permission for each child before the event. This will ensure all photographs taken are in line with parental choice. We ask that photos of events are not posted on any social media websites/areas.

Applicable for settings using Online Learning Journals only

At Simba's Nursery School we use tablets and designated mobile devices in the rooms to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only and do not install applications such as social media or messaging sites onto these devices.

We also do routine checks to ensure that emails and text messages (where applicable) have not been sent from these devices and remind staff of the whistleblowing policy if they observe staff not following these safeguarding procedures.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.1 - 3.8

This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically capable of connecting us to the outside world.

We will adapt the policy to include all devices we deem necessary to safeguard children.

No Vaping/No Smoking Policy

At Simba's Nursery School we are committed to promoting children's health and well-being. This is of the utmost importance for the nursery.

Smoking and the use of e-cigarettes has proved to be a health risk and therefore in accordance with legislation, the nursery operates a strict no smoking/vaping policy within its buildings and grounds. It is illegal to smoke in enclosed places.

All persons must abstain from smoking/vaping while on the premises. This applies to staff, students, parents, carers, contractors and any other visitors to the premises.

Staff accompanying children outside the nursery are not permitted to smoke/vape. We also request that any parents accompanying nursery children on outings refrain from smoking/vaping while caring for the children.

Staff must not smoke/vape while wearing nursery uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. If staff choose to smoke/vape during breaks they are asked to wear their own clothing over their uniform and smoke/vape away from the main entrance/nursery premises.

We respect that smoking/vaping is a personal choice, although as an organisation we support healthy lifestyles. We follow Public Health England and UK Health Security Agency (UKHSA) advice and aim to help staff and parents to stop smoking/vaping by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline - www.smokefree.nhs.uk
- Offering information regarding products that are available to help stop smoking

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<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.57

Nappy Changing Policy

At Simba's Nursery School we support children's care and welfare daily in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Wherever possible, each child's key person will change nappies according to the child's individual needs and requirements.

Our procedure meets best practice identified by the Health Protection Agency (2011) in 'Best practice advice for nurseries and childcare settings'.

We enable a two-way exchange between parents and key persons so that information is shared about nappy changing and toilet training in a way that suits the parents and meets the child's needs.

When developmentally appropriate, we work closely with parents/carers to sensitively support toilet training in a way that suits the individual needs of the child and ensures consistency between home and nursery.

We have appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation, serving areas and children's play areas
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded. Disposable towels/roll are placed on top of the changing mat for added protection
- Clean nappies are stored in a clean dry place; soiled nappies are placed in a 'nappy sack' before being placed in the bin. Bins are regularly emptied and always at the end of the day and placed in an appropriate waste collection area
- We ask that where any non-prescribed creams are needed e.g. Sudocrem that these are supplied by the parent/guardian and clearly labelled with the child's name. Prior written permission is obtained from the parent. When applying creams for rashes, a gloved hand is used.

Staff changing nappies will *(update according to your practice, for example)*:

- Use a disposable apron and pair of gloves for each nappy change and always wash hands before and after using gloves
- Clean disinfect and dry mats thoroughly after each nappy change; disposable towels/roll are discarded after each nappy change
- Ensure they have all the equipment they need before each nappy change
- Keep nappy bags, gloves and aprons out of reach of babies and children.
- Once clean nappy is changed, discard gloves before dressing the child to not contaminate clean clothes.
- Ensure nappies are discarded and mat is wiped down at the moment, so it is ready for the next child.
- Log the change with time and staff signature in the moment

Reusable Nappies

The procedures above are followed where children wear useable nappies, in addition we:

- Ask the parents for a demonstration for fitting the nappy correctly
- Dispose of any soiling by flushing straight down the toilet
- Dispose the reusable nappies liner, and place in a nappy bag (and disposed of as per disposable nappies in a nappy bin)
- Store the used nappies in a sealable wet bag (including a waterproof interior and sealed prevents any smells escaping) away from children
- Provide the parents with the wet bag at the end of the day to clean the used nappies.

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

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works and who is caring for their child
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change
- Ensuring that the nappy changing area is inviting and stimulating and change this area regularly to continue to meet children's interests
- Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks
- Training all staff in the appropriate methods for nappy changing
- Ensuring that no child is ever left unattended during the nappy changing time
- Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted; and that students only change nappies with the support and close supervision of a qualified member of staff
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to nappy changing
- Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the parent and carers as partner's policy. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the child protection policy
- Balancing the right for privacy for the children with the need for safeguarding children and adults by making sure intimate care routines do not take place behind closed doors
- Cameras, tablets and mobile phones are not permitted within toilet and intimate care areas
- Operating a whistleblowing policy to help staff raise any concerns relating to their peers or managers and helping staff develop confidence in raising concerns as they arise to safeguard the children in the nursery

- Conducting working practice observations of all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes all intimate care routines
- Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

If any parent or member of staff has concerns or questions about nappy changing procedures or individual routines, please see the manager at the earliest opportunity.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.27, 3.61, 3.74

Online Safety Policy

At the nursery we are aware of the growth of the internet and the advantages this can bring. However, it is also aware of the dangers it can pose, and we strive to support children, staff and families to use the internet safely.

We refer to '*Safeguarding children and protecting professionals in early years settings: online safety considerations*' to support this policy.

The Designated Safeguarding Lead is ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible to **Kelly Carvalho-Pericleous**.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- ❖ **Content:** *being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views.*
- ❖ **Contact:** *being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and*
- ❖ **Conduct:** *personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.*

Within the nursery we aim to keep children, staff and parents safe online. Our safety measures include:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly
- Ensuring content blockers and filters are on all our devices, e.g. computers, laptops, tablets and any mobile devices
- Ensuring all devices are password protected and screen locks. Practitioners are reminded to use complex strong passwords, and they are kept safe and secure, changed regularly and are not written down
- Monitoring all internet usage across the setting
- Providing secure storage of all nursery devices at the end of each day
- Ensuring no social media or messaging apps are installed on nursery devices
- Reviewing all apps or games downloaded onto devices ensuring they are age and content appropriate
- Using only nursery devices to record/photograph children in the setting
- Never emailing personal or financial information
- Reporting emails with inappropriate content to the internet watch foundation (IWF www.iwf.org.uk)
- Teaching children how to stay safe online and report any concerns they have
- Ensuring children are supervised when using internet connected devices
- Using tracking software to monitor suitability of internet usage (for older children)
- Not permitting staff or visitors to access to the nursery Wi-Fi

- Talking to children about ‘stranger danger’ and deciding who is a stranger and who is not, comparing people in real life situations to online ‘friends’
- When using Skype and FaceTime (where applicable) discussing with the children what they would do if someone they did not know tried to contact them
- Providing training for staff, at least annually, in online safety and understanding how to keep children safe online. We encourage staff and families to complete an online safety briefing, which can be found at <https://moodle.ndna.org.uk>
- Staff model safe practice when using technology with children and ensuring all staff abide by an acceptable use policy, instructing staff to use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated.
- Monitoring children’s screen time to ensure they remain safe online and have access to material that promotes their development. We ensure that their screen time is within an acceptable level and is integrated within their programme of learning
- Making sure physical safety of users is considered including the posture of staff and children when using devices
- Being aware of the need to manage our digital reputation, including the appropriateness of information and content that we post online, both professionally and personally. This is continually monitored by the setting’s management
- Ensuring all electronic communications between staff and parents is professional and takes place via the official nursery communication channels, e.g. the setting’s email addresses and telephone numbers. This is to protect staff, children and parents
- Signposting parents to appropriate sources of support regarding online safety at home

If any concerns arise relating to online safety, then we will follow our safeguarding policy and report all online safety concerns to the DSL.

The DSL will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral
- All concerns are logged, assessed and actioned in accordance with the nursery’s safeguarding procedures
- Parents are supported to develop their knowledge of online safety issues concerning their children via training sessions and **NSPCC Netaware site**
- Parents are offered support to help them talk about online safety with their children using appropriate resources
- Parents are signposted to appropriate sources of support regarding online safety at home and are fully supported to understand how to report an online safety concern.
- Staff have access to information and guidance for supporting online safety, both personally and professionally
- Under no circumstances should any member of staff, either at work or in any other place, make, deliberately download, possess, or distribute material they know to be illegal, for example child sexual abuse material.

Cyber Security

This policy should be read in conjunction with your Data protection and Confidentiality Policy, Acceptable IT Use Policy and GDPR Privacy statement.

Good cyber security means protecting the personal or sensitive information we hold on children and their families in line with the Data Protection Act. We are aware that Cyber criminals will target any type of business including childcare and ensure all staff are aware of the value of the information we hold in terms of criminal activity e.g. scam emails. All staff are reminded to follow all the procedures above including backing up sensitive data, using strong passwords and protecting devices to ensure we are cyber secure.

To prevent any attempts of a data breach (which is when information held by a business is stolen or accessed without authorisation) that could cause temporary shutdown of our setting and reputational damage with the families we engage with we inform staff not to open any suspicious messages such as official-sounding messages about 'resetting passwords', 'receiving compensation', 'scanning devices' or 'missed deliveries'.

Staff are asked to report these to the manager as soon as possible and these will be reported through the NCSC Suspicious Email Reporting Service at report@phishing.gov.uk

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.1-3.8

Outdoor Policy

At Simba's Nursery School we recognise the importance of daily outdoor play and physical development and are committed to ensure all children have daily access regardless of their age and stage of development. Where possible this includes the children having free access to the outdoors allowing them the freedom to play indoors or out. We provide an inclusive outdoor play environment with areas for non-mobile children to freely explore. We make reasonable adjustments where required, in line with the Equality Act 2010. We go out to play with all children in all weathers (unless it is deemed unsafe).

We understand the vital role that learning outdoors has on children's learning and development as well as the importance of regular access to outdoor play to keep fit and healthy, develop children's large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We also refer to The Chief Medical Office guidance on physical activity. [1]

The outdoor areas, both within the nursery grounds and in the local community have a wealth of experiences and resources, which help children to learn and develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We take reasonable steps to ensure the safety of children through risk assessments whilst balancing the benefits to learning through providing an element of 'risky play'. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We ensure outdoor play is adequately supervised and we have robust safety checks in place, including regular head counts.

We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the outing policy.

We plan all outdoor play opportunities and outings to complement the early years curriculum, this includes providing children with purposeful activities and quality resources that support and follow their individual interests and the seven areas of learning and development. We plan both adult-led and child-initiated opportunities to enable children to learn and practise new skills, knowledge and behaviours. Where possible and in line with the children's needs we will also often have snacks and meals outdoors and some children will sleep outdoors (see sleep policy).

Where activities take place away from the setting (e.g., local parks, wild space) then a designated mobile phone and first aid kit will be taken to ensure the safety of children at all times. A trained paediatric first aider will be present when away from the main setting.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Health and Safety
- Sun Care
- Caring for Babies and Toddlers
- Lost Child Policy

- Parents and Carers as Partners
- Supervision of Children
- Safeguarding and Child Protection
- Outings.

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EYFS: 1.1-1.6, 1.11 -1.15, 3.55, 3.58, 3.59,3.65

[1] www.gov.uk/government/publications/uk-physical-activity-guidelines

Parents and Carers Partners Policy

At Simba's Nursery School we welcome all parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner and include them as an integral part of the care and early learning team within the nursery. Working together ensures we can meet the individual needs of the family and child and provide the highest quality of care and education.

The key person system supports engagement with all parents, and we use strategies to ensure that all parents can contribute to their child's learning and development. We ask parents to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. We encourage parents to support and share information about their children's learning and development at home and the key person seeks to engage them in guiding their child's development at home too. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure nursery documentation and communications are provided in different formats to suit each parent's needs, e.g. Braille, multi-lingual, electronic communications
- Ensure that all parents are aware of the nursery's policies and procedures, and our full policy documents will always be available to parents on the nursery website
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training, where required
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days, parents' evenings and a parents' forum
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through My Family updates/regularly distributed newsletters and emails/the nursery website
- Operate a key person system to enable parents to establish a close, working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the name of the key person of their child and their role when the child starts and updates as they transition through the setting
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings are held at least twice a year. The nursery consults with parents about the times of meetings to avoid excluding anyone

- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs and videos via My Family
- Agree the best communication method with parents e.g. email, face-to-face, telephone and share information about the child's day, e.g. food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaint's procedure
- Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the nursery supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion systems and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and staff development.

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EYFS: 1.16 2.1, 2.3, 2.6, 3.27, 3.48, 3.69, 3.74,

Prevent Duty and Radicalisation Policy

Extremism - the Prevent Duty

Working Together to Safeguard Children (2018) defines extremism. It states *“Extremism goes beyond terrorism and includes people who target the vulnerable - including the young - by seeking to sow division between communities based on race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.*

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

Under the Counter-Terrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have “due regard” to the need to prevent people from being drawn into terrorism and refer any concerns of extremism to the police (If you are in a Prevent priority areas the local authority will have a Prevent lead who can also provide support, add contact details here).

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism. It's a gradual process so young people who are affected may not realise what's happening. It is a pathway that can impact a lot of people.

Radicalisation is a form of harm. The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts.

We understand that there may be a number of factors that drive a Radicalisation pathway.

Pull Factors	Push Factors
Ideological attraction	Racism
Sense of belonging	Poverty

Charismatic recruiters / Groomers	Alienation
Adventure	Humiliation
Romance	Sense of belonging
Excitement	Sense of mission
Liking violence	Charismatic recruiters / Groomers
Rebellion	Trauma
Ego	Injustice
Sense of mission	Ideological attraction

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

The NSPCC states that signs of radicalisation may be:

- Isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- becoming increasingly argumentative
- refusing to listen to different points of view
- unwilling to engage in children or adults who are different
- Embracing
- increased secretiveness, especially around internet use or reluctance to share their whereabouts
- distancing themselves from old friends
- no longer doing things that they enjoyed
- changing friends and appearance
- converting to a new religion
- embracing conspiracy theories
- feeling persecuted
- sympathetic to extremist ideologies and groups

Some of the indicators of Radicalisation

- asking inappropriate questions
- use of scripted speech
- unhealthy use of the internet

We will tackle radicalisation by:

- Training all staff to understand what is meant by the Prevent Duty and radicalisation as part of our Safeguarding Policy
- Ensuring staff understand how to recognise early indicators and factors of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Ensuring staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified in line with our Safeguarding Policy

Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate in line with our Safeguarding Policy

- Ensure our nursery is an inclusive environment, promoting the Fundamental British Values, challenging extremist views, tackling inequalities and negative points of view
- As part of the Early Years Foundation Stage the core values of the British Values will be embedded as part of our nursery curriculum and pedagogy
- We recognise how important it is to promote children's sense of self and belonging, to ensure they are not feeling isolated with who they are
- We understand we have a responsibility to provide information to parent/carers with how to keep their children safe online and identify online risks
- We understand we have a responsibility to educate staff, parent/carers that the internet creates more opportunities to become radicalised, that the internet acts as an 'echo chamber' a place where individuals find their ideas supported and echoed by other like-minded individuals
- Using the Government document Prevent Duty Guidance for England and Wales.[1]

Prevent Duty 2015

If children/young people are identified as being vulnerable to radicalisation, further advice and support can be found in The Prevent Duty. Serious concerns should be referred to the below Services: Anti - Terrorism Hotline (Metropolitan Police Service) Tel: 0800 789 321

(www.met.police.uk/terrorism) **Local Authority Community Safety Unit Tel: 020 8359 7816.** Staff can raise concerns relating to extremism directly to the DFE Tel: 0207 340 7264 [webpage:](https://www.barnet.gov.uk/)

<https://www.barnet.gov.uk/> (search

Prevent) <http://www.elearning.prevent.homeoffice.gov.uk> <https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

If staff at Simba's Nursery School felt that a child/family/or a member of staff was at risk from radicalisation they would follow the normal safeguarding /child protection procedure of logging a concern with their DSL. Please refer to our Safeguarding Policy.

Referral into the local authority and police could result in the process of the Channel Panel, offering the child and family intervention, support via an interagency panel made up of the police, Prevent, education, health and social care workers, housing and others to seek the most appropriate support. Access to mentors provide a safe space for children and young people to explore their views, moving

them on from a radicalisation pathway; a combination of religious/faith leaders, teachers, social care workers, and the ex-radicalised could make up the mentors. Re-access and re-referrals can be completed to continue support for families and young people. The Channel Panel is a non-criminal space and does not result in a record.

Resources, information and support can be found on the following websites.

- Educate against hate <https://educateagainsthate.com>
- Let's talk about it <https://www.ltai.info>
- Nspcc
<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/>

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.1-3.8-

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

Promoting Positive Behaviour Policy

At Simba's Nursery School we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading on to a path to self-regulation. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour always and provides an environment where children learn to respect themselves, other people and their surroundings.

We implement the early year's curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

To support positive behaviour in our setting, we aim to:

- Recognise the individuality of all our children
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are always cared for.
- Understand that behaviours are a normal part of some young children's development e.g. biting
- Encourage self-regulation, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Promote our nursery Golden Rules
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to the stage of development. This includes using strategies and naming and talking about feelings and ways to manage them
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

The named person for promoting and supporting behaviour is **Kelly Carvalho-Pericleous** It is their role to:

- Advise and support other staff on any behaviour concerns
- Along with each room leader will keep up to date with legislation and research relating to promoting positive behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

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

Children who are displaying distressed/challenging behaviour, for example, by physically abusing another child or adult e.g. biting, or through physical expression and or verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologise or make amends where appropriate. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings. **Please also see our Physical Intervention Policy*

Our promoting positive behaviour procedure is:

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well being
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be occasions where a child is displaying challenging/ distressed behaviour and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children are displaying challenging behaviour, they will, wherever possible, be distracted/redirected to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff do not raise their voices (other than to keep children safe)
- In any case of challenging behaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide on strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking

the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate

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

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

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

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Staff to provide resources such as sand timers to help manage children's understanding of sharing and turn taking
- Staff will take into consideration the child's age and stage and manage their behaviour accordingly
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Staff will initiate games and activities with children when they feel play has become overly boisterous/aggressive, both indoors and out
- We will ensure that this policy is available for staff and parents, and it will be shared at least once a year to parents and staff
- Staff and parents are also welcomed to review and comment on the policy and procedure
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

Anti-bullying

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

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.

By positively promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peacefully. These will provide them with a secure platform for school and later life.

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.1, 3.2, 3.53, 3.54,

Physical Intervention Policy

At Simba's Nursery School we aim to help children take responsibility for their own behaviour.

This can be done through a combination of approaches which include:

- Positive role modelling
- Planning a range of interesting and challenging activities and experiences
- Setting appropriate boundaries that are consistently applied
- Providing positive feedback

There are three main types of physical intervention:

Positive handling

The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations:

- Giving children guidance (such as on how to hold a paintbrush or when using climbing equipment)
- Providing emotional support (such as placing an arm around a distressed child)
- Physical care (such as first aid or toileting)

Physical intervention

Restriction on liberty of movement can involve adaptations by use of mechanical and environmental means such as stair gates or locked doors. This can also be a form of control using no contact, such as standing in front of a child or obstructing a doorway to negotiate with a child; including minimum contact in order to lead, guide, usher or block a child; applied in a manner which permits the child quite a lot of freedom and mobility allowing the child the freedom to leave if they wish.

It also refers to behaviour support strategies such as requiring a child to take 'time out' in a specific area of the environment, asking a child to spend time away from the main group to regain control of their behaviour i.e. if a child is struggling to maintain a socially acceptable level of behaviour, asking them to move away from the group to another area, can be defined as restricting their liberty of movement. These methods may be appropriate ways of ensuring a child's safety whilst preventing the risk of injury to their peers, adults and their environment/property.

Restrictive physical intervention

This is when a member of staff uses physical force intentionally to restrict a child's movements against his or her will, reducing any risk to the child, other children or adults in the immediate area. In most cases this will be using the adult's body rather than mechanical or environmental methods. This guidance refers mainly to the use of restrictive bodily physical intervention.

“A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention 57 was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.”

57. Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property.

Physical intervention is very rarely used in the nursery as most incidents of challenging behaviour can usually be managed by talking to the children, calming them down, distracting them and diffusing the situation. However, in exceptional circumstances it may be necessary for a member of staff to physically intervene for the following reasons:

When a child is in immediate danger of causing themselves personal injury

When there is immediate danger of injury to another person

To avoid damage to property

When a child is behaving in a way that is causing serious disruption or distress to other children

At Simba’s Nursery School we will do all we can to avoid using physical intervention, however there are clearly rare situations where this may be necessary. All staff have a duty of care to all the children and each other in the nursery. When children are in danger of hurting themselves, others including staff members, or causing significant damage to property, staff have a responsibility to intervene. In most cases this involves an attempt to divert the child to another activity or a simple instruction to “Stop!” However, if it is judged as necessary staff may be required to use physical intervention.

Physical intervention may include

- Blocking a child’s path
- Leading a child by the hand
- Holding
- Removing shoes if a child has kicked or attempted to kick another person or equipment
- Physically standing between children
- Placing a child in a room or restricted space with an adult supervising to give them time to calm down

What type of restrictive physical intervention can and cannot be used?

Any use of physical intervention in the nursery should be consistent with the principle of reasonable minimal force. Where it is judged that restrictive physical intervention is necessary, staff should:

- Always aim for side-by-side contact with the child. Avoid positioning themselves in front (to reduce the risk of being kicked) or behind (reduce risk of being head butted, including being in line with safeguarding children and staff)
- Aim for no gap between the adult’s body and the child’s body, where they are side by side. This minimises the risk of impact and injury
- Aim to keep the adult’s back as straight as possible
- Beware of head positioning, to avoid head butts from the child

- Hold children by “long” bones i.e. avoid grasping at joints where pain and damage are most likely
- Ensure that there is no restriction to the child’s ability to breathe. This means avoiding holding a child around the chest cavity or stomach
- Avoid lifting mobile children where possible
- Ensure there is always another member of staff supporting/witnessing if physical handling is necessary
- If the child is resisting and side by side contact is not sufficient at restricting the child’s movements, staff may as a last resort sit behind the child holding their arms down; staff members should be mindful of head positioning to prevent risk of head butting
- Staff should remain calm; they should never use physical intervention if they are themselves in a heightened emotional state; staff should have complete control using minimal force, whilst addressing the child in a firm, clear manner, offering comfort and reassurance to the child whilst explaining in simple terms the behavioural expectations, e.g. “I am stopping you from throwing the blocks/you must stop hitting”
- Whilst using restrictive physical intervention staff should use calming strategies, breathing techniques and comfort aids to support the child with regulating themselves so they no longer are at risk of causing themselves or others harm

How is physical intervention recorded?

- All incidents of Physical Intervention are recorded on a Physical Intervention Report Form
- The Report form must be filled in within 24 hours of the incident. Parents/carers will be informed on the day if their child is involved in an incident, and they will have the opportunity to talk to the Nursery Manager and Key Person and if necessary be shown what physical intervention was used on their child
- Copies of the Report form will be kept in the Incident file

Who can use physical intervention?

- The child’s key person should be involved in physical intervention as they know the child well and are most likely to be able to use other methods to support the child and keep them safe without using physical intervention. In an emergency, anyone can use restrictive physical intervention if it is consistent with the nursery’s policy
- Where individual children’s behaviour means that they are likely to require restrictive physical intervention, staff should identify members of staff who are most appropriate to be involved. It is important that such staff have received training and support in behaviour management as well as physical intervention.
- Minimum force should be used, and it should only be used for a short time period. It should be proportionate and the least restrictive to the child
- Children’s physical and emotional health must be considered

Planning

In an emergency staff do their best within their duty of care and use reasonable minimal force. After an emergency the situation is reviewed and plans for an appropriate future response are made. This will be based on a risk assessment which considers:

- The potential targets of such risks
- Preventative and responsive strategies to manage these risks

A risk assessment is used to help write the individual behaviour plan that is developed to support a child. If a behaviour plan includes restrictive physical intervention, it will be just one part of a whole approach to supporting a child's behaviour. The behaviour plan will outline:

An understanding of what the child is trying to achieve or communicate through their behaviour

- How the environment can be adapted to better meet the child's needs
- How the child can be encouraged to use new, more appropriate behaviours
- How staff respond when the child's behaviour is challenging (responsive strategies)

Staff pay particular attention to responsive strategies. There are a range of approaches such as humour, distraction, relocation and offering choices which are direct alternatives to using restrictive physical handling.

The nursery will work in partnership with the child's parents/carers and any other professionals who may be supporting the child and family. Planned meetings will be held with parents/carers and other professionals (if appropriate) to discuss a planned approach. We will draw from as many different viewpoints as possible when it is known that an individual child's behaviour is likely to require some form of restrictive physical intervention. In particular, the child's parents/guardians will be involved with staff from the setting who work with the child and any visiting support staff (such as Specialist Early Years' SEND Service, Speech and Language Therapists and Social Care team). The outcome from these planning meetings will be recorded and a signature will be sought from the parent/guardian to confirm their knowledge of the planned approach. These plans will be reviewed at least once every three to six months, or more frequently if there are major changes to the child's circumstances.

Where the application of physical intervention is a reasonable strategy due to a child's previous behaviour or level of emotional needs, this should be included in an individual learning/behaviour plan or go towards EHCP application. We will monitor the use of restrictive physical intervention to help us identify trends and therefore help develop the setting's ability to meet the needs of children without using restrictive physical intervention.

We recognise that there may be times when restrictive physical intervention is justified but the situation might be made worse if used. If staff judge that restrictive physical intervention would make the situation worse, staff will not use it, but would do something else (like issue an instruction to stop, seek help, or make the area safe) consistent with their duty of care. In such circumstances, staff may take the decision to contact parents/carers to collect the child from the nursery.

Support

It is distressing for all involved in a restrictive physical intervention, whether it be the adult, child or someone observing or hearing what has happened. It is essential that the child is supported in understanding why restrictive physical intervention was used and the child's feelings should be recorded. Where appropriate, staff may need to also reassure and explain to other children who may be distressed about what they have seen or heard, (appropriate to their level of age and level of understanding). In all cases staff should wait until the child has calmed down enough to be able to talk productively and understand the conversation. If necessary, another member of staff will check for injury and provide appropriate first aid if necessary.

Support will also be offered to the adults who were involved, either actively or as observers. The adults should be given the chance to talk through what has happened with the most appropriate person on the staff team.

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/her.

After a restrictive physical intervention, staff will review the individual behaviour plan so that the risk of needing to use restrictive physical intervention again is reduced.

Monitoring

This policy will be reviewed annually by the Nursery Manager or more frequently if needed. We will monitor the use of restrictive physical intervention to help identify trends and therefore help develop the nursery's ability to meet the needs of children without using restrictive physical intervention.

Complaints

We recognise that the use of physical intervention can lead to allegations of inappropriate or excessive use. Where anyone (child, carer, staff member or visitor) has a concern, this should be dealt with through the nursery's complaints procedure.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2024</i>	<i>K.C-P</i>	<i>October 2025</i>

Physical Intervention Report Form EYFS: 3.54, 3.70

Please ensure you complete all relevant sections - these may need to be used in the event of further action being taken relating to the incident

Child's Name:
Date of Birth:
Name of person in charge where incident occurred:

Where incident occurred:	
Date:	Time:
Persons involved and status/job role (e.g. staff, child, student)	
Witnesses:	

Description of incident:

Where there any injuries? Yes/No

If yes please give details:

Health and Safety issues? Yes/No

If yes please give details:

<p>Safeguarding issues? Yes/No</p> <p>If yes please give details:</p>
<p>Did the injury (if applicable) need treatment?</p> <p>(if so, please detail what treatment was given):</p>
<p>Action taken and by whom:</p>

What can be done to prevent the incident happening again?

Is the incident/concern reportable?

Yes/No

Date reported

Ofsted?

Police?

Other organisation?

i.e. insurance company? (Please list)

Reporting member of staff _____

Date and time form completed _____

I confirm that this is a true and accurate record of the incident:

Staff Name (Print): _____

Staff Signature: _____

Manager Name (Print) _____

Manager Signature _____

Parent/Carer informed? Yes/No By Whom? _____

Parent/Carer Name (Print): _____

Parent/Carer Signature: _____

Date: _____

Please add any further information you feel relevant or where any further evidence relating to the incident may be recorded (i.e. accident book).

Quality Provision Policy

- We are passionate about providing high quality care and education for all children. High quality care leads directly to better outcomes for our children and all staff are committed to providing children with the best possible start in life and enable them to reach their full potential.
- As part of our quality practice, we ensure children receive the highest quality care and education by:
 - Having high expectations for all children so they can achieve the best outcomes
 - Building close attachments with children so they feel safe, secure, happy and can thrive
 - Developing close relationships with families so together we can best support the child's individual learning and development
 - Implementing all the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS)
 - Ensuring that the EYFS learning and development requirements are embedded including providing a curriculum that is underpinned by the EYFS principles, educational programmes and seven areas of learning and development
 - Reflecting on all areas of practice and striving towards the Ofsted grade descriptors for Outstanding quality indicators
 - Ensuring all the EYFS assessment requirements are met including the planning, observation, assessment and next steps and that they are linked to each individual child's needs and interests and are evaluated for effectiveness
 - Having a highly qualified, skilled staff team that understand what is meant by high quality practice and how to deliver this Deploying staff appropriately to meet the individual needs of all children
 - Creating and achieving the nurseries quality vision, mission and outcomes
 - Consistently delivering high quality practice and teaching that makes a difference to children's daily experiences
 - Ensuring a solid understanding of the importance of pedagogy and child development amongst all practitioners
 - Ensuring that the environment, resources and provision is of high quality both indoors and out; monitoring resources and equipment ensuring these are risk assessed, and fit for purpose
 - Providing children with wonderful experiences and opportunities giving them the best start in life
 - Valuing continuous professional development for all staff and accessing a variety of training and development to support the needs of the children in the nursery
 - Appropriately assessing children's learning and development and recognising where children may need support and acting on this quickly
 - Evaluating the effectiveness of training and link to the outcomes for children
 - Ensuring all staff are confident and supported in their roles and have the training and skills they need to be able to perform their roles
 - Conducting regular supervision meetings with all team members to ensure all staff are supported to be the best they can be
 - Using peer on peer observations to share, discuss and improve practice across the setting
 - Monitoring all practice and feedback ideas for improvement
 - Undertaking a quality improvement programme to ensure quality is embedded throughout the nursery
 - Engaging with families and carers and supporting the home learning environment

- Operating a robust and embedded quality improvement and evaluation process across the whole setting that includes all parties such as practitioners, children, parents and external partners.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 1.1-1.17

Record Retention Policy

This policy is subject to the laws relating to data protection and document retention.

We are required under legislation to keep certain records about children, parents and also staff members. Due to this legislation, we are required to keep this information for a set amount of time.

Below is a brief overview of the information we keep and for how long. This policy should be used in conjunction with the Access and Storage of Information policy, the Data Protection and Confidentiality policy and the Privacy Notice.

Children's records - A reasonable period after children have left the provision. We will follow the Local Authority procedure here and these states should be kept for 7 years.

Records relating to individual children e.g. care plans, speech and language referral forms - We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records.

Copies will be kept for a reasonable period. We will follow the Local Authority procedure here and these states should be kept for 7 years.

Accidents and pre-existing injuries - If relevant to child protection we will keep these until the child reaches 25 years old.

Safeguarding Records and Cause for Concern forms - We will keep until the child has reached 25 years old.

Records of any reportable death, injury, disease or dangerous occurrence (for children) - As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records until the child reaches the age of 21 years and 3 months.

Records of any reportable death, injury, disease or dangerous occurrence (for staff) - 3 years

Type of accidents include fractures, broken limbs, serious head injuries or where the child is hospitalised.

Observation, planning and assessment records of children - We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it.

Information and assessments about individual children are either given to parents when the child leaves or to the next setting/school that the child moves to (with parents' permission).

Personnel files and training records (including disciplinary records and working time records) - 7 years

Visitors/signing in book - Up to 24 years as part of the child protection trail.

This policy will be reviewed annually and amended according to any change in law/legislation.

This policy was adopted on	Signed on behalf of the nursery	Date for review
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EYFS: 3.72, 3.80

Risk Assessment Policy

Considerations from the legal team:

Ultimately the employer is accountable for health and safety and therefore cannot delegate health and safety duties. It can require staff to cooperate with them and to follow what they are told, but it cannot delegate a duty. There is no problem asking staff to do something e.g. a risk assessment, which is part of the policy, but it remains the employer's duty to ensure it's done and that it's suitable and sufficient. It would not be a defence to a nursery if a member of staff did not undertake, for example, a risk assessment. The employer must therefore have a system in place to ensure such things are done.

At Simba's Nursery School we take all reasonable steps to ensure staff and children in our care are not exposed to risks. We promote the safety of children, parents, staff and visitors by reviewing and reducing any risks.

Legal framework

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

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2024
- The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by Public Health England, UK Health Security Agency (UKHSA) the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

Risk assessments

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

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

Each nursery will have a list of daily risk assessments that will need to be monitored in the form of daily opening checks; these checks will encompass all areas of the nursery indoor, outdoor, kitchen, toilet and all other areas to ensure the environment is safe and secure and ready to receive the children, ensuring both theirs and all other users including, staff, parents and visitors safety is considered and risks are managed.

These daily checks are updated where necessary in line with changes and updates to our individual risk assessments, and in line with government guidance including PHE/UKHS and our local authorities. A list of closing checks will also be adhered to, to ensure the nursery indoor and outdoor environment is left in a suitable manner for all hall users and as part of our security measures.

Location of our Risk Assessments

All Risk assessments are in the nursery offices.

Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk and who is responsible for what action.

Staff to support children's behaviour to ensure they are aware of risks, and adopt awareness to hazards, whilst following nursery rules. Staff to complete reviews at least half termly on all nursery accidents and incidents within the nursery to monitor where risks may be evident. All hazards should be reported to the management team to ensure where needed strategies are put in place to limit the risk.

All staff are trained in the risk assessment process to ensure understanding and compliance of how they manage risks.

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

Hints and tips

Please refer to the Health and Safety Executive's 'Five Steps to Risk Assessment'

<http://www.hse.gov.uk/risk/fivesteps.htm> for further support with the risk assessment process. The Five Steps to Risk Assessment publication and risk assessment templates can be downloaded from the Health and Safety Executive's website at www.hse.gov.uk. Citation Plc can also offer further support with risk assessments at www.citation.co.uk.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.65

Safe and Respectful Care Policy

To be used to complement our Intimate Care Policy

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

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

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

If a parent or member of staff has concerns or questions about safe care and practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the manager at the earliest opportunity. Management will challenge inappropriate behaviour in line with the supervision/disciplinary or whistleblowing procedures. If the concern relates to the manager and/or nursery owner, then parents should contact Ofsted **0300 123 4666** or Barnet Safeguarding Partnership: **020 8359 4066**.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.1, 3.2, 3.4, 3.6, 3.7

Safeguarding Children / Child Protection Policy

At Simba's Nursery School we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. At Simba's we strive to protect children from the risk of radicalisation, and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information). Safeguarding children is everybody's responsibility. All staff, students, any supply staff and visitors are made aware of and asked to adhere to the policy.

Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the nursery's other policies and procedures including:

- Online safety
- Human Trafficking and Modern Slavery
- Looked After Children
- Monitoring staff behaviour
- Social networking
- Mobile phone and electronic device use
- Safe recruitment of staff
- Disciplinary
- Grievance
- Promoting positive behaviour

Legal framework and definition of safeguarding

- Children Act 1989 and 2004
- Childcare Act 2006 (amended 2018)
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2024
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020
- Data Protection Act 2018
- What to do if you're worried a child is being abused 2015
- Counter-Terrorism and Security Act 2015.
- Inspecting Safeguarding in Early years, Education and Skills settings 2019
- Prevent Duty 2015

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

- Taking action to enable all children to have the best outcomes.

(Definition taken from the HM Government document 'Working together to safeguard children 2018).

Policy intention

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- Ensure all staff can identify the signs and indicators of abuse, including the softer signs of abuse, and know what action to take
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Promote tolerance and acceptance of different beliefs, cultures and communities
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate.

The Nursery staff are aware that abuse does occur in our society, and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Staff working on the frontline with children and families are often the first people to identify a concern, observe changes in a child's behaviour or receive information relating to indicators of abuse. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for Children's Social Care, family support, health professionals including health visitors or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

Simba's Nursery School aims to:

- Keep the child at the centre of all we do, providing sensitive interactions that develop and build children's well-being, confidence and resilience. We will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships
- Ensure staff are trained right from induction to understand the safeguarding and child protection policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children (peer on peer) through bullying or discriminatory behaviour.

- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND), isolated families and vulnerabilities in families, including the impact of toxic trio on children and Adverse Childhood Experiences (ACE's).
- Ensure that all staff feel confident and supported to act in the best interest of the child; maintaining professional curiosity around welfare of children and sharing information and seeking the help that the child may need at the earliest opportunity.
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates.
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by London Borough of Barnet and Barnet Children's MASH (Multi-Agency Safeguarding Hub).
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest.
- To keep the setting safe online, we refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations and use appropriate filters, checks and safeguards, always monitoring access and maintaining safeguards around the use of technology by staff, parents and visitors in the setting.
- Ensure that children are never placed at risk while in the care of nursery staff.
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy.
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities including the local authority.
- Ensure parents are fully aware of our safeguarding and child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur.
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by London Borough of Barnet.

Safeguarding action may be needed to protect children from the following.

- Neglect
- Physical abuse
- Sexual
- Emotional
- Bullying, including online bullying and prejudice bullying
- Racist, disability and homophobic or transphobic abuse
- Gender based violence/violence against women and girls
- Peer on peer abuse, such as sexual violence and harassment
- Radicalisation and/or extremist behaviour
- Child sexual exploitation, including county lines
- Serious violent crime
- Risks linked to using technology and social media, including online bullying, the risks of being groomed online for exploitation or radicalisation, and risks of accessing and generating inappropriate content for example 'sexting'
- Teenage relationship abuse
- Up skirting
- Substance misuse

- Issues that may be specific to a local area of population for example gang activity and youth violence
- Domestic abuse
- Female genital mutilation
- Forced marriage
- Fabricated or induced illness
- Poor parenting
- Homelessness
- So-called honour-based violence
- Other issues not listed here but that pose a risk to children our learners and vulnerable adults

If you have an immediate Child Protection concern about a child or family that needs an urgent safeguarding response, contact:

Barnet Children's MASH (Multi-Agency Safeguarding Hub)

Tel: 020 8359 4066

For urgent child protection concerns please call the **MASH** first before submitting a referral in writing. Written referrals will need to be completed on the Child Protection section of the Children's Portal.

<https://www.barnet.gov.uk/directories/directme/multi-agency-safeguarding-hub-mash-team-children>
For urgent safeguarding concerns that occur outside of normal working hours, contact the emergency **Duty Team** on 020 8359 2000

For non-urgent referrals that still require a safeguarding response, please visit the Children's Portal and complete an online **Child Protection** referral by visiting

<https://www.barnet.gov.uk/children-and-families/keeping-children-safe>

If you are concerned about a child's safety and wellbeing and are aware the case is already open to children's social care, please contact the social worker directly or contact the switchboard on 020 8359 4066 if you do not know their contact number but know their name. Otherwise, please call the **MASH as a last resort** who can identify who the social worker is and put you through.

For general safeguarding processes and policy advice you should contact: Barnet Local Safeguarding Children's Partnership Barnet, NHS Barnet & Met Police) Tel: 020 8359 4066 webpage:

<https://www.barnet.gov.uk/children-and-families/keeping-children-safe>

Ofsted Helpline

General enquiries: 0300 123 1231 (8am-6pm) Concerns: 0300 123 4666 (8am-6pm) Piccadilly Gate Store Street

Ofsted Whistleblowing

Whistle blowing helpline: 0300 123 3155 Email: whistleblowing@ofsted.gov.uk

Manchester M1 2WD

NSPCC Whistleblowing advice line for professionals: Advice line for anyone concerned how workplace Child Protection issues are being handled. Tel: 0800 028 0245 Email help@nspcc.org.uk**NSPCC 24-hour emergency service Tel: 0808 800 5000Child line Tel: 0800 1111**

Local Authority Referral Team Barnet Children's MASH (Multi-Agency Safeguarding Hub) 020 8359 4066

Local Authority Out of Hours Duty Team / Barnet Children's social care team 020 8379 1000

Barnet Local Authority Designated Officer (LADO) / Barnet Safeguarding Partners 020 8359 4066

NSPCC 0808 800 5000

Child and Family Support Team / Local Early Help services 020 8359 3460/ 020 8359 3590

Looked After Children Team 020 8359 5711

Ofsted 0300 123 1231

Emergency police 999

Non-emergency police 101

Government helpline for extremism concerns 020 7340 7264

Types of abuse and particular procedures followed

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or more rarely, a stranger.

This could be an adult or adults, another child or children.

What to do if you're worried a child is being abused, advice for practitioners (2015) and Working Together to Safeguard Children (2018)

The signs and indicators listed below may not necessarily indicate that a child has been abused but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

- Emotional states:
- Fearful
- Withdrawn
- Low self-esteem.

Behaviour:

- Aggressive
- Oppositional habitual body rocking.
- Interpersonal behaviours:
- Indiscriminate contact or affection seeking
- Over-friendliness to strangers including healthcare professionals
- Excessive clinginess, persistently resorting to gaining attention
- Demonstrating excessively 'good' behaviour to prevent parental or carer disapproval
- Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed
- Coercive controlling behaviour towards parents or carers
- lack of ability to understand and recognise emotions
- Very young children show excessive comforting behaviours when witnessing parental or carer distress.

Peer-on-peer abuse

We are aware that peer-on-peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse or sexual abuse. We will report this in the same way we do for adults abusing children and will take advice from the appropriate bodies in this area; to support both the victim and the perpetrator, as they could also be a victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves.

Physical abuse

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

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

Fabricated illness

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

Female genital mutilation (FGM)

FGM can also be known as Female Genital Cutting. FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death (definition taken from the Multi-Agency Statutory Guidance on Female Genital Mutilation).

The procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community.

FGM is child abuse and is illegal in the UK. It can be extremely dangerous and can cause:

- Severe pain
- Shock
- Bleeding
- Infection such as tetanus, HIV and hepatitis B and C
- Organ damage
- Blood loss and infections
- Death in some cases

Any concerns about a child or family, will be reported to the children's social care team in the same way as other types of physical abuse. We have a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18.

If you are concerned that a child or young person may be in danger or risk of FGM Tel: 0800 028 3550 or email fgmhelp@nspcc.org.uk webpage: [Barnet.gov.uk \(search FGM\)](https://www.barnet.gov.uk/search/FGM)

Breast ironing/flattening

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down with hard or heated objects in order for the breasts to disappear, or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage.

Breast Ironing/Flattening is a form of physical abuse and can cause serious health issues such as:

- Abscesses
- Cysts
- Itching
- Tissue damage
- Infection
- Discharge of milk
- Dissymmetry of the breasts
- Severe fever.

Any concerns about a child or family, will be reported to the children's social care team in the same way as other types of physical abuse.

Sexual abuse

Sexual abuse involves forcing, or enticing, a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse; women can also commit acts of sexual abuse, as can other children.

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

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

Emotional signs:

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

Physical Signs:

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

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

Child sexual exploitation (CSE)

Keeping Children Safe in Education (2020) describes CSE as: where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur using technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Signs and indicators may include:

- Physical injuries such as bruising or bleeding
- Having money or gifts they are unable to explain
- Sudden changes in their appearance
- Becoming involved in drugs or alcohol, particularly if you suspect they are being supplied by older men or women
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language that you wouldn't expect them to know
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer
- Nightmares or sleeping problems
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend or girlfriend
- Losing contact with family and friends or becoming secretive
- Contracting sexually transmitted diseases.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

- CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:
- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.
- If staff have any concerns regarding CSE or CCE, they will be reported in the usual way.

- Child exploitation and Online protection command (CEOP)

<https://www.ceop.police.uk/safety-centre/>

Emotional abuse

Working Together to Safeguard Children (2018) defines emotional abuse as ‘the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development’. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

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

Signs and indicators may include:

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

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

Neglect

Working Together to Safeguard Children (2018) defines Neglect as ‘the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development’. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in, or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

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

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

County Lines

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

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

Signs and indicators to be aware of include:

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

Cuckooing

Cuckooing is a form of county line crime in which drug dealers take over the home of a vulnerable person to criminally exploit them as a base for drug dealing, often in multi-occupancy or social housing properties. Signs that this is happening in a family property may be an increase in people

entering or leaving the property, an increase in cars or bikes outside the home; windows covered, or curtains closed for long periods, family not being seen for extended periods; signs of drug use or an increase in anti-social behaviour at the home. If we recognise any of these signs, we will report our concerns as per our reporting process.

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

Contextual safeguarding-

As young people grow and develop, they may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

As part of our safeguarding procedures, we will work in partnership with parents/carers and other agencies to work together to safeguard children and provide the support around contextual safeguarding concerns.

Domestic Abuse / Honour Based Abuse / Forced Marriages

We look at these areas as a child protection concern. Please refer to the separate policy for further details on this.

Domestic Violence Support & Wellbeing

Solace Women's Aid Advice Service offers information, advice and support for domestic and sexual violence. Phone the advice line on **0808 802 5565** (Monday to Friday, 9am to 6pm) or visit **Solace Women's Aid**. www.solacewomensaid.org **VS- Victim Support** - Supporting people affected by crime and traumatic events <https://www.victimsupport.org.uk/> **young minds** - Advice and information <https://youngminds.org.uk/>

Barnet Council Domestic Violence support hub 020 3874 5003 visit Barnet.gov.uk (search Domestic Violence support hub)

Extremism - the Prevent Duty - 020 8359 7371/ BarnetCST@barnet.gov.uk

Reference our Prevent and Radicalisation Policy

Under the Counterterrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counterterrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism and refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism. It's a gradual process so young people who are affected may not realise what's happening.

The NSPCC states that signs of radicalisation may be:

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- Unwillingness or inability to discuss their views

- A sudden disrespectful attitude towards others
- Increased levels of anger
- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage in children or adults who are different
- Embracing
- Increased secretiveness, especially around internet use or reluctance to share their whereabouts
- Distancing themselves from old friends
- No longer doing things that they enjoyed
- Changing friends and appearance
- Converting to a new religion
- Embracing conspiracy theories
- Feeling persecuted
- Sympathetic to extremist ideologies and groups

Some of the indicators of Radicalisation:

- Asking inappropriate questions
- Use of scripted speech
- Unhealthy use of the internet

Prevent Duty 2015

If children/young people are identified as being vulnerable to radicalisation, further advice and support can be found in The Prevent Duty. Serious concerns should be referred to the below Services: Anti - Terrorism Hotline (Metropolitan Police Service) Tel: 0800 789 321 (www.met.police.uk/terrorism) Local Authority Community Safety Unit Tel: 0208 379 4085/6137 Staff can raise concerns relating to extremism directly to the DFE Tel: 0207 340 7264 [webpage:](#) Barnet.gov.uk ([search](#) [Prevent](#)) <http://www.elearning.prevent.homeoffice.gov.uk> <https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details.

Online Safety

We take the safety of our children very seriously and this includes their online safety. Please refer to the Online Safety policy for further details.

Human Trafficking and Modern Slavery

Please refer to our Human Trafficking and Modern Slavery policy for detail on how we keep children safe in this area.

Adult sexual exploitation

As part of our safeguarding procedures, we will also ensure that staff and students are safeguarded from sexual exploitation.

Up skirting

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

Child abuse linked to faith or belief (CALFB)

Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.

Reporting Procedures

All staff have a responsibility to report safeguarding/child protection concerns and suspicions of abuse. These concerns will be discussed with the designated safeguarding lead (DSL) as soon as possible.

Staff will report their concerns to the DSL; **Simba's Nursery Managers, Kelly Carvalho-Pericleous , Alex Pericleous.....** (in the absence of the DSL they will be reported to the Assistant DSL); **Named Lead Practitioners, or wider Simba's Nursery Safeguarding Team**

- Any signs of marks/injuries to a child or information a child have given will be recorded and stored securely
- For children who arrive at nursery with an existing injury, a form will be completed along with the parent's/carer's explanation as to how the injury happened. Staff will have professional curiosity around any explanations given, any concerns around existing injuries will be reported
- If appropriate, any concerns/or incidents will be discussed with the parent/carer and discussions will be recorded. Parents will have access to these records on request in line with GDPR and data protection guidelines.
- If there are queries/concerns regarding the injury/information given, then the following procedures will take place:

The designated safeguarding lead will:

- Contact the Local Authority children's social care team; Barnet Children's MASH to report concerns and seek advice immediately, or as soon as it is practical to do so. If it is believed a child is in immediate danger, we will contact the police. If the safeguarding concern relates to

an allegation against an adult working or volunteering with children, then the DSL will follow the reporting allegations procedure (see below)

- Record the information and action taken relating to the concern raised
- Speak to the parents (unless advised not to do so by LA children's social care team)
- The designated safeguarding lead will follow up with the Local Authority children's social care team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2018). We will never assume that action has been taken.

Keeping children safe is our highest priority and if, for whatever reason, staff do not feel able to report concerns to the Nursery DSL or deputy DSL they should contact either member of **Simba's Nursery School Senior Leadership Team; Kelly Carvalho-Pericleous and Alex Peircleous**, if they do not feel that they can do this staff should call the Local Authority children's social care team, the Police or the NSPCC and report their concerns anonymously.

These contact numbers are displayed in the Nursery Offices, Toilets and on all Staffs Lanyards

Responding to a spontaneous disclosure from a child

If a child starts to talk openly to a member of staff about abuse, they may be experiencing, then staff will:

- Give full attention to the child or young person
- Keep body language open and encouraging
- Be compassionate, be understanding and reassure them their feelings are important using phrases such as 'you've shown such courage today'
- Take time and slow down: show respect, pause and will not interrupt the child - let them go at their own pace
- Recognise and respond to their body language
- Show understanding and reflect back
- Make it clear you are interested in what the child is telling you
- Reflect what they have said to check your understanding - and use their language to show it's their experience
- Reassure the child that they have done the right thing in telling you. Make sure they know that abuse is never their fault
- Never talk to the alleged perpetrator about the child's disclosure. This could make things a lot worse for the child.

(Information taken from NSPCC)

Any disclosure will be reported to the nursery manager or DSL and will be referred to the local authority children's social care team (MASH) immediately, following our reporting procedures.

Recording Suspicions of Abuse and Disclosures

- Staff should use the forms "**Logging a Concern; part 1**", and where necessary the "**Body Map**" to make an objective record of any observation or disclosure, supported by the nursery manager or designated safeguarding lead (DSL). This record should include:
 - Child's name
 - Child's address
 - Age of the child and date of birth
 - Date and time of the observation or the disclosure, location

- Exact words spoken by the child (word for word) and non-verbal communication
- Exact position and type of any injuries or marks seen
- Exact observation of any incident including any concern was reported, with date and time; and the names of any other person present at the time
- Any discussion held with the parent(s) (where deemed appropriate).

These records should be signed by the person reporting this and the **Manager/DSL/SLT**, dated and kept in a separate confidential file. The DSL should then log the incident separately on the form “**chronology**”, and which records individual incidents and complete **part 2 of “Logging a Concern”** detailing their response and any further action to the disclosure or concern.

If a child starts to talk to an adult about potential abuse, it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly, and disclosure is not forced or words put into the child’s mouth. As soon as possible after the disclosure details must be logged accurately. It is not the nursery’s role to investigate, it is the role of statutory services to complete this.

Staff involved in a safeguarding case may be asked to supply details of any information/concerns they have about a child. The nursery expects all members of staff to co-operate with the local authority children’s social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent, child or member of staff.

Informing parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the local authority children’s social care team/police does not allow this to happen. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority. All staff, students and volunteers are bound by confidentiality and any information will not be discussed out of work, or this will become a disciplinary matter.

The Nursery has due regard to the data protection principles as in the Data Protection Act 2018 and General Data Protection Regulations (GDPR)[1]. These do not prohibit the collection and sharing of personal information, even without consent if this would put the child at further risk. We will follow the principles around data collection and information sharing, and ensure any information is recorded and shared in an appropriate way.

Support to families

The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the nursery.

The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

Record Keeping

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate and in line with guidance of the local authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

The nursery keeps appropriate records to support the early identification of children and families that would benefit from support. Factual records are maintained in a chronological order with parental discussions. Records are reviewed regularly by the DSL to look holistically at identifying children's needs.

Allegations against adults working or volunteering with children

If an allegation is made against a member of staff, student or volunteer or any other person who lives or works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

An allegation against a member of staff/student/volunteer/supply staff or any other person may relate to a person who has:

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

The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation, then this should be reported to one of our wider Safeguarding Leads across the Leapfrog Nursery team, including the **DSL/SLT/Registered Person**.

We will follow our own local safeguarding partner's website information about how to report an allegation and we would also inform Ofsted immediately for this to be investigated by the appropriate bodies promptly. This includes:

- If as an individual you feel this will not be taken seriously or are worried about the allegation getting back to the person in question, then it is your duty to inform the local authority children's social care team yourself directly
- The local authority children's social care team, MASH will be informed immediately for advice and guidance
- A full investigation will be carried out by the appropriate professionals (local authority children's social care team, Ofsted) to determine how this will be handled
- The nursery will follow all instructions from the local authority children's social care team and Ofsted and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with local authority children's social care team support and advice

- The nursery reserves the right to suspend any member of staff during an investigation, Legal advice will be sought to ensure compliance with the law.
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- Found allegations will be passed on to the relevant organisations including the local authority children's social care team LADO and where an offence is believed to have been committed, the police will also be informed.
- Found allegations will be dealt with as gross misconduct in accordance with our disciplinary procedures and may result in the termination of employment, Ofsted will be notified immediately of this decision along with notifying the Disclosure and Barring Service (DBS) to ensure their records are updated.
- All safeguarding records will be kept until the person reaches normal retirement age or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Unfounded allegations will result in all rights being reinstated
- A return-to-work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the individual staff member and the nature of the incident; this may include more frequent supervisions, coaching and mentoring and external support.

In the event of an allegation/concern against a member of staff please contact the Local Authority Designated Officer

(otherwise known as the LADO)

The Designated Lead Practitioner must inform the LADO within **1 working day** and prior to any internal investigation taking place. You will be asked to complete a LADO referral form if the matter requires an "Allegations against Staff and Volunteers"

<https://www.barnet.gov.uk/children-and-families/keeping-children-safe/worried-about-safety-child>

Ofsted Whistleblowing

Whistle blowing helpline: 0300 123 3155 Email: whistleblowing@ofsted.gov.uk

Monitoring children's attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and have no cause for concern.

We ask parents to inform the nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery the same day, so the nursery management are able to account for a child's absence.

This should not stop parents taking precious time with their children; by keeping us informed parents can help us to meet our statutory requirements and let us know that children are safe.

If a child has not arrived at nursery within one hour of their normal start time the parents will be called to ensure the child is safe and healthy. If the parents are not contactable then the emergency contacts numbers listed will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family. It is a parent's responsibility to keep their emergency contact details updated. If contact cannot be established, then we would assess if a home visit is required to establish all parties are safe. If contact is still not established, we would assess if it would be appropriate to contact relevant authorities to investigate further.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the local authority children's social care team to ensure the child remains safe and well.

Looked after children

As part of our safeguarding practice, we will ensure our staff are aware of how to keep looked after children safely. To do this, we ask that we are informed of:

- The legal status of the child (e.g. whether the child is being looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- The details of the child's social worker and any other support agencies involved
- Any child protection plan or care plan in place for the child in question.

Please refer to the Looked After Children policy for further details.

Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We follow safer recruitment practices including obtaining references and all staff employed to work with children will have enhanced criminal record checks from the Disclosure and Barring Service (DBS) before being able to carry out intimate care routines or have unsupervised contact with children; please also reference our safer recruitment policy.

We will obtain enhanced criminal records checks (DBS) for volunteers in the setting. Volunteers and visitors will never have unsupervised access to children.

All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery. During induction staff will be given contact details for the local authority children's social care team's, the local safeguarding children partnership and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

Ongoing suitability of staff is monitored through:

- regular supervisions
- peer observations
- annual declaration of staff suitability
- safeguarding competencies
- regular review of DBS using the online update service.

Designated Safeguarding Lead

We have named persons within the nursery who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Leads (DSL), there is always at least one designated person on duty during the opening hours of the setting. The designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year.

The nursery DSL liaises with the local authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge of the staff team with regular safeguarding updates.

The Designated Safeguarding Leads (DSL) at the nursery are: **Kelly Carvalho- Pericleous and Alexander Pericleous**

The role of the Designated Safeguarding Lead:

- Ensure that the settings safeguarding policy and procedures are reviewed and developed in line with current guidance; and develop staff understanding of the settings safeguarding policies
- Take the lead on responding to information from the staff team relating to child protection concerns
- Provide advice, support and guidance on an on-going basis to staff, students and volunteers.
- Liaise with all staff including SENDCO, on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a 145 referral by liaising with relevant agencies so that children's needs are considered holistically
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Support staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- To identify children who may need early help or who are at risk of abuse
- To help staff to ensure the right support is provided to families
- To liaise with the local authority and other agencies regarding child protection concerns
- Ensure the setting is meeting the requirements of the EYFS Safeguarding and welfare requirements
- To ensure policies are in line with the local safeguarding procedures and details
- Disseminate updates to legislation to ensure all staff are kept up to date with safeguarding practices

- ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child,

Records should include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.
- They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in part one and part two of Keeping Children Safe in Education guidance.
- When children leave the nursery the designated safeguarding lead should ensure their child protection file is transferred to the new nursery or school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving nurseries and schools should ensure key staff such as designated safeguarding leads and SENDCOs or the named person with oversight for SEN are aware as required
- To manage and monitor accidents, incidents and existing injuries; ensuring accurate and appropriate records are kept
- Attend meetings with the child's key person
- Attend case conferences and external safeguarding meetings, as requested, by external agencies.

The Nursery safeguards children and staff by:

- Providing adequate and appropriate staffing resources to meet the needs of all children.
- Informing applicants for posts within the nursery that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- Giving staff members, volunteers and students regular opportunities during supervisions and having an open-door policy to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children.
- Requesting DBS checks on a 3 yearly basis/or we use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children at regular intervals.
- Abiding by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so.
- Ensuring we receive at least two written references BEFORE a new member of staff commences employment with us.
- Ensuring all students will have enhanced DBS checks completed before their placement starts.
- Volunteers, including students, do not carry out any intimate care routines and are never left to work unsupervised with children.
- Abiding by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 (amended 2018) in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern will be reported to the Disclosure and Barring Services (DBS).

- Having procedures for recording the details of visitors to the nursery and taking security steps to ensure that no unauthorised person has unsupervised access to the children.
- Ensuring all visitors/contractors are supervised whilst on the premises, especially when in the areas the children use.
- Staying vigilant to safeguard the whole nursery environment and be aware of potential dangers on the nursery boundaries such as drones or strangers lingering. We will ensure the children always remain safe.
- Having a Staff Behaviour Policy that sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management, so we are able to support the individual staff member and ensure the safety and care of the children is not compromised.
- Ensuring that staff are aware not to contact parents/carers and children through social media on their own personal social media accounts and they will report any such incidents to the management team to deal with.
- Ensuring that all staff have access to, and comply with, the whistleblowing policy, which provides information on how they can share any concerns that may arise about their colleagues in an appropriate manner. We encourage a culture of openness and transparency, and all concerns are taken seriously.
- Ensuring all staff are aware of the signs to look for of inappropriate staff behaviour, this may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately.
- Ensuring all staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training, safeguarding concerns and any needs for further support or training.
- Having peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly identified. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff can share any concerns they may have. Concerns are raised with the designated lead and dealt with in an appropriate and timely manner.
- Ensuring the deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

We also operate a Phones and Other Electronic Devices and Social Media policy, which states how we will keep children safe from these devices whilst at nursery. This also links to our Online Safety policy.

Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the **Nursery Manager/DSL/Registered Person** at the earliest opportunity.

Early help services

When a child and/or family would benefit from support but do not meet the threshold for Local Authority Social Care Team, a discussion will take place with the family around early help services.

Early help provides support as soon as a concern/area of need emerges, helping to improve outcomes and prevent escalation onto local authority services. Sometimes concerns about a child may not be of a safeguarding nature and relate more to their individual family circumstances. The nursery will work

in partnership with parents/carers to identify any early help services that would benefit your child or your individual circumstances, with your consent, this may include family support, foodbank support, counselling or parenting services.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	K.C-P	<i>October 2026</i>

[1]

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Special Educational Needs and Disability (SEND) Policy

This policy has been created about:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2021)

Special Educational Needs and Disability (SEND) code of practice.

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

At Simba's Nursery School we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Statement of intent

We are committed to the inclusion of all children at our nursery. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs, and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, and we do not attempt to categorise children.

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

We undertake a Progress Check of all children at age two in accordance with the Code of Practice (2015) and statutory framework for EYFS.

We will also undertake an assessment at the end of the Early Years Foundation Stage for any children that remain with us in the final term of the year in which they turn five, as per the statutory framework for EYFS.

We will work closely with the child's parents and any relevant professionals if we identify any areas where a child's progress is less than expected to establish if any additional action is required. This may include:

- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and assessing such observations regularly to monitor progress.

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

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice (2015)
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace e.g. 'most able' are also supported
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Coordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice
- Monitor and review our practice and provision and, if necessary, adjust, and seek specialist equipment and services where required
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning
- Work in partnership with parents and other agencies to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need

Our nursery Special Education Needs and Disabilities support is **Alexander Pericleous**

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting
- Taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

We will:

- Designate a named member of staff to be the SENCO and share their name/role with all staff and parents
- Have high aspirations for all children and support them to achieve their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible/appropriate
- Signpost parents and families to our Local Offer to access local support and services
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January (2015) / statutory framework for the EYFS (2024)
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools. (See our transitions policy).
- Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, considering their levels of ability
- Review children's progress and support plans each half term and work with parents to agree on further support plans
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.

Effective assessment of the need for early help

We are aware of the process for early help and follow the following procedure:

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

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

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

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (*Working together to safeguard children 2018*).

Graduated Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

Assess

In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the

child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEND support, and having formally notified the parents, the key person and the SENCO, in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will consider the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and considering the child's views. Information will be shared with parents about the impact of the support provided.

Education and Health Plan (EHC)

Some children and young people may require an EHC needs assessment to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to adjust and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

- The local authority will conduct the EHC needs assessment and consider a wide range of evidence, including:
- Evidence of the child's developmental milestones and rate of progress
- Information about the nature, extent and context of the child's SEND
- Evidence of the action already being taken by us as the early years provider to meet the child's SEND
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.

We will review this policy annually to ensure it continues to meet the needs of the children/parents and our nursery.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 1.1 – 1.17, 2.1 – 2.6, 2.9-2.14, 3.1 – 3.8, 3.45-3.47, 3.53 – 3.54, 3.65, 3.68, 3.69, 3.80.

Separated Family Policy

At Simba's Nursery School we support families going through separation by working closely with the parents to establish the most effective transition and support. We understand that this can be a difficult time and support the child's/children's emotional well-being and report any significant changes in behaviour to the parent. Parents are signposted to relevant services and organisations for support for the whole family, where required.

Parental responsibility

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

England

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (From 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

Nursery registration

During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.

We request these details on the child registration form. If a parent does not have parental responsibility or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will:

- Ensure the child's welfare is always paramount they are in the nursery
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have seen a copy/have a copy attached to the child's file
- Provide information on the child's progress, e.g. learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position
- We will seek legal advice in the case of any disputes regarding the care/collection and sharing of information, where required to ensure we meet all legal requirements.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat
- Not ask the nursery to take sides in any dispute. We will only take the side of your child, and this will require us to be neutral at all times.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

Settling in Policy

Our aim is to work in partnership with parents and/or carers to help them become familiar with the setting and offer a settled relationship for the child. We know children learn best when they are healthy, safe and secure, we build positive relationships with parents to ensure we can meet children's individual needs and help them settle quickly into nursery life.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling into the nursery.

Our settling in procedure includes:

- Ensuring **all staff** build up relationships with the child and family to help support settling and encourage parental partnerships, with the Lead Practitioner being the main contact person to assist with the settling in process. The lead practitioner with support from the staff team will welcome and look after the child, ensuring that their care is tailored to meet their individual needs. They will offer a settled relationship for the child and build a relationship with the child's parent/carers during the settling in period and throughout their time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process
- Allocating a key person to each child and his/her family within 2 weeks of starting the nursery, this allows for a natural relationship to build between staff and children, ensuring the allocated key person is one that the child has formed a natural bond with.
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- Providing parents with relevant information about the policies and procedures of the nursery
- Working with parents to gather information before the child starts on the child's interests, likes and dislikes and their favourite things available at settling sessions, e.g. their favourite story or resource: as well as completing a baseline of the child's current development to plan, and meet, the individual needs of the child from the first day
- Encouraging parents and children to visit the nursery before an admission is planned and arranging home visits and/or online video meetings where applicable
- Planning tailored settling in visits and introductory sessions, following any necessary government advice
- Welcoming parents to stay with their child, where possible and applicable during the first few sessions until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents
- Encouraging parents/carers to send in family photos to display to help settle the child
- Using Tapestry to include photos of the setting including photos of staff for the Parent/Carers to access at home and share with their child so they become familiar with the staff and new environment
- Reassuring parents whose children seem to be take a little longer to settle in and developing a plan with them, for example shorter more frequent sessions through the week, where possible
- Providing regular updates and photos of the children settling
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
- Assigning a secondary key person to each child in case the key person is not available for long periods. Parents are made aware of this to support the settling process and attachment

- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in
- Not taking a child on an outing from the nursery until he/she is completely settled.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 1.16, 3.27, 3.73, 3.74

Sleep Policy

At Simba's Nursery School we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of babies' sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death. We make sure that:

- Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, we turn them onto their back again unless they are able to roll from back to front and back again, on their own, in which case we enable them to find their own position
- Babies/toddlers are never put down to sleep with a bottle to self-feed
- Babies/toddlers are monitored visually when sleeping looking for the rise and fall of the chest and if the sleep position has changed
- Checks are recorded every 10 minutes and as good practice we monitor babies under six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.
- Babies/ children are never left to always sleep in a separate sleep room without staff supervision

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
- Only using safety-approved cots or other suitable sleeping equipment (i.e. mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet
- Only letting babies sleep in prams if they lie flat and we have parents' written permission(if this occurs on a trip)
- Enable babies to sleep outdoors, where appropriate and with parents' permission
- Not using cot bumpers or cluttering cots with soft toys, although comforters may be given where required
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Ensuring every baby/toddler is provided with clean bedding labelled to them and working in partnership with parents to meet any individual needs for example if a child prefers to sleep in a sleeping bag we will ask parents/carers to bring one from home
- Cleaning all bedding as required and at least weekly
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest
- Having a no smoking policy.

We ask parents to complete sheets on their child's sleeping routine with the child's key person when the child starts at nursery, and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies or in a sling. We will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so, in which case we would ask them to sign to say they have requested we adopt a different position or pattern on the sleeping baby's form.

We recognise parents' knowledge of their child regarding sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

Individual sleep routines are followed rather than one set sleep time for all children. We create an environment that helps to settle children that require a sleep for example dimming the lights, using soft music, where applicable whilst ensuring that we continue to meet the needs of the children that do not require a sleep and ensure they can continue to play, learn and develop. This may involve taking children outdoors or linking with other rooms/children.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

Sleeping twins

We follow the advice from The Lullaby Trust regarding sleeping twins.

Further information can be found at: <http://www.lullabytrust.org.uk>

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.60

Social Networking Policy

Social media is a large part of the world we live in and as such at Simba's Nursery School we need to make sure we protect our children by having procedures in place to ensure safe use.

We use Facebook /Instagram to share posts/pictures of the experiences / activities the children have accessed at nursery, as well as to post updates/reminders and links to best practice.

- In order to safeguard children, we ensure:
- We have prior written permission in place from parents / carers before posting any images of children
- We will not post any photos/videos of the children's faces
- Do not allow others to post on our social media pages, only the Simba's Nursery Senior Leadership team will post on social media
- Have separate permission to use any images for any open public pages that we use for marketing purposes
- We monitor comments on all posts and address any concerns immediately.

Staff use of social media

We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the nursery, nursery staff, parents or children.

- When using social networking sites such as Facebook or Instagram we ask staff:
- Not to make comments relating to their work or post pictures in work uniform
- Not to send private messages to any parent's/family members
- Direct any parent questions relating to work via social networking sites, to the manager
- Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
- Report any concerning comments or questions from parents to the manager/safeguarding lead
- Follow the staff behaviour policy
- Not post anything that could be construed to have any impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way
- To follow this in conjunction with the whistle blowing policy.
- In the instance where staff members are also involved in another business venture and parent/carers follow this social media account, staff members should continue to ensure the content is appropriate and does not impact Simba's Nursery School negatively in any way
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g. work emails and phone numbers. This is to protect staff, children and parents.

Parents and visitors' use of social networking

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publicly or privately, information about any child on social media sites such as Facebook, Instagram and Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

We ask parents **not to**:

- Send friend requests to any member of nursery staff*
- screenshot or share any posts or pictures from the nursery on social media platforms (these may contain other children in the pictures)
- Post any photographs to social media that have been supplied by the nursery with other children in them (e.g. Christmas concert photographs or photographs from an activity at nursery).

We ask parents **to**:

- Share any concerns regarding inappropriate use of social media through the official procedures (please refer to the partnership with parent's policy, complaints procedures and grievance policy).

**Nursery settings are advised at their discretion to decide if staff and parents can connect on social media and should update the procedures based on this decision.*

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.1-3.8

Staff Working with their Own Children or Close Relation Policy

At Simba's Nursery School we support all employees returning to work after having a baby and understand that there may be times when a member of staff chooses our nursery to provide childcare alongside them working or that there may be occasions when a member of staff is working in the same environment a close relation e.g. niece or nephew.

We request the member of staff meet with the nursery manager and room leader, where appropriate, to discuss how best this will work alongside the nursery business needs.

We believe children learn best when they are healthy, safe and secure, have their individual needs met and have a positive relationship with the staff caring for them. It is our policy that all staff remain neutral and treat all children as individuals with the same regard.

When looking to accommodate staff members working alongside their own child or close relative in the nursery, we will make an decision/agreement based on the following circumstances:

- The individual needs of the child, including if they have any special educational needs and/or disabilities
- The amount of rooms/number of staff/staff deployment/ratios
- Age/stage of development of the child
- Staff members expertise and where/when they usually work
- Days/times the child attends
- Transition arrangements.

All decisions will be made on an individual basis; this may be that the child or close relation is better placed within the same room or a different room.

Once a decision has been made an agreed set of guidelines will be developed between the nursery and the member of staff setting out the expectations of working with their child/close relation. This includes that during their time at nursery the child is in the care of the nursery, and it is the nursery that retains responsibility for the child and their care, what they will do if they need to cover in different rooms, outdoor play time etc. A similar agreement will be put in place for any staff that may not work within the nursery rooms, but own child or family member still attends, e.g. manager, cook, admin.

Staff caring for another staff member's child will treat them as they would any other parent/child.

Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager will meet with the member of staff to review the agreement, and the following will be considered:

- Time left until the child is due to transition to the next room/school
Temporarily moving the staff member to another room. It is nursery policy to move the staff member and not the child (unless transitioning) so the child continues to be in the appropriate age/stage group and can forge consistent relationships with other children in the group
- Where the staff member is already in another room, but there are concerns there will be an agreement between the staff member, manager and room leader about contact with the child

during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again

Breastfeeding

Where a staff member's baby requires breastfeeding, the nursery will adapt the above guidelines to suit both the baby's and mother's needs. Cover will be provided during this time.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.1, 3.20, 3.80

Suitability of Staff Policy

At Simba's Nursery School we are committed to ensuring that all staff, including students, volunteers and any agency/supply staff are suitable to fulfil the requirements of their role in order to work with or be in regular contact with children. We have effective systems in place to ensure that this includes making a decision about suitability, as part of the recruitment process and monitoring continued suitability, as part of regular staff and/or student supervision.

The Business Manager is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. Where possible staff will have the checks completed prior to starting employment. However, if there are delays in checks coming through, as a last resort staff may work in the nursery before these checks are completed but they must be supervised at all times by staff who already hold an enhanced check and the check has been applied for.

All nursery staff will be informed of any staff awaiting enhanced DBS clearance.

Staff awaiting these checks will **never**:

- Be left unsupervised whilst caring for children
- Take children for toilet visits unless supervised by staff holding an enhanced check
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Take photographs of any children
- Be involved in looking at a child's learning and development log, but can contribute to it
- Have access to children's personal details and records.

While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the nursery day.

We recognise that the enhanced DBS disclosure is only one part of a suitability decision and nursery management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the nursery. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

All students will also receive an interview to ensure they are suitable for the nursery and an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require.

We request confirmation that all necessary checks have been completed by the agency before using any supply/agency staff. We have a short induction prior to them working with the children. It is our policy that all agency/supply staff are fully supervised and not left alone with children.

Once checks are obtained we record the criminal records check reference number, the date the check was obtained and details of who obtained it. We also collect this information for any agency/supply staff prior to using them.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.9-3.18, 3.20-3.26

Supervision of Children Policy

At Simba's Nursery School we have suitable staffing arrangements to meet the needs of all children and ensure their safety. The nursery manager is responsible for all staff, students and relief/agency staff receiving information on health and safety policies and procedures in the nursery in order to ensure they are adequately supervising the children, including whilst they are eating.

Supervision

We ensure that children are always supervised adequately, whether children are in or out of the building, including eating through:

- Appropriately deploying staff members meeting the ratio and qualification requirements to ensure children's needs are met and continuing to monitor this across the setting regularly. This includes informing parents and/or carers about staff deployment, and, when relevant and practical involving them in these decisions
- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff
- Completing registers as soon as soon children enter and leave the premises and carrying out head counts throughout the day
- Risk assessing activities/experiences and equipment to ensure children are not exposed to unnecessary risks, including removal of any choking hazards and fully supervising any activities that may pose this risk
- Ensuring children are fully always supervised when using water play/paddling pools as we are aware that children can drown in only a few centimetres of water
- Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps/stairs, swings, climbing ladders, monkey bars
- Support children to identify, minimise and manage risks in their play
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors
- Supervising children always when eating; monitoring toddlers and babies closely and never leaving babies alone with a bottle. Babies are always bottle fed by a member of staff
- Supervising sleeping babies/children and never leaving them unattended
- Never leaving babies/children unattended during nappy changing times
- Supervising children carefully when using scissors or tools, including using knives in cooking activities where this is required
- Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Outings policy)
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g. hire of a bouncy castle and a member of staff MUST always supervise the children.

This policy was adopted on	Signed on behalf of the nursery	Date for review
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<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>
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EYFS: 3.29

Supervision of Visitors Policy

At Simba's Nursery School we take all reasonable steps to ensure the safety of children in our care. This includes making sure any visitors to the nursery are properly identified and always supervised.

All visitors must sign the visitors' book on arrival and departure.

Visitors may include prospective parents/carers, other professionals e.g. local authority workers, Ofsted inspectors, people in the community that may come to talk to the children e.g. librarians, contractors to complete work, deliveries etc.

Where applicable, we ask visitors to book in advance, so arrangements can be made to accompany them. Identity is checked of any visitors attending in a professional capacity e.g. Ofsted inspectors, speech and language therapists.

All visitors are informed of any relevant policies including the fire evacuation procedure and mobile phone, camera and other recording devices policy including use of smartwatches.

A member of staff must always accompany visitors in the nursery while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

Security

- Staff must check the identity of any visitors before allowing them into the main nursery. Visitors to the nursery must be recorded in the Visitors' Book and always accompanied by a member of staff while in the building
- All external doors must be kept always locked and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to leave the nursery unattended
- Staff, parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery
- The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

Supervisions Policy

We implement a system of supervision for all our staff following their induction and probation period. Supervision is part of the nursery's overall performance management system and promotes a culture of mutual support, teamwork and continuous improvement. It encourages the confidential discussion of sensitive issues including the opportunity for staff and their managers to:

- Discuss any issues - particularly concerning children's development or well-being, including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness
- Develop their own skills/training needs in order to progress in their role
- Discuss any concerns relating to changes in personal circumstances that might affect an individual's ability/suitability to work with children. (This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders or changes to their health. These changes are recorded as a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable, in line with the safeguarding/child protection and disciplinary procedure).

The frequency of supervision meetings is termly or half termly according to individual needs. A template agenda is used in all meetings to ensure consistency across the nursery. This clearly sets out who does what and the timeframe, i.e. what the manager is responsible for and what the practitioner needs to do.

There should always be something that a member of staff can discuss, e.g. a particular child's development, strengths or concerns. However, if there are times where staff may be struggling to identify areas to discuss in a supervision, we will ask them to identify three things they have enjoyed about their job/done well since the last supervision and one thing they have least enjoyed/requires further improvement. They will be asked to complete this prior to supervision (as set out in their responsibilities).

There may be times when supervision may be increased for members of the team as and when needed, i.e. if they have concerns about a child or if they are going through personal circumstances at home, for new starters, staff returning after long-term illness, on request from staff.

It is the responsibility of the manager to plan time to ensure that all staff have supervisions.

At Simba's Nursery School supervision is carried out by the Senior Leadership Team and/or Nursery Manager manager/room leaders. If for any reason a supervision is cancelled a new date will be rearranged within 7 days.

All members of staff responsible for carrying out supervisions are trained and supported prior to carrying these out.

Staff have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is complete. Information shared in supervision sessions is confidential. The supervision process will be evaluated once/twice a year through staff feedback and is used as part of the overall performance monitoring system at the nursery.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.22, 3.23

Students Policy

At Simba's Nursery School we are committed to sharing good practice with those wishing to pursue a career in childcare. We welcome students to join our staff team and gain work experience within our nursery. We will accept 2 student(s) at a time as more students than this places undue pressure on staff. We do, however, accept small groups or occasional placements when research or studies are being carried out that will be of benefit to childcare.

We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.

We expect all students to visit the nursery for an interview, followed by their student induction and nursery tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Student Handbook and sign their contract in readiness for their first day.

Our policy for those on placements is as follows:

- All students will have an enhanced Disclosure and Barring Service (DBS) check before their placement begins
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the nursery
- Students will be always supervised by the member of staff assigned to them and will not be left alone with the children. They may only change nappies if the manager is satisfied, they are competent, responsible and know the children well enough and always under close supervision
- Students will be supported to understand nursery policies and procedures including Safeguarding, Health and Safety, Equal Opportunities, Anti-Bribery, and Whistleblowing policies.
- All students are required to keep to our confidentiality policy
- It is expected that during the student's placement, their tutor will visit the nursery or have verbal communication with the Student Coordinator to receive feedback about the student's progress
- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Staff will respect individual students' needs and abilities
- An accurate evaluation of ability and performance for both students and training providers will be provided, and the nursery will support students who are experiencing difficulties with action plans if needed
- To maintain parent partnerships, parents will be informed when students are present in the nursery e.g. via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the student
- All students on placement must adhere to the same codes of conduct as permanent staff including timekeeping and dress codes
- All students are encouraged to contribute fully to the nursery routine and to spend some time in every area.

In some cases, we may include students on long term placements (aged 17 and over) and staff working as apprentices in early education (aged 16 and over) in our staff: child ratios. This will be the discretion of the manager and only will only occur when the manager is satisfied the student/apprentice is competent and responsible.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.20, 3.30

Suitability of Staff Policy

At Simba's Nursery School we are committed to ensuring that all staff, including students, volunteers and any agency/supply staff are suitable to fulfil the requirements of their role to work with or be in regular contact with children. We have effective systems in place to ensure that this includes deciding about suitability, as part of the recruitment process and monitoring continued suitability, as part of regular staff and/or student supervision.

The Business Manager is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. Where possible staff will have the checks completed prior to starting employment. However, if there are delays in checks coming through, as a last resort staff may work in the nursery before these checks are completed but they must be supervised at all times by staff who already hold an enhanced check, and the check has been applied for.

All nursery staff will be informed of any staff awaiting enhanced DBS clearance.

Staff awaiting these checks will **never**:

- Be left unsupervised whilst caring for children
- Take children for toilet visits unless supervised by staff holding an enhanced check
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Take photographs of any children
- Be involved in looking at a child's learning and development log, but can contribute to it
- Have access to children's personal details and records.

While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the nursery day.

We recognise that the enhanced DBS disclosure is only one part of a suitability decision and nursery management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management to provide a safe, secure and healthy environment for all children in the nursery. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

All students will also receive an interview to ensure they are suitable for the nursery and an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require.

We request confirmation that all necessary checks have been completed by the agency before using any supply/agency staff. We have a short induction prior to them working with the children. It is our policy that all agency/supply staff are fully supervised and not left alone with children.

Once checks are obtained, we record the criminal records check reference number, the date the check was obtained and details of who obtained it. We also collect this information for any agency/supply staff prior to using them.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.9-3.18, 3.20-3.26

Suncare

At the nursery we are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Children must have a clearly labelled sun hat which will be always worn whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection
- Children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
- Children's safety and welfare in hot weather is the nursery's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am - 3.00pm on hot days. Shaded areas are provided to ensure children can still go out in hot weather, cool down or escape the sun should they wish or need to
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days, and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Key persons also work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, e.g. black and/or Asian colouring.

Vitamin D

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth and muscles. Our body creates vitamin D from direct sunlight on our skin when we are outdoors. Most people can make enough vitamin D from being out in the sun daily for short periods with their hands or other body parts uncovered.

At nursery we find the right balance to protecting children from sunburn by following the NHS guidance. The benefits are discussed with parents and their wishes followed regarding the amount of sun cream applied.

We also promote the NHS recommendation to parents that all children aged under 5 years should be given vitamin D supplements even if they do get out in the sun.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.45

Use of Dummies in Nursery Policy

At Simba's Nursery School we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older, they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds, they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Our nursery will:

- Discuss the use of dummies with parents as part of babies' individual care plans
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.
- Dummies will be disposed of if they become damaged and/or when they are required to be disposed of.

When discouraging the dummy staff will:

- Make each child aware of a designated place where the dummy is stored
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways in which the child can be weaned off their dummy through books and stories (when appropriate).

This policy was adopted on	Signed on behalf of the nursery	Date for review
October 2025	K.C-P	October 2026

EYFS: 3.45

Transitions Policy

At Simba's Nursery School we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We have a settling in policy to support the child and their family.

Moving rooms procedure

When a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person and parents and:

- Basing on the individual needs of the child and when they are ready to move based on age/stage of development
- Enabling the child to spend short sessions in their new room prior to the permanent move to so they feel comfortable in their new surroundings with their key person initially, so they have a familiar person always present
- Wherever possible transitioning groups of friends together to enable these friendships to be kept intact and support the children with the peers they know
- Keeping parents informed of all visits and the outcomes of these sessions via Famly
- Only transitioning the child when they feel settled and ready to move. If a child requires more support this will be discussed between the key person, parent, manager and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious about the move. We will do all we can to facilitate a smooth transition and minimise any potential stresses. This following process relates to children going to school. However, wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another nursery.

- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend and of the teachers. This helps the children to become familiar with this new concept and will aid the transition
- We will endeavour to build relationships with local schools where possible throughout the year and invite them to key events or we will attend key events, e.g. story cafes, Christmas and end of year performances
- We invite school representatives into the nursery, where possible or invite them to talk via online platforms such as Zoom so they could introduce themselves to the children
- Where possible we use other ways to support the transition to school, e.g. inviting previous children from the nursery who have moved on to school to come back and talk to the children about their school experiences
- Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these
- We produce an end of year report on every child leaving the setting and with parental permission will share this with the school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning
- With parental permission around school allocation day, we may share details of the schools children are going to so parent/carers can see which children may be going to the same school. This can offer some reassurance for the children to know that they are moving with some familiar peers.

Other early years providers

Where children are attending other early years settings or are cared for by a childminder, we will work with them to share relevant information about children's development. When a child is brought to nursery or collected from nursery by a childminder, we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email, video call or telephone.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated families' policy that shows how the nursery will act in the best interest of the child.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes, and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing

activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement

We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement, which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes/transitions in their life, we ask that you speak to the nursery manager and the key person to enable this effective support to be put into place.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 1.16, 3.1, 3.27

Visits and Outings Policy

At Simba's Nursery School we offer children a range of local outings including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the nursery environment and extend children's experiences. We always seek parents' permission for children to be included in such outings.

Procedures

Visits and outings are carefully planned to use the following procedures along with any local/national guidelines, whatever the length or destination of the visit:

- A pre-visit checklist, full risk assessment and outings plan will always be carried out by a senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children
- Written permission will always be obtained from parents before taking children out
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- At least one member of staff will hold a valid and current paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- We designate one member of staff to be the outing leader, this may be the most senior member of staff attending and it will be their role to take the lead in the event of any emergencies/incidents (**see Lost Child Procedure from Outings Policy**)
- A fully stocked first aid box will always be taken on all outings along with any special medication or equipment required
- A completed trip registers together with all parent and staff contact numbers will be taken on all outings
- Regular headcounts will be carried out throughout the outing. Timings of headcounts will be discussed in full of the nursery manager prior to the outing
- All staff will be easily recognisable by other members of the group; they will wear the nursery uniform and high visibility vests/jackets
- Children will be easily identified by staff when on a trip by use of a high visibility waistcoat. The nursery name and number will be displayed
- The designated member of staff will take a fully charged mobile phone as a means of emergency contact (*staff are reminded of the mobile phone policy*)
- In the event of an accident, staff will assess the situation. If required, the group will return to the nursery immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the nursery.

Risk assessment/outings plan

The full risk assessment and outing plan will be displayed for parents to see before giving consent. This plan will include details of:

- The name of the designated person in charge - the outing leader

- The name of the place where the visit will take place
- The estimated time of arrival at the place where they are visiting and expected time they will arrive back at the nursery
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.
- Staff emergency contact numbers
- Method of transportation and travel arrangements (including the route)
- Financial arrangements
- Emergency procedures
- The name of the designated first aider and the first aid provision
- Links to the child's learning and development needs.

Use of vehicles for outings

- All staff members shall inform parents in advance of any visits or outings involving the transportation of children away from the nursery
- The arrangements for transporting children will always be carefully planned and where necessary additional people will be recruited to ensure the safety of the children. This is particularly important where children with disabilities are concerned

When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

- Ensure seat belts, child seats and booster seats are used
- Ensure the maximum seating is not exceeded
- All children will be accompanied by a registered member of staff
- No child will be left in a vehicle unattended
- Extra care will be taken when getting into or out of a vehicle
- The vehicle will be equipped with a fire extinguisher and emergency kit containing a warning triangle, torch, blankets, wheel changing equipment etc.

Lost children

In the event of a child being lost, the Lost Child Procedure will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

There may be opportunities for parents to assist on outings. The manager will speak to parents prior to the visit regarding health and safety and code of conduct.

In the event of an emergency (including a terrorist attack)

In the event of an emergency whilst out on a visit, we encourage staff to find a haven and remain there until the danger passes. Each outing will have a detailed risk assessment, which covers all these risks and is planned.

This could cover other issues such as extreme weather, emergency (such as an ill or injured child) etc.

We will contact all parents to let them know everything is ok as soon as it is safe to do so.

Further information can be found at:

<http://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx>

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.25, 3.65, 3.66, 3.67

Volunteer Agreement

Our mission is to support the delivery of quality care and early learning for children.

At Simba's Nursery School we encourage and welcome volunteers. This agreement sets out the standards between a volunteer and the organisation.

This agreement is binding in honour only. It is not intended by the parties to be a legally binding agreement, nor is it intended to create an employment relationship between us.

Referees

We require you to provide two referees. We may also require you to be checked by the Disclosure and Barring service.

What you can expect from us

Simba's Nursery School will provide you with:

- An introduction to the organisation and your volunteering role within it
- Training and support related to your responsibilities as a volunteer. We hope that you will take advantage of this to improve and maintain your skills
- You will be allocated a member of staff who will offer regular supervision with you
- A review of your volunteering role after [three/six] months. This will normally be carried out by your supervisor
- Personal liability insurance to cover you while you are fulfilling authorised volunteer work
- Injury insurance for injuries incurred while fulfilling your authorised volunteer work

What we expect from you

We will discuss with you the amount of time that you are willing to commit to volunteering. If, for any reason, you will not be available, we would be grateful if you could let us know as soon as possible.

Confidentiality

In the course of your volunteering, you will come across confidential information about the organisation, its staff, its clients and third parties. You must respect this confidentiality and not use the information for your own benefit or disclose the information, except where required or permitted to do so by law.

Policies

You will abide by Leapfrog Nursery School Safeguarding, Health and Safety, Equal Opportunities Anti-Bribery and Whistleblowing policies. These can be found [*in the documents that have been given to you*].

Feedback

Regular supervision meetings will be planned and give you and your supervisor an opportunity to share feedback.

We always welcome any ideas to further support the quality of the setting/performance of your duties or ways in which we can meet our objectives as an organisation. Please feel free to share these at any time with your nursery manager.

If you have any concerns during your time volunteering, please discuss these with your nursery manager. Any safeguarding concerns should be shared immediately as set out in the child protection and safeguarding policy.

Termination

Either you or the organisation can terminate this agreement with or without notice at any time.

I agree to abide by the terms of this volunteer agreement.

Signed Date

Name.....

Signed Date

On behalf of Leapfrog Nursery School Name.....

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>November 2024</i>	<i>K.C-P</i>	<i>November 2025</i>

EYFS: 3.9,3.31

Volunteer Policy

At Simba's Nursery School we recognise the immense benefits that volunteers bring to the nursery. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences.

Status of volunteers

A volunteer is not an employee and will not have a contract of employment with the nursery. We will, however, insist that the volunteer follows all nursery procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Volunteers will be always supervised.

Enhanced Disclosure and Barring Service (DBS) check

All volunteers will have suitability checks conducted in the same way as paid employees. This will include an enhanced DBS check. These checks will be conducted before any volunteer starts their time within the nursery and will also include two written references.

Training

Volunteers will be offered training and/or support as appropriate. We will provide any training and support required for the role, including safeguarding and child protection, paediatric first aid (where applicable) and health and safety training. The purpose of this is to enable the volunteers to be supported and enhance their development in their voluntary role within our team.

Policies and procedures

Volunteers are expected to comply with all the nursery's policies and procedures. The volunteer's induction process will include an explanation of this.

Confidentiality

Volunteers should not disclose information about the nursery, staff, children and families as stated in the confidentiality policy and should always follow the nursery confidentiality procedure.

Volunteer's induction pack

On commencing their volunteer work, the volunteer will be given a pack containing:

- General information about the nursery
- A copy of the volunteering policy
- A confidentiality statement which will require reading, signing and returning to the nursery manager
- Details of access to all nursery relevant policies and procedures.
- During the induction period, volunteers will read the main policies of the nursery including safeguarding, health and safety and promoting positive behaviour. The designated member of staff will discuss the policies to ensure the volunteer understands and adheres to this.

Volunteer support

The nursery has a designated officer who will take the volunteer through their induction and support and advise them throughout their time in the nursery.

Our designated officer for volunteers is **the Nursery Manager**.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.9, 3.31

Well-Being in the Nursery Policy

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

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

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

Mental and emotional well-being includes:

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

Social well-being includes:

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

Spiritual well-being can cover the following:

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

We are an inclusive setting and ensure that all children, families, staff and visitors are welcomed. We aim to embrace spiritual well-being and celebrate families and staff key events.

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

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

Children are provided with quiet and calming areas for rest, sleep and relaxation. This enables them to recharge their batteries and supports both their physical and mental well-being. We support children to make strong attachments with their key person as well as forge relationships with their peers to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children’s mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation. This consistent practice supports the process of children building the capacity for self-regulation to manage, through providing activities in which children can recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet. We support children’s self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practice their self-regulation skills.

Staff use the promoting positive behaviour policy to ensure a consistent approach.

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

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS 3.45

Whistleblowing Policy

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

At Simba's Nursery School we expect all our colleagues, both internal and external, to always be professional and hold the welfare and safety of every child as their paramount objective.

We recognise that there may be occasions where this may not happen, and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk.

We expect all team members to talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be resolved as soon as they arise.

Legal framework

The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act', amended the Employment Rights Act 1996 to provide protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. On 25 June 2013, there were some legal changes to what constitutes a qualifying disclosure.

A qualifying disclosure is one made in the public interest by an employee who has a reasonable belief that:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety
- An act causing damage to the environment
- A breach of any other legal obligation or
- Concealment of any of the above
- Any other unethical conduct
- An act that may be deemed as radicalised or a threat to national security is being, has been, or is likely to be, committed.

Qualifying disclosures made before 25 June 2013 must have been made 'in good faith' but when disclosed, did not necessarily have to have been made 'in the public interest.'

Disclosures made after 25 June 2013 do not have to be made 'in good faith'; however, they must be made in the public interest. This is essential when assessing a disclosure made by an individual.

The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- You must believe it to be substantially true
- You must not act maliciously or make false allegations
- You must not seek any personal gain.

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

Disclosure of information

If, in the course of your employment, you become aware of information which you reasonably believe indicates that a child is/may be or is likely to be in risk of danger and/or one or more of the following may be happening, you **MUST** use the nursery's disclosure procedure set out below:

- That a criminal offence has been committed or is being committed or is likely to be committed
- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g. EYFS, Equalities Act 2010)
- That a miscarriage of justice has occurred, is occurring, or is likely to occur
- That the health or safety of any individual has been, is being, or is likely to be endangered
- That the environment, has been, is being, or is likely to be damaged
- That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

Disclosure procedure

- If this information relates to child protection/safeguarding then the nursery Safeguarding and Child Protection Policy should be followed, with reference to the staff and volunteering section
- Where you reasonably believe one or more of the circumstances listed above has occurred, you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your manager) you should speak to a member of the Simba's Nursery School senior leadership team.
- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the deputy head Kelly Carvalho-Pericleous.
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any management employee who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not acting in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal
- We give all our staff the telephone numbers of the Local Authority Designated Officer (LADO), the local authority children's social care team and Ofsted so all staff may contact them if they cannot talk to anyone internally about the issues/concerns observed. These contact details are on all staff lanyards.

In the event of an allegation/concern against a member of staff please contact the Local Authority Designated Officer

(otherwise known as the LADO)

The Designated Lead Practitioner must inform the LADO within **1 working day** and prior to any internal investigation taking place. You will be asked to complete a LADO referral form if the matter requires an "Allegations against Staff and Volunteers" visit [Barnet.gov.uk \(search LADO\)](https://www.barnet.gov.uk/search/LADO)

Ofsted Whistle Blowing

Whistle blowing helpline: 0300 123 3155 Email: whistleblowing@ofsted.gov.uk

NSPCC 0808 800 5000

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>October 2025</i>	<i>K.C-P</i>	<i>October 2026</i>

EYFS: 3.4 – 3.18 and 3.22