

Oxford Nursery



Oasis After School Club

Oxford Nursery and Oasis After School Club

All Policies and Procedures April 2023

Key Contact Personnel

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Designated Safeguarding Lead: Allison Doyle, Nursery Manager

Designated Safeguarding Lead: Angela Harris, Oasis Manager

All policy will be reviewed at least annually and following any concerns and/or updates to national/local guidance or procedures.

All Policies and Procedures last reviewed or updated April 2023

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## Accidents & Incidents Policy - Recording & Reporting

This policy was updated at Otford Nursery School on 02/04/2023.

### **Policy Statement**

We report injuries, diseases and dangerous occurrences under accidents or incidents. Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this.

### **Procedures**

Our Accident Book is:

Nursery: Kept locked in the blue cupboard under each child's name and also written in the daily diary.

Oasis: Kept in locked cupboard under each child's name.

Is accessible to all staff and volunteers, who know how to complete it.

Is reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of:

Any serious injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

Any incident to a member of staff requiring treatment by a general practitioner or hospital.

Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.

When there is any injury requiring a general practitioner or hospital treatment to a child, parent, volunteer, or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive and the relevant authorities:

Any dangerous occurrence is recorded in our incident book. See below.

Information for reporting the incident to the Health and Safety Office is detailed in the Pre-School Learning Alliance's Accident Record publication.

### **Our Incident Book**

Nursery: locked in the blue cupboard.

Oasis: Kept in locked cupboard.

We have ready access to telephone numbers for emergency services, including local police.

We keep an incident book for recording incidents that are reportable to Ian Saunders. The Health & Safety Executive.

These incidents include:

Break in, burglary, theft of personal or the setting's property.

An intruder gaining unauthorized access to the premises.

Fire, flood, gas leak, or electrical failure.

Attack on member of staff or parent on the premises or nearby.

Any racist incident, involving staff or family on the centre's premises.

Death of a child.

A terrorist attack or threat of one.

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

In the unlikely event of a terrorist attack, we follow the advice of the emergency services regarding evacuation, medical aid and contacting children's families. Our Lockdown Policy will be followed, staff will take charge of the children. The incident is recorded when the threat is averted.

In the unlikely event of a child dying on the premises, the emergency services are called, and the advice of these services are followed.

The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

## Admissions Policy

This policy was updated at Otford Nursery School/Oasis on 02/04/2023.

### **Policy Statement**

It is our intention to make Otford Nursery School and Oasis After School Club, accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair, and clearly communicated procedures. We aim to make each child's start a happy and successful one.

### **Procedures.**

We ensure that information about our setting is accessible, in written and spoken form.

If parents are interested in our setting, we invite them to visit our Nursery/After School Club (preferably with their child), prior to admission. Parents are provided with a copy of Otford Nursery School's Prospectus or Oasis After School Club's Prospectus.

Parents are given the opportunity to ask questions about the Nursery/After School Club, to observe & experience the day to day running and acquire information.

Parents complete an enrolment form, provide a copy of their child's Birth Certificate or Passport, and forward it to the Nursery.

Applicants are then added to our waiting list and are arranged in date order, priority is given to vulnerable and existing children wanting to add sessions, siblings and Looked After or SEND children, older children applying for one term only.

A provisional place is verbally offered, followed by a place in writing (usually via email), together with an invitation to a Taster Session.

Parents are given a Welcome Pack, together with an All about me, permissions and data protection form to complete. This provides the Nursery/After School Club with valuable information about the new starter.

We recommend that children aged 2 years attend half day sessions until both parents and key worker agree that the child is ready for full days.

If required, parents are asked to fill in an Individual care plan for medical needs and an authorisation to share information with other settings form.

We describe our setting and its practices in terms that make it clear that it welcomes both Fathers and Mothers, other relatives, and other Carers, including Child minders.

We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.

We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the settings.

We ensure that all children regardless of gender and ethnic background have opportunities to build and share their cultural capital within the setting.

We make our Equal Opportunities Policy widely known.

We consult with families about the opening times of the setting 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 setting that provides stability for all the children.

### **Fees/invoicing**

Invoices are produced at the beginning of each term (Autumn, Spring, Summer) or termly for Oasis After School Club.

Payment is due two weeks form invoice date (unless a payment plan has been agreed with management team) for Nursery or 7 days for Oasis After School Club.

If the setting must close for any reason for less than 2 weeks fees will still be due, if the setting has to close for more than 2 weeks the fees for that period will be credited to the next invoice.

In the event of a forced closure by either KCC or DfE, for any reason, no refunds will be given.

Fees outstanding for unfunded children or funded children taking extra hours for more than 6 weeks without prior agreement with management, will result in the child's place or extra unfunded hours being withdrawn.

## Anti-Bullying Policy 1

This policy was updated at Otford Nursery School/Oasis on 02/04/2023.

### **The Individual**

Respect every child's need for, and rights to, an environment where safety, security, praise, recognition, and opportunity for taking responsibility are available.

Respect all individual's feelings and views.

Recognise that everyone is important and that our differences make each of us special.

Show appreciation of others by acknowledging individual qualities, contributions, and progress.

Ensure safety by having rules and practices carefully explained and displayed for all to see.

### **Bullying**

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

Bullying will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include:

physical pushing, kicking, hitting, pinching etc.

name calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation, and the continual ignoring of individuals.

racial taunts, graffiti, gestures.

sexual comments and/or suggestions.

unwanted physical contact.

Online Bullying.

Children from ethnic minorities, disabled children, young people who are gay, lesbian, or transgender, or those with learning difficulties are more vulnerable to this form of abuse and may well be targeted.

Everybody has the responsibility to work together to stop bullying with a commitment to the early identification of bullying and prompt, collective action to deal with it. This involves.

Nursery Staff and volunteers,

Oasis After School club Staff and Volunteers,

The Designated Safeguarding Lead's (DSL) – Allison Doyle & Angela Harris

The Parent/Guardian,

The Child.

**If a child bullies another child or children:**

We intervene to stop the child who is bullying from harming the other child or children.

We explain to the child doing the bullying why her/his behaviour is not acceptable.

We give reassurance to the child or children who have been bullied.

We help the child who has done the bullying to recognise the impact of their actions.

We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.

We do not label children who bully as 'bullies'.

We recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.

We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.

**Support to the child**

Children should know the Nursery/After School Club staff will listen to their concerns & act upon them.

Children should be able to approach Nursery staff/Oasis staff/Key Workers/DSL, about bullying/other issues that affects them.

Anyone who reports an incident of bullying will be listened to carefully and be supported, whether it's the child being bullied or the child who is bullying.

Any reported incident of bullying will be investigated objectively and will involve listening carefully to all those involved.

Children/People being bullied will be supported and assistance given to uphold their right to play and live in a safe environment which allows their healthy development.

Those who bully will be supported and encouraged to stop bullying.

Sanctions involving long periods of isolation, or which diminish and make children look or feel foolish in front of others, should be avoided.

**Support to the parents/guardians**

Parents/guardians should be advised on policies and procedures in relation to bullying.

We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Parental/guardian advice on action will be sought and agreements made as to what action should be taken.

**Advice on coping with bullying should be given.**

Support should be offered to parents/guardians including information on other agencies or support lines.

**Useful Contacts**

Parent line Plus [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

Childline- 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

[www.there4me.com](http://www.there4me.com) (an online service for young people)

Kidscape - 020 7730 3300 [www.kidscape.org.uk](http://www.kidscape.org.uk)

Please refer to:

Behaviour Management policy

## Anti-Bullying Policy 2

This policy was updated at Otford Nursery School/Oasis on 02/08/2022.

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2019 and '[Sexual violence and sexual harassment between children in schools and colleges](#)' guidance. The setting has also read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

[www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying](http://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying)

### **1) Policy objectives:**

This policy outlines what Otford Nursery and Oasis After School club will do to prevent and tackle all forms of bullying.

The policy has been adopted with the involvement of the whole school community.

Otford Nursery and Oasis After School club is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

### **2) Links with other school policies and practices**

This policy links with several school policies, practices and action plans including:

Behaviour policy

Complaint's policy

Child protection policy

Confidentiality policy

Online safety and Acceptable Use Policies (AUP)

Mobile phone and social media policies

### **3) Links to legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

The Education and Inspection Act 2006, 2011

The Equality Act 2010

The Children Act 1989

The Education (Independent School Standards) Regulations 2015

Protection from Harassment Act 1997

The Malicious Communications Act 1988

Public Order Act 1986

### **4) Responsibilities**

It is the responsibility of:

The Manager to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently, and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.

Admin Manager to take a lead role in monitoring and reviewing this policy.

All staff to support, uphold and implement this policy accordingly.

Parents/carers to support their children and work in partnership with the setting.

Staff and pupils to abide by the policy.

### **5) Definition of bullying**

Bullying can be defined as *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”*. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the Oasis After School Club as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

### **6) Forms and types of bullying covered by this policy**

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

Bullying related to physical appearance

Bullying of young carers, children in care or otherwise related to home circumstances.

Bullying related to physical/mental health conditions

Physical bullying

Emotional bullying

Sexual bullying

Bullying via technology, known as online or cyberbullying

Prejudicial bullying (against people/pupils with protected characteristics):

Bullying related to race, religion, faith, and belief and for those without faith

Bullying related to ethnicity, nationality, or culture

Bullying related to Special Educational Needs or Disability (SEND)

Bullying related to sexual orientation (homophobic/biphobic bullying)

Gender based bullying, including transphobic bullying.

Bullying against teenage parents (pregnancy and maternity under the Equality Act)

### **7) Our ethos**

Oxford Nursery and Oasis After School club community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our Nursery or After school club can help to create a safe and disciplined environment, where children are able to learn and fulfil their potential.

**Our community:**

Monitors and reviews our anti-bullying policy and practice on a regular basis.

Supports staff to promote positive relationships to help prevent bullying.

Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

Ensures our children are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.

Requires all members of the community to work with the Nursery and After school club to uphold the anti-bullying policy.

Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.

Will deal promptly with grievances regarding the Nursery and After school club's response to bullying in line with our complaints policy.

Seeks to learn from good anti-bullying practice elsewhere.

Utilises support from the Local Authority and other relevant organisations when appropriate.

**8) Responding to bullying**

The following steps may be taken when dealing with all incidents of bullying reported:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.

The Nursery or Oasis After School Club will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.

The Manager, Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.

The DSL will be informed of all bullying issues where there are safeguarding concerns.

The Nursery or Oasis After School Club will speak with and inform other staff members, where appropriate.

The Nursery or Oasis After School Club will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

Sanctions, as identified within the behaviour policy, and support will be implemented in consultation with all parties concerned.

If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.

Where the bullying of or by children takes place off school site or outside of normal school hours (including cyberbullying), the Nursery or Oasis After School Club will ensure that the concern are fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

*Cyberbullying Note: Schools should ensure they access [Childnet's Cyberbullying guidance](#).*

When responding to cyberbullying concerns, the school will:

Act as soon as an incident has been reported or identified.

Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.

Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

Take all available steps where possible to identify the person responsible. This may include:

looking at use of the After-school systems.

identifying and interviewing possible witnesses.

Contacting the service provider and the police, if necessary.

Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.

All children with mobile phones are removed before entry from the children to Oasis after school club and locked away in the cupboard.

Ensure that sanctions are applied to the person responsible for the cyberbullying; the afterschool club will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

Inform the police if a criminal offence has been committed.

Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:

advising those targeted not to retaliate or reply.

providing advice on blocking or removing people from contact lists.

helping those involved to think carefully about what private information they may have in the public domain.

### **Supporting pupils**

*Pupils who have been bullied will be supported by:*

Reassuring the child and providing continuous support.

Offering an immediate opportunity to discuss the experience with the designated safeguarding lead, or a member of staff of their choice.

Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.

Working towards restoring self-esteem and confidence.

Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.



Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

**Pupils who have perpetrated bullying will be helped by:**

Discussing what happened, establishing the concern and the need to change.

Informing parents/carers to help change the attitude and behaviour of the child.

Providing appropriate education and support regarding their behaviour or actions.

If online, requesting that content be removed and reporting accounts/content to service provider.

Sanctioning, in line with Nursery and Oasis After school behaviour/discipline policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns).

Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

**Supporting adults**

Our Nursery and Oasis After School Club takes measures to prevent and tackle bullying among children; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents, or other staff members, is unacceptable.

**Adults who have been bullied or affected will be supported by:**

Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Manager.

Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.

Where the bullying takes place off Nursery and Oasis After school site or outside of normal hours (including online), the Nursery and Oasis After school will still investigate the concern and ensure that appropriate action is taken in accordance with our behaviour and discipline policy.

Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.

Reassuring and offering appropriate support.

Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

**Adults who have perpetrated the bullying will be helped by:**

Discussing what happened with a senior member of staff e.g.: Manager, Deputy Manager to establish the concern.

Establishing whether a legitimate grievance or concern has been raised and go through.

the official complaints procedures.

If online, requesting that content be removed.

Instigating disciplinary, civil, or legal action as appropriate or required.

*Note: Specific guidance is available for leaders regarding dealing with complaints made on social networking sites: [www.kelsi.org.uk/child-protection-and-safeguarding/e-safety](http://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety)*

## **9) Preventing bullying**

### **Environment**

The whole community will:

Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all.

Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).

Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.

Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance related difference.

Challenge practice and language (including 'banter') which does not uphold our values of tolerance, non-discrimination, and respect towards others.

Be encouraged to use technology, especially mobile phones, and social media, positively and responsibly.

Work with staff, the wider community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

Actively create "safe spaces" for vulnerable children and young people.

Celebrate success and achievements to promote and build a positive ethos.

### **Policy and Support**

The whole community will:

Provide a range of approaches for children, staff and parents/carers to access support and report concerns.

Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### **Education and Training**

We will:

Train all staff to identify all forms of bullying and take appropriate action, following our policy and procedures, including recording and reporting incidents.

Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.

Provide systematic opportunities building their resilience and self-esteem.

## **10) Involvement of pupils**

*We will:*

Ensure that all children know how to express worries and anxieties with regards to bullying.

Publicise the details of internal support, as well as external helplines and websites.

Offer support to children who have been bullied and to those who are bullying to address the problems they have.

### **11) Involvement and liaison with parents and carers**

*We will:*

Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that we do not tolerate any form of bullying.

Make sure that key information about bullying (including policies and named points of contact) is available.

Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.

Work with all parents/carers and the local community to address issues beyond the school grounds that give rise to bullying.

Ensure that parents work with the Nursery and Oasis after school club to role model positive behaviour for both on and offline.

Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

### **12) Monitoring and review: putting policy into practice**

We will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

Any issues identified will be incorporated into our action planning.

Management will be informed of bullying concerns, as appropriate.

### **13) Useful links and supporting organisations**

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

SEND

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)

DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## **Cyberbullying**

Childnet: [www.childnet.com](http://www.childnet.com)

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

Race, religion, and nationality

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

Kick it Out: [www.kickitout.org](http://www.kickitout.org)

Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)

Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)

Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **LGBT**

Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual harassment and sexual bullying**

Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)

Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

*Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)*  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## **Behaviour Management Policy**

This policy was updated at Otford Nursery School and Oasis After School Club on 02/04/2023.

### **Statement of intent**

Our settings believe that children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

### **Aim**

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social, and emotional development.

### **Methods**

The management has overall responsibility for our programme for supporting personal, social, and emotional development, including issues concerning behaviour. In our setting this may be shared between co-staff.

The Management has overall responsibility for issues concerning behaviour. These are Allison Doyle Manager and Angela Harris Deputy Manager of nursery and Manager of Oasis After school club.

The Management are required to:

keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.

Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social, and emotional development; and to

Check that staff have relevant in-service training on promoting positive behaviour.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.

We require all staff, volunteers, and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care, and courtesy.

We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

We expect all members of our setting - children, parents, staff, volunteers, and students - to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person or Allison Doyle (Manager) or Angela Harris Manager of Oasis after school club. We work with parents to address recurring inconsiderate behaviour by making informal and formal observations. We record behaviour on an individual 'incident form to help us to understand the cause and to decide jointly how to respond appropriately.

### **Strategies with children who engage in inconsiderate behaviour.**

We require all staff, volunteers, and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.

We ensure that there are enough resources and sufficient activities available so that children are meaningfully occupied.

We acknowledge considerate behaviour such as kindness and willingness to share.

We support each child in developing self-esteem, confidence, and feelings of competence.

We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.

We never send children out of the room by themselves.

We never use physical or verbal punishment, such as smacking, shaking or raising voices.

We do not use techniques intended to single out and humiliate individual children.

We use certain techniques, only when necessary to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Management and are recorded in the child's personal file. The child's parent is informed on the same day.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

### **Children under three years**

When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

We recognise that very young children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them do this.

Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

### **Rough and tumble play and hurtful behaviour**

Our procedure has been updated to provide additional focus on these kinds of behaviours. *See also Weapons and Superhero Play Policy*

#### **Rough and tumble play and fantasy aggression.**

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.

We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **Hurtful behaviour**

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous, and often without cognisance of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physical processes that take place when triggers activate the anger or fear emotions.

Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

We do not engage in punitive (punishment) responses to a young child's rage as that will have the opposite effect.

Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.

We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.

We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.

We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.

We are aware that the same problem may happen over and over before skills such as sharing, and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

We support social skills through modelling behaviour, through activities, drama, and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. Some reasons for very young children to engage in excessive hurtful behaviour could be that:

they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home, and it may also be in the setting.

their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.

the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and

the child has a developmental condition that affects how they behave.

Where this does not work, we support the child and family, making the appropriate referrals to the relevant Support Team's where necessary.



Please refer to:

Weapons and Superhero Play Policy and Guidance

Anti-bullying policy.

## Collection and dropping off Procedures.

This policy was updated at Otford Nursery School on 08/4/2023.

### **Nursery**

#### Morning session

Otford nursery opens at 8.30 am.

All children are expected to arrive by 8.45am unless previously informed by parents. Any child attending all day that will arrive after this time (8.45am) will not be able to attend the morning session and will need to come for the later session for 11.30am.

Children should be taken into Otford Nursery School via the front door during the winter months and the garden gate during more clement weather.

Ensure staff are aware you and your child have arrived.

Encourage child to find his/her name and display it on the tree.

The session ends at 11:30 pm.

Children should be collected promptly by the garden gate. If you are running late, please telephone the nursery where suitable arrangements can be made for your child.

#### Lunch Sessions

If your child is coming for lunch BEFORE the afternoon session, bring them to the front door at 11:30am.

If your child is staying for lunch AFTER the morning session, pick them up at the garden gate at 12:00pm.

#### Afternoon session

This session begins at 12pm.

Children should enter by the front door during the winter months and the garden gate in more clement weather.

The session ends at 3pm.

Children should be collected from the garden gate; Parents should never open the gate or front door themselves. Please wait for your child to be handed over to you by a member of staff. If you need to speak to a member of staff, please wait until all children have been handed over to parents before approaching staff. This is to minimize disruption while staff are monitoring the children.

If you are going to be late for collecting your child, please telephone the nursery as soon as possible. Your child will remain in the care of nursery staff until you arrive. A late collection fee of £5.00 up to 10 minutes and after 10 minutes is a one-off fee of £10 and this will be applied if parents are late and will need to be settled on their next session.

If you are not able to collect your child, please inform the nursery of the person nominated. A password should be given to the nursery in order to identify the person collecting the child and photo identification will be needed. This is recorded in our 'Collection Book' which can be located in the management trays in the blue cupboard. Please refer to our policy - 'Uncollected Child Policy'.

### **Oasis After School Club**

#### Dropping off procedures

Oasis opens at 3:10pm.

Reception children are collected from the playground by the Manager / Deputy Manager 3.10pm.

Year 1 and year 2 are collected from the playground by the Manager/ deputy Manger at 3.20pm.

The children are registered and accounted for once in the nursery after collection from the playground.

Key stage 2 children (Years 3,4,5,6) are met on the playground by the Manager / Deputy Manager and taken direct to either the nursery garden or main Oasis room and registered.

Children who are attending clubs are then checked to ensure they have been taken by their teachers to the clubs and are accounted for in the registers and stated where they are. They are then collected by the Manager of Oasis staff at 4.30pm or 4.45pm depending on the finishing time of the club and taken to the Oasis main room or Nursery.

#### Collection

Our sessions end at 4:30pm and 6pm

Parents can only gain entry to Oasis by using the buzzer that is situated at the front of the school and specifying who they are there to collect.

The key stage 2 parents collect from the main Oasis room and Nursery and Key stage 1 are collected from the nursery room. There is a doorbell for both rooms once on school grounds, which parents can use to gain entry to collect their children.

This only change when the children are using the outdoor space at the nursery and all children, are then collected from the nursery gate.

Parents should never open the gate or front door themselves. Please wait for your child to be handed over to you by a member of staff.

If you are going to be late for collecting your child, please telephone Oasis as soon as possible. Your child will remain in the care of Oasis staff until you arrive. A late collection fee of £5 up to 10 minutes and £10 per child 10 minutes or longer will be applied if parents are late.

If you are not able to collect your child, please inform the Oasis manager (Angela Harris) of the person nominated to collect. A password and photo identification will be needed and given to the Oasis manager in order to identify the person collecting the child. This is recorded in our 'Collection Book'. **Please refer to our policy - 'Uncollected Child Policy'.**

## Complaints Procedure

This policy was updated at Otford Nursery School on 02/04/2023.

### **Statement of intent**

At Otford Nursery School/Oasis After School Club, we believe that children and parents are entitled to expect courtesy and careful attention to their needs and wishes. We welcome suggestions either in person or via our 'Feedback Form' for noting positive feedback as well as voicing any concerns. We will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by approaching a member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

### **Aim**

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all the parties involved.

### **Methods**

To achieve this, we operate the following complaints procedure. We keep a 'summary log' of all complaints that reach stage 2 or beyond. This is to be made available to parents as well as to Ofsted inspectors. The 'Summary Log' is filed in the Complaints folder in the filing cabinet for both Nursery and Oasis After school club.

### **Making a complaint**

#### Stage 1

Any parent who has a concern about an aspect of the setting's provision can discuss his/her worries and anxieties with Allison Doyle, Nursery manager and/or Angela Harris (Oasis manager)/ Deputy Manager of the Nursery.

Most complaints should be resolved amicably and informally at this stage.

#### Stage 2

If a satisfactory outcome is not reached, the parent may refer the matter in writing to Ian Saunders. Any complaints must be responded to in writing within 28 days – ref: statutory guidance.

Otford Nursery School and Oasis After School Club, will store written complaints from parents in the complaints section in the filing cabinet in the blue cupboard.

When the investigation into the complaint is completed, Ian Saunders/ Allison Doyle or Angela Harris will meet with the parent to discuss the outcome.

When the complaint is resolved at this stage, the points are logged in the 'Complaints File' on the nursery computer.

#### Stage 3

If the complainant remains dissatisfied after an internal investigation has taken place, you are entitled to take the complaint to Ofsted. Contact details for Ofsted are as follows: The National Complaints Team  
Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester, M1 2WD email:  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk). telephone **0300 123 4666**. Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Complaints Form

Providers must investigate all written complaints relating to the requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint.

Date complaint made/received:
Complaint made by:  Name:  Address:  Telephone:
Complaint made (in person, letter, email, telephone)
Details of complaint:
Does the Concern/Complaint Relate to:  Statutory Learning and Development Requirement/s? YES/NO  Statutory Assessment Requirement/s? YES/NO  Statutory Safeguarding and Welfare requirement/s? YES/NO (if so, please indicate which below) child protection suitable people staff qualifications, training support and skills staff: child ratios health managing behaviour safety and suitability of premises, environment, and equipment equal opportunities

information and records
Outcome of complaint:
Action taken:
Response to person raising complaint:
Date of response:
Is it necessary to inform OFSTED?      Setting Safeguarding Designated Person? Social Services?                      Local Authority Area Children's Officer (Safeguarding)?
Signature of provider: Date:

This form should be retained for at least three years.

## Child Protection and Safeguarding Policy

This policy was updated at Otford Nursery School on 02/04/2023.

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

This policy will be reviewed at least annually and/ or following any updates to national and local guidance procedures.

### Key Contacts

	Name	Contact information
<b>Designated Safeguarding Lead Nursery (DSL)</b>	Allison Doyle	<a href="mailto:Nursery@otford.net">Nursery@otford.net</a> / 01959 522364
<b>Deputy Designated Safeguarding Lead Nursery(s)</b>	Angela Harris	<a href="mailto:Nursery@otford.net">Nursery@otford.net</a> / 01959 522364
<b>Manager of Nursery</b>	Allison Doyle	<a href="mailto:Nursery@otford.net">Nursery@otford.net</a> / 01959 522364
<b>Designated Safeguarding Lead Oasis after school (DSL)</b>	Angela Harris	<a href="mailto:Oasisafterschool@googlemail.com">Oasisafterschool@googlemail.com</a> / 01959 522364
<b>Manager of Oasis After school</b>	Angela Harris	<a href="mailto:Oasisafterschool@googlemail.com">Oasisafterschool@googlemail.com</a> / 01959 522364
<b>Registered person Nursery &amp; Oasis after school</b>	Ian Saunders	<a href="mailto:nursery@otford.net">nursery@otford.net</a> / 01959 522364

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# What to do if you have a welfare concern in Otford Nursery

## Why are you concerned?

- For example
  - Something a child has said – for example an allegation of harm.
  - Child's appearance – may include unexplained marks as well as dress.
  - Behaviour change
  - Witnessed concerning behaviour.

## Act Immediately and record your concerns. IF urgent, speak to a DSL first.

- Follow the settings procedure.
  - Reassure the child.
  - Clarify concerns, using open questions if necessary (**TED: Tell, Explain, Describe**)
  - Use child's own words, record facts not opinions.
  - Sign and date your records
  - Seek support for yourself if required from DSL.

## Inform the Designated Safeguarding Lead Allison Doyle or Angela Harris

### Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g., are they safe to go home?
- Access the Kent Safeguarding support level guidance document and procedures: [www.kscmp.org.uk](http://www.kscmp.org.uk)
- Refer to other agencies as appropriate e.g., internal or community services Early help open access, LADO, Police or make a Request for Support via Integrated Children's Service's
- If unsure consult with Area Education Safeguarding Advisor or local Authority Social Worker at the Front Door

### If you are unhappy with the response

#### Staff:

- Follow local escalation procedures.
- Follow Whistleblowing Procedures

#### Children and Parents/Carers:

- Follow setting complaints procedures.

## Record decision making and action taken in the child's child protection/safeguarding file.

### Monitor

Be clear about:

- What you are monitoring e.g., behaviour trends, appearance etc.
- How long you will monitor.
- Where, how and to whom you will feedback and how you will record.

## Review and Re-refer (if necessary)

At all stages the child's circumstances will be kept under review  
The DSL/Staff will re-refer if required to ensure the **child's safety is paramount.**

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right.'* (EYFS 2021)

## **1. Introduction**

The staff team of Otford Nursery and Oasis after school club believe that all those directly involved with our setting have an essential role to play in making it safe and secure. Our setting aims to create the safest environment within which every child has the opportunity to achieve their full potential and we take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care.

Otford Nursery and Oasis after school club recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, parents, families, and children) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

Otford Nursery and Oasis after school club believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

This policy applies where there are any child protection concerns regarding children who attend Otford Nursery and Oasis after school club but may also apply to other children connected to the setting, for example, siblings or younger staff (under 18s) or children on student/work placements.

Staff working with children at Otford Nursery and Oasis after school club will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

- As part of the safeguarding ethos of the setting we are committed to:
  - Maintaining children's welfare as our paramount concern
  - Providing an environment and culture in which children feel safe, secure, valued, and respected, confident to talk openly and sure of being listened to
  - Developing appropriate and positive relationships between children and the adults that care for them.
  - Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties.
  - Using learning opportunities to increase self-awareness, self-esteem, assertiveness, and decision making. This is so that young children develop a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
  - Working with parents/carers to build an understanding of the setting's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
  - Ensuring all staff have regular and appropriate training (including induction) to enable them to recognise the signs and symptoms of abuse and ensure they are aware of the setting's procedures and reporting mechanisms.
  - Monitoring children who have been identified as 'in need' including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.
  - Developing effective and supportive liaison with other agencies.

The procedures contained in this policy apply to all staff, including temporary or third-party agency staff and volunteers.

Oxford Nursery and Oasis after school club adheres to the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) safeguarding children's procedures. The full KSCMP procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCMP website: [www.kscmp.org.uk](http://www.kscmp.org.uk)

## 1.2 Policy context

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, Early Years and Foundation Stage (EYFS) 2021, especially section 3: the safeguarding and welfare requirements.
- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:
  - Keeping Children Safe in Education 2022 (KCSIE)
  - Working Together to Safeguard Children 2018 (WTSC)
  - Ofsted: Education Inspection Framework'
  - Framework for the Assessment of Children in Need and their Families 2000
  - [Kent and Medway Safeguarding Children Procedures](#)
  - Early Years and Foundation Stage Framework 2021 (EYFS)
  - The Education Act 2002
  - The Human Rights Act 1998
  - The Equality Act 2010 (including the Public Sector Equality Duty)

Oxford Nursery and Oasis after school club will continue to follow government guidance in response to the coronavirus (Covid-19) pandemic; regardless of the action required, our safeguarding principles will always remain the same. We will amend this policy and our approaches, as necessary.

Oxford Nursery and Oasis after school club recognise that as a result of the Covid-19 pandemic, some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases experienced increased welfare and/or safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

## 1.3 Definition of safeguarding

- Working Together to Safeguard Children (2018) states that safeguarding and promoting the welfare of children is defined as:
  - protecting children from maltreatment.
  - preventing impairment of children's mental and physical health or development.
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes.
- It also reminds us that safeguarding "***is everyone's responsibility***" and everyone who comes into contact with children and families has a role to play. Everyone should consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.
- The setting acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

- Abuse and neglect
  - Bullying, including cyberbullying.
  - Child-on-child abuse
  - Children with family members in prison
  - Children Missing Education (CME)
  - Child missing from home or care.
  - Child Sexual Exploitation (CSE)
  - Child Criminal Exploitation (CCE)
  - Contextual safeguarding (risks outside the family home)
  - County lines and gangs
  - Domestic abuse
  - Drugs and alcohol misuse
  - Fabricated or induced illness
  - Faith abuse
  - Gender based abuse and violence against women and girls.
  - Hate
  - Homelessness
  - Human trafficking and modern slavery
  - Mental health
  - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”.
  - Online safety
  - Preventing radicalisation and extremism
  - Private fostering
  - Relationship abuse
  - Serious violence
  - Sexual violence and sexual harassment
  - So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage.
  - ‘Upskirting’
- Annex B of [‘Keeping Children Safe in Education’](#) (KCSIE) contains important additional information about specific forms of abuse and safeguarding issues. Staff at the setting who work directly with children will read part one of KCSIE.
  - If staff have any concerns about a child’s welfare, they should act on them immediately. They should follow this policy and speak to the Designated Safeguarding Lead (or deputy).

Working Together to Safeguard Children (2018) states that safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment.
- preventing impairment of children’s mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.
- 

It also reminds us that safeguarding **“is everyone’s responsibility”** (WTSC). *Everyone who comes into contact with children and families has a role to play.* Everyone should consider wider environmental factors in a child’s life that may be a threat to their safety and/or welfare.

- The setting acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
  - Abuse and neglect
  - Bullying, including cyberbullying.
  - Child-on-child abuse / peer on peer
  - Children with family members in prison
  - Children Missing Education (CME)
  - Child missing from home or care.
  - Child Sexual Exploitation (CSE)
  - Child Criminal Exploitation (CCE)
  - Contextual safeguarding (risks outside the family home)
  - County lines and gangs
  - Domestic abuse
  - Drugs and alcohol misuse
  - Fabricated or induced illness
  - Faith abuse
  - Gangs and Youth Violence
  - Gender based abuse and violence against women and girls.
  - Hate
  - Homelessness
  - Human trafficking and modern slavery
  - Mental health
  - Missing Children and adults
  - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”.
  - Online safety
  - Preventing radicalisation and extremism
  - Private fostering
  - Relationship abuse
  - Serious violence
  - Sexual violence and sexual harassment
  - So-called ‘**honour-based**’ abuse, including **Female Genital Mutilation (FGM) and forced marriage.**
  - ‘Upskirting’

Annex B of [‘Keeping Children Safe in Education’](#) (KCSIE) pages 139 to 160)) contains important additional information about specific forms of abuse and safeguarding issues. Staff at the setting who work directly with children will read part one and annex B of KCSIE.

If staff have any concerns about a child’s welfare, they should act on them immediately. They should follow this policy and speak to the Designated Safeguarding Lead Allison Doyle (or deputy) Angel Harris.

#### **1.4 Related Safeguarding Policies**

- This policy is one of a series of our integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below.
  - Behaviour management and use of physical intervention
  - Staff/Children Code of conduct/Behaviour policy
  - Searching, screening and confiscation
  - Online safety
  - Social media
  - Mobile and smart technology

- Anti-bullying
- Data protection and information sharing
- Image use
- Personal and intimate care
- Health and safety
- Drugs
- Attendance
- Risk assessments, such as trips, use of technology
- First aid and accidents, including medicines.
- Managing allegations against staff
- Staff behaviour policy/code of conduct, including Acceptable Use of Technology Policies (AUP)
- Safer recruitment
- Whistleblowing

### **Supporting Guidance (to be read and followed alongside this document)**

- “Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings” - [Safer Recruitment Consortium](#)
- “What to do if you are worried a child is being abused” – DfE, March 2015
- Early Years Foundation Stage 2021 Welfare Requirements
- KSCB document: “Safe Practice with Technology 2016 – Guidance for Adults who Work with Children and Young People”.
- KCC Guidelines for “Safeguarding Record Keeping”
- KCC Advice notes - “Dealing with Disclosures”.

These documents can be found in the safeguarding white file on the desk.

#### **1.5 Policy compliance, monitoring, and review**

Oxford Nursery and Oasis after School Club will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

**All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One of KCSIE 2022 as appropriate. Copies can be located in the safeguarding drawer in the blue cupboard and the website.**

Parents/carers can obtain a copy of the Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via our website: [www.otfordnursery.co.uk](http://www.otfordnursery.co.uk)

The policy forms part of our development plan and will be reviewed annually by the Allison Doyle and Angela Harris which has responsibility for oversight of safeguarding and child protection systems.

2. The Designated Safeguarding Lead (DSL) and manager will ensure the Registered person receives regular reporting on safeguarding activity and systems. They will not receive details of individual children’s situations or identifying features of families as part of their oversight responsibility.

## **2.Key Responsibilities**

### **2.1 Governance and leadership**

The Proprietor and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The Proprietor has regard to the KCSIE 2022 guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.

The registered person/leadership & management team will facilitate a whole setting approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.

The registered person/leadership & management team are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Kent Safeguarding Children Multi-Agency Partnership (KSCMP).

The registered person/leadership & management team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.

The registered person/leadership & management team will ensure that the Designated Safeguarding Lead is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

The manager/registered person will ensure that our child protection and safeguarding policies and procedures are understood and followed by all staff.

### **2.2 Designated Safeguarding Lead**

The EYFS states; *'a practitioner must be designated to take lead responsibility for safeguarding children in every setting'*. The registered person of Otford Nursery and Oasis after school club have appointed Allison Doyle as the Designated Safeguarding Lead (DSL) for Otford Nursery and Angela Harris Designated Safeguarding Lead for Oasis after school club; they are appropriately qualified and experienced to enable them to fulfil this role.

The setting has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSL's absence.

- Angela Harris Deputy DSL for Otford Nursery
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in the setting. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The Designated Safeguarding Lead (and any deputies) will be most likely to have a complete safeguarding picture and will be the most appropriate person to advise staff on the response to any safeguarding concerns.

- It is the role of the DSL to:
  - Act as the central contact point for all staff to discuss any safeguarding concerns.
  - Maintain a confidential recording system for safeguarding and child protection concerns.
  - Coordinate safeguarding action for individual children.
    - When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker in the authority that looks after the child.
  - Liaise with other agencies and professionals in line with EYFS 2021 and WTSC 2018
  - Ensure that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) procedures, including referrals, are followed, as necessary.
  - Represent, or ensure the setting is appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
  - Managing and monitoring the setting's role in any multi-agency plan for a child.
  - Being available during setting hours for staff to discuss any safeguarding concerns and ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
  - Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within EYFS 2021.
  - Liaise with the registered person/leadership & management team to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
  
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs' training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

### **2.3. All staff**

The EYFS 2021 requires providers *'to take all necessary steps to keep children safe and well'* and accordingly, everyone involved in the care of young children has a role to play in their protection.

All members of staff at Otford Nursery and Oasis after school club are part of the wider safeguarding system for children and are in a unique position to observe any changes in a child's behaviour or appearance. Our staff play a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

- All members of staff have a responsibility to:
  - provide a safe environment in which children can learn.
  - be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
  - know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
  - be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
  - be prepared to identify children who may benefit from early help.
  - understand the early help process and their role in it.
  - understand our safeguarding policies and systems.
  - undertake regular and appropriate training which is regularly updated.
  - be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
  - know how to maintain an appropriate level of confidentiality.
  - reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.



Staff at Otford Nursery and Oasis after school club] recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

Staff at Otford Nursery and Oasis after school club will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our behaviour policies.

## 2.4 Children

- Children have a right to:
  - Feel safe, be listened to, and have their wishes and feelings taken into account.
  - Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
  - Receive help from a trusted adult.
  - Learn how to keep themselves safe, including online.

## 2.5 Parents and carers

- Parents/carers have a responsibility to:
  - Understand and adhere to any relevant setting policies and procedures.
  - Talk to their children about safeguarding issues and support the setting in their safeguarding approaches.
  - Identify behaviours which could indicate that their child is at risk of harm including online.
  - Seek help and support from the setting or other agencies.

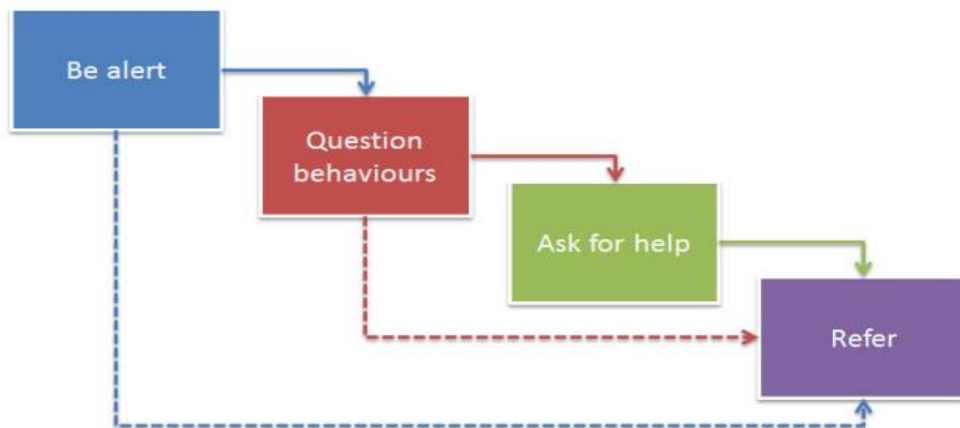
## 3. Child Protection Procedures

### 3.1 Recognising indicators of abuse and neglect:

Staff will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.

- All staff are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2022. This is outlined locally within the [Kent Support Levels Guidance](#).
- Otford Nursery and Oasis after school club recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse (**for more in-depth information, see appendix 1**):
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

- All members of staff are expected to be aware of and follow the below approach if they are concerned about a child:



[‘What to do if you are worried a child is being abused’](#) 2015

Oxford Nursery and Oasis after school club recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

Oxford Nursery and Oasis after school club recognises abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.

Parental behaviours can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

Children may report abuse happening to themselves, their peers, or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.

Safeguarding incidents and/or behaviours can be associated with factors and risks outside the setting. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Oxford Nursery and Oasis after school club recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.

Oxford Nursery and Oasis after school club recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

In all cases, if staff are unsure of what action to take, they will always speak to the DSL (or deputy).

### 3.2 Responding to child protection concerns.

If staff are made aware of a child protection concern, they are expected to:

- listen carefully to child, reflecting back the concern.
- use the child's language.
- be non-judgmental.
- avoid leading questions; only prompting the child where necessary with open questions to clarify information where necessary. For example, who, what, where, when or Tell, Explain, Describe (TED).
- not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
- be clear about boundaries and how the report will be progressed.
- record the concern using the facts as the child presents them, in line with our record keeping requirements.
- inform the DSL (or deputy), as soon as practically possible.

If staff have any concerns about a child's welfare, they are expected to act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSL (or deputy).

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff. Staff should speak to manager/ deputy manager or registered person, take advice from the Education Safeguarding Service or a consultation with a social worker from the Front Door (for contact information, see flowchart on page 49). In these circumstances, any action taken will be shared with a DSL as soon as is possible.

All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to other agencies. Staff will not assume a colleague, or another professional will act and share information that might be critical in keeping children safe.

Oxford Nursery and Oasis after school will respond to safeguarding concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP).

- The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: [www.kscmp.org.uk](http://www.kscmp.org.uk)

In Kent, Early Help and Preventative Services and Children's Social Work Services are part of Integrated Children's Services (ICS). Specific information and guidance to follow with regards to accessing support and/or making referrals in Kent can be found here: [www.kelsi.org.uk/support-for-children-and-young-people/integrated-childrens-services](http://www.kelsi.org.uk/support-for-children-and-young-people/integrated-childrens-services)

Where it is identified a child may benefit from Early Help support (as provided by [ICS](#)), the DSL (or deputy) will generally lead as appropriate and make a request for support via the Front Door.

- The DSL will keep all Early Help cases under constant review and consideration will be given to escalating concerns to the Front Door or seeking advice via the [Education Safeguarding Service](#) if the situation does not appear to be improving or is getting worse.

All staff are made aware of the process for making referrals to Integrated Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Where a child is suffering, or is likely to suffer from harm, or is in immediate danger (for example, under section 17 or 47 of the Children Act), a 'request for support' will be made immediately to Kent [Integrated Children's Services](#) (via the 'Front Door') and/or the police, in line with KSCMP procedures.

- Otford Nursery and Oasis after school club recognise that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making.
- The DSL may seek advice or guidance from an Area Education Safeguarding Advisor from the [Education Safeguarding Service](#) before deciding next steps.
- They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for [Integrated Children's Services](#) (ICS).

In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP and ICS. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.

If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, or concerns regarding receiving a decision or the decisions made, staff or the DSL will re-refer (if appropriate) and/or DSLs will follow the [KSCMP escalation procedures](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the [Education Safeguarding Service](#).

Additional guidance includes:

'What to do if you are Worried About a Child Being Abused' (DfE 2015)

Information Sharing advice for safeguarding practitioners (2015)

Kent and Medway Inter-Agency Threshold Criteria for Children in Need

The Assessment Framework for Children in Need and their Families (2000)

These documents provide guidance for professionals including when to make a referral to Specialist Children's Services and can be found in the staff cupboard and on the safeguarding notice board located in the lobby.

### **3.3 Recording concerns**

All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on the setting safeguarding initial concern form and each occasion a green form and passed without delay to the DSL. Our records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, and a note of any action taken, decisions reached and outcomes.

- Initial concern and green concern forms are in the small filing cabinet under the desk.
- Records will be completed as soon as possible after the incident/event, using the child's words, and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible injuries have been observed.

- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.
- Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the setting. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent setting or school, under confidential and separate cover as soon as possible. **Note: KCSIE 2022 states for schools/colleges this should be within 5 days for an in-year transfer or within the first 5 days of the start of a new term. We recommend early years settings follow the same expectations.** Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new setting or school in advance of a child leaving, for example, information that would allow the new setting or school to continue to provide support.
- Where the setting receives child protection files from another setting, the DSL will ensure key staff such as the **Special Educational Needs Co-ordinators (SENCOs)** will be made aware of relevant information as required.
- Where a child joins the setting and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the child, and if so, if the files have been sent.

### 3.4 Multi-Agency Working

Oxford Nursery and Oasis after school club recognises the pivotal role, we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the [KSCMP](#) multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'.

- The Manager/ Registered person and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance.
- recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to [KSCMP](#) processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
- The setting will allow access for Kent Children's Social Work Service and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

### 3.5 Confidentiality and information sharing

- Otford nursery and Oasis after school club recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within EYFS 2021 and KCSIE 2022.
- Otford nursery and Oasis after school club has an appropriately trained Data Protection Officer **Carole-Anne Wakefield** (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing requirements.
- Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. [KCSIE 2022](#), the [Information Commissioner's Office](#) (ICO) and the DfE ["Information sharing advice for safeguarding practitioners"](#) (2018) guidance provides further details regarding information sharing principles and expectations. This can be located in the blue cupboard filing cabinet.
- The manager/registered person and DSL will disclose relevant safeguarding information about a child with staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep information confidential, in line with our confidentiality policy. Staff also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.
- In regard to confidentiality and information sharing staff will only involve those who need to be involved, such as the DSL (or a deputy) and Kent Integrated Children's Services. All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice is available in the document Information Sharing advice for safeguarding practitioners (2015) and appendix 3.

### 3.6 Complaints

- All members of our community should feel able to raise or report any concerns about children's safety or potential failures in our safeguarding regime. The setting has a complaints procedure available to parents, members of staff and visitors who wish to report concerns or complaints. This can be found in the policies folder in the locked cupboard.
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
  - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- The leadership team at Otford nursery and Oasis after school club will take all concerns reported seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
  - Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 8 of this policy and Managing Allegations against Staff policy. This can be found in the policies file in the locked cupboard.

#### **4 Specific Safeguarding Issues**

- Otford Nursery and Oasis after school club is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. Whilst some of these issues may be more likely to involve older children, early years children may still be at risk of harm, or concerns may be identified where there are risks for children's family members or siblings, and/or young staff members, including for example, children on work placements/experience. Annex B of KCSIE 2022 contains important additional information about specific forms of abuse and safeguarding issues.
- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

##### **4.1 Child-on-child abuse**

- All members of staff at Otford Nursery and Oasis after school club recognise that children can abuse other children (referred to as child-on-child abuse, previously known as 'peer-on-peer' abuse), and that it can happen both inside and outside of the setting and online.
- Otford nursery and Oasis after school club recognises that child-on-child abuse can take many forms, including but not limited to:
  - Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
  - Abuse in intimate personal relationships between children
  - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
  - Sexual violence and sexual harassment
  - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
  - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
  - Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
  - Initiation/hazing type violence and rituals
- Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy.
- Otford Nursery and Oasis after school club adopts a zero-tolerance approach to child-on-child abuse. We believe that abuse is abuse and it will never be tolerated or dismissed as "**just banter**", "just having a laugh", "part of growing up" or "boys being boys"; this can lead to a culture of unacceptable behaviours

and can create an unsafe environment for children and a culture that normalises abuse, which can prevent children from coming forward to report it.

- All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that some child-on-child abuse issues may be affected by gender, age, ability, and culture of those involved. For example, for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.
- Otford Nursery and Oasis after school club recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or deputy) about any concerns regarding child-on-child abuse.
- In order to minimise the risk of child-on-child abuse Otford Nursery and Oasis after school club will:
  - Want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated policies, including child protection, anti-bullying, and behaviour. Children who experience abuse will be offered appropriate support, regardless of where the abuse takes place.
  - Concerns about children's behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with children and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour, and child protection policies.
  - Alleged victims, alleged perpetrators and any other child affected by child-on-child abuse will be supported by:
    - Taking any reports seriously, listening carefully, avoiding victim blaming, providing appropriate support, working with parents/carers, reviewing educational approaches, following procedures as identified in our anti-bullying, behaviour, and child protection policy, and where necessary and appropriate, informing the police and/or ICS.

## 4.2 Child-on-child sexual violence and sexual harassment

- When responding to concerns relating to child-on-child sexual violence or harassment, Otford nursery and Oasis after school club will follow the guidance outlined in Part five of KCSIE 2022.
- Otford nursery and Oasis after school club recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' We recognise that sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment are never acceptable.
- **All** victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report.



- Abuse that occurs online or outside of the setting will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures, for example anti-bullying, behaviour, child protection, online safety.
- Otford nursery and Oasis After school club recognises that the law is in place to protect children and young people rather than criminalise them, and where appropriate, this will be explained in such a way to children that avoids alarming or distressing them.
- Otford nursery and Oasis after school club recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.
- The DSL (or deputy) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
  - The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in line with part five of KCSIE 2022 and relevant local/national guidance and support, for example [KSCMP](#) procedures and support from the [Education Safeguarding Service](#).
  - The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.
  - Any concerns involving an online element will take place in accordance with relevant local/national guidance and advice.
- Reports will initially be managed internally by the setting and where necessary will be referred to [Integrated Children's Services](#) (Early Help and/or Children's Social Work Service) and/or the police. Important considerations which may influence this decision include:
  - the wishes of the victim in terms of how they want to proceed.
  - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed.
  - the ages of the children involved.
  - the developmental stages of the children involved.
  - any power imbalance between the children.
  - if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
  - that sexual violence and sexual harassment can take place within intimate personal relationships between children.
  - understanding intra familial harms and any necessary support for siblings following incidents.
  - whether there are any ongoing risks to the victim, other children, adult students, or staff.
  - any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- The setting will in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk. Any information shared with

parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children’s Social Work Service and/or the police) to ensure a consistent approach is taken.

- If at any stage the DSL is unsure how to proceed, advice will be sought from the [Education Safeguarding Service](#).

#### 4.3 Nude and/or semi-nude image sharing by children.

**Note: The term ‘sharing nudes and semi-nudes’ is used to mean the sending or posting of nude or semi-nude images, videos, or live streams of/by young people under the age of eighteen. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex. The [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people’ guidance outlines how education settings should respond to all incidents of consensual and non-consensual image sharing; it should be read and understood by all DSLs working with all age groups.](#)**

- Otford nursery and Oasis after school club recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or “sexting”) can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of any concerns involving the taking or sharing of consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children (under 18s), staff are advised:
  - to report any concerns to the DSL immediately.
  - never to view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already inadvertently viewed imagery, this will be immediately reported to the DSL.
  - not to delete the imagery or ask the child to delete it.
  - to avoid saying or doing anything to blame or shame any children involved.
  - to reassure the child(ren) involved and explain that the DSL will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved.
  - not to investigate or ask the child(ren) involved to disclose information regarding the imagery.
  - to not share information about the incident with other members of staff, children, or parents/carers, including the families and child(ren) involved in the incident; this is the responsibility of the DSL.
- DSLs will respond to concerns in line with the non-statutory UKCIS guidance: [‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’](#) and the local [KSCMP](#) guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:
  - The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
  - Parents/carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
  - All decisions and action taken will be recorded in line with our child protection procedures.
  - A referral will be made to ICS and/or the police immediately if:
    - the incident involves an adult (over 18).

- there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
  - the image/videos involve sexual acts and a child under the age of thirteen, depict sexual acts which are unusual for the child's developmental stage, or are violent.
  - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
- The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
- If DSLs are unsure how to proceed, advice will be sought from the [Education Safeguarding Service](#).

#### **4.4 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

- Otford Nursery and Oasis after school club recognises that both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
- Otford nursery and Oasis after school club recognises that children can become trapped in CCE as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Children involved in criminal exploitation often commit crimes themselves which can mean their vulnerability as victims is not always recognised (particularly older children) and they are not treated as victims, despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys. We also recognise that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (CSE).
- We at Otford nursery and Oasis after school club recognise that CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities and includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, for example they may believe they are in a genuine romantic relationship.
- If staff are concerned that a child within the setting or our wider community may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

#### **4.5 Serious violence**

- All staff are aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of CCE.
- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns by speaking with a DSL or deputy. The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

#### 4.6 So-called Honour Based Abuse (HBA)

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.
- All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy). If there is an immediate threat, the police will be contacted.

#### 4.7 Preventing radicalisation.

- Otford nursery and Oasis after school club is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent duty and the [specific obligations](#) placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.
- Otford nursery and Oasis after school club recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- Staff will report any concerns to the DSL (or a deputy), who is aware of the [local procedures](#) to follow. If there is an immediate threat, the police will be contacted via 999.

#### 4.8 Cybercrime

- Otford nursery and Oasis after school club recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.
- Whilst this may be unlikely to affect children attending our setting, it may impact others in the community. If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL or a deputy will be informed.
- Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with the child protection and other appropriate policies.

#### 4.9 Domestic abuse

- Otford Nursery and Oasis after school club recognises that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own

intimate relationships (teenage relationship abuse). Domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.

- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing domestic abuse in their home or in their own intimate relationships, immediate action should be taken by speaking to the DSL or a deputy.

#### **4.10 Mental health**

- All staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

### **5 Supporting Children Potentially at Greater Risk of Harm**

- Whilst all children should be protected, Otford nursery and Oasis after school club acknowledge that some groups of children are potentially at greater risk of harm. This can include the following groups.

#### **5.1 Safeguarding children with Special Educational Needs or Disabilities (SEND)**

- Otford nursery and Oasis after school club acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.
- Otford nursery and Oasis after school club recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff are encouraged to appropriately explore potential indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND, or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

- To address these additional challenges, our setting will always consider implementing extra support and attention for children with SEND. The DSL will work closely with the SENDco Amber Saunders to plan support as required.
- Our setting has robust intimate/personal care policies which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems. Further information can be found in our intimate care & nappy changing policies:

## **5.2 Children requiring mental health support.**

- Otford Nursery and Oasis after school club has an important role to play in supporting the mental health and wellbeing of our children. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Where there are concerns regarding possible mental health problems for children, staff should:
  - Remain vigilant and report any concerns to the DSL or deputy DSL.
  - **Consult with school and parents and seek advice from the relevant agency.**
- Age/ability appropriate education will be provided to children to help promote positive health, wellbeing, and resilience.

## **5.3 Children Missing from Education (CME)**

- Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation - particularly county lines. Although children attending our setting are under statutory education age, a robust response may help support the identification of abuse at an early stage. Further information about our attendance policy and expectations regarding absences can be found in the lock cupboard with the main policies.
- Where possible, the setting will hold more than one emergency contact number for each child, so we have additional options to make contact with a responsible adult if a child missing education is also identified as being a welfare and/or safeguarding concern.

## **5.4 Children who need a social worker (child in need and child protection plans)**

- The DSL will hold details of social workers working with children in Otford Nursery and Oasis after school club so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.
- Where children have a social worker, this will inform our decisions about their safety and promoting their welfare, for example, responding to absences and provision of pastoral and/or educational support.

## **5.5 Looked after children, previously looked after children and care Leavers.**

- Otford Nursery and Oasis after school club recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.
- Where the setting believes a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via the Front Door.

## 5.6 Members of the community who are Lesbian, Gay, Bi, or Trans (LGBT)

- The fact that a child, a young person, or an adult may be LGBT is not in itself an inherent risk factor for harm. However, Otford Nursery and Oasis after school club recognises that children, young people, or adults who are LGBT or may be perceived to be LGBT (whether they are or not) can be targeted. Our staff will endeavour to provide a safe space which enables all members of our community to speak out or share any concerns.

## 6 Online Safety

**The EYFS 2021 recommends settings access the UK Council for Internet Safety (UKCIS) '[Safeguarding children and protecting professionals in early years settings: online safety considerations](#)' guidance.**

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Otford nursery and Oasis after school club adopts a whole setting approach to online safety which will empower, protect, and educate children and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- Otford nursery and Oasis after school club will ensure online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our education approaches, staff training, the role and responsibilities of the DSL and parental engagement.
- Otford Nursery and Oasis after school club identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
  - Content: being exposed to illegal, inappropriate, or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
  - Contact: being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
  - Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending, and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
  - Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- Otford Nursery and Oasis After school club recognises that technology, and the risks and harms related to it, evolve, and change rapidly. We will carry out an annual review of our approaches to online safety, supported by an annual risk assessment, which considers and reflects the current risks our children face online.

- The manager/registered person will be informed of any online safety concerns by the DSL, as appropriate. Allison Doyle and Angela Harris will report on online safety practice and incidents, including outcomes, on a regular basis to all staff.
- Otford Nursery and Oasis after school club recognises the specific risks that can be posed by mobile phones and cameras, and in accordance with EYFS 2021 has appropriate policies in place that are shared and understood by all members of the community. Further information/reading about the specific approaches relating to this can be found in the settings Online Safety and mobile phone Policy, which can be found in the policy file.
- Otford Nursery and Oasis after school club will ensure that appropriate filtering and monitoring systems are in place when children and staff access systems and internet provision.
- Otford Nursery and Oasis after school club acknowledges that whilst filtering and monitoring is an important part of the setting's online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the settings control such as tablets, mobile phones and other internet enabled devices and technology. This is covered in more depth within the settings Online Safety Policy which can be found in the locked cupboard in nursery.
- Otford Nursery and Oasis after school club will support parents/carers and the wider community (including all members of staff) to become aware and alert to the need to keep children safe online.

## **6.1 Policies and procedures**

- The DSL has overall responsibility for online safety within the setting but will liaise with other members of staff, for example Manager / Deputy Manager / Registered person and IT support/technicians as necessary.
- The DSL will respond to online safety concerns in line with our child protection and other associated policies, including our Anti-bullying policy, Social Media policy and behaviour policies.
  - Internal sanctions and/or support will be implemented as appropriate.
  - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
- Otford Nursery and Oasis after school club uses a wide range of technology. This includes computers, laptop and iPad, the internet and email systems.
  - All setting owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- Otford Nursery and Oasis after school club recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras, and wearable technology. In accordance with the EYFS 2021 Otford Nursery and Oasis after school club has appropriate policies in place which address the use of mobile and smart technology and cameras and are shared and understood by all members of the community. These policies can be found in the locked cupboard in the nursery.



## 6.2 Appropriate filtering and monitoring

- In line with requirements of the [Prevent duty](#), Otford Nursery and Oasis after school club will do all we reasonably can to limit children's exposure to online risks through setting provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.
- The nursery children only have access to technology with an adult for resource purposes and the adult staff use a laptop which is password protected. Oasis key stage two children have access to a computer which is connected to the internet that is monitored by Otford Primary School and the filters enforced by Kent County Council. These are monitored by the IT department within the school also.
  - Our leadership team and relevant staff have an awareness and understanding of the filtering and monitoring provisions in place, manage them effectively and know how to escalate concerns when identified.
  - If children or staff discover unsuitable sites or material, they are required to: **turn off monitor/screen, cover the screen or put the laptop lid down, report the concern immediately to a member of staff, report the URL of the site to technical staff/services.**
  - All users will be informed at a level appropriate to their age/ability and/or role and access, that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.
  - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.
  - Any access to material believed to be illegal will be reported immediately to the relevant agencies, such as the [Internet Watch Foundation](#) and the police.
  - When implementing appropriate filtering and monitoring, Otford Nursery and Oasis after school club will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- Whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety.
  - Children will use appropriate search tools, apps and online resources as identified by staff, following an informed risk assessment.
  - Internet use will be supervised by staff as appropriate to children's age and ability.
  - Children will be directed to use age/ability appropriate online resources and tools by staff.

## 6.3 Information security and access management

- Otford Nursery and Oasis after school club is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and children. Further information can be found in information security, acceptable use policies and/or online safety policy.
- Otford Nursery and Oasis after school club will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

## 6.4 Staff training

- Otford Nursery and Oasis after school club will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned, and considered as part of our overarching safeguarding approach. See section 7 for more information.

## 6.5 Educating children.

- Otford Nursery and Oasis after school club will ensure there are guidelines in place to enable children to learn about and manage online risks effectively. See section 9 of this policy for more information.
- **Council for Internet Safety (UKCIS) 'Education for a Connected World Framework' and DfE 'Teaching online safety in school' guidance.**

## 6.6 Working with parents/carers.

- Otford Nursery and Oasis after school club will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential benefits and risks and to reinforce the importance of children being safe online by:
  - **We will provide information on our website and through existing communication channels using leaflets, social media, and newsletters.**
- Otford nursery and Oasis after school club will ensure parents/carers understand what systems are used to filter and monitor their children's online use.
  - **We will provide information on our website and relevant policies such as acceptable use and through existing communication channels.**
- Where the setting is made aware of any potentially harmful risks, challenges and/or hoaxes circulating online, national or locally, we will respond in line with the DfE '[Harmful online challenges and online hoaxes](#)' guidance to ensure we adopt a proportional and helpful response.
- **Note: Additional local advice and support is available for DSLs and managers via the Education Safeguarding Service: 'Think before you scare'.**

## 7 Staff Engagement and Expectations

### 7.1 Staff awareness, induction, and training

- All members of staff have been provided with **a copy of part one** of 'Keeping Children Safe in Education' 2022 which covers safeguarding information for staff. In addition,
  - Setting management staff, including the DSL will read KCSIE in its entirety.
  - All members of staff who work directly with children will read annex B.
  - All members of staff have signed to confirm that they have read and understood the KCSIE guidance shared with them. **This will be logged and kept in the cupboard with the policies.**

All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of our internal safeguarding processes, as part of their induction. This training is regularly updated and is in line with advice from the safeguarding partners. **This will be achieved by e-learning, face to face training, staff meetings and disseminated by DSL's.**

Staff will be able to recognise potential safeguarding and child protection concerns involving children and adults (colleagues, other professionals, and parents/carers).

Respond appropriately to safeguarding issues and take action in line with this policy.

Record concerns in line with the settings policies.

Refer concerns to the DSL and be able to seek support external to the setting if required.

This training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. This may include:

Significant changes in children's behaviour.

Deterioration in children's general well-being.

Unexplained bruising, marks or signs of possible abuse or neglect.

Children's comments which give cause for concern.

Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) Female Genital Mutilation.

Inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

- All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues. This training will be updated at least annually by staff meetings, e-learning, and face to face training.
- Online safety training for staff will be integrated, aligned, and considered as part of the whole setting safeguarding approach and wider staff training and curriculum planning. **There will be online safety training through noodle now annually.**
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will be conducted at staff meetings when latest updates emerge. These are minuted, printed and filed for all to see and annually discussed to refresh knowledge.
- Otford nursery and Oasis after school club recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis and staff are encouraged to contribute to and shape our safeguarding arrangements and child protection policies. We achieve this by the input from knowledgeable and experienced staff and inviting input at staff meetings.
- The DSL will maintain an up-to-date record of who has been trained and will provide an annual report to the manager/registered person detailing safeguarding training undertaken.

## 7.2 Safer working practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in our staff behaviour policy/code of conduct.
- The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read our child protection policy and are aware of our expectations regarding safe and professional practice via the staff behaviour policy/code of conduct and Acceptable Use Policy (AUP).
- Staff will be made aware of our behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance. Physical intervention should only

be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness.

- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant policies including staff behaviour policy, mobile and smart technology, Acceptable Use Policies (AUPs), and social media. They should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings, the setting's Online Safety Policy and Acceptable Use Policy and Safe Practice with Technology – Guidance for Adults who Work with Children and Young People
- Staff understand that children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

### 7.3 Supervision and support

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare. All members of staff have been made aware of part one of the "*Keeping Children Safe in Education*" (2019) which covers safeguarding information. DSLs and all staff have read the entire document.

- The setting will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021.
- [The manager Allison Doyle Otford Nursery and Angela Harris of Oasis after school club recognise regular, planned, and accountable supervision, which is a two-way process, offers support and develops the knowledge, skills, and values of an individual, group, or team. We see its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.
- The setting will ensure all members of staff and volunteers will receive regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions effective for both practitioner and management to ensure that:
  - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
  - All staff are supported by the DSL in their safeguarding role.
  - All members of staff have regular reviews of their own practice to ensure they improve over time.
- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership, or other similar organisations directly.

## **8 Safer Recruitment and Allegations Against Staff**

### **8.1 Safer recruitment and safeguarding checks**

- Otford nursery and Oasis after school club is committed to developing a safe culture and ensuring that steps are taken to recruit staff and volunteers who are safe to work with children and staff.
- The Manager and Registered person of Otford nursery and Oasis after school club are responsible for ensuring that the setting follows safe recruitment processes outlined within guidance, including accurate maintenance of the staff records/Single Central Record (SCR). The SCR is a list of staff, volunteers and registered person/trustees/committee members and includes appropriate information which may include:
  - Dates of recruitment
  - References
  - Identity checks
  - Criminal records check reference number, including date and details of person who completed it.
  - Eligibility to work in the UK checks.
  - Other essential key data.
- The setting will obtain an enhanced check by Disclosure and Barring Service (DBS) in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who:
  - works directly with children.
  - lives on the premises on which the childcare is provided and/or
  - works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).
- An additional check by the DBS (or checks if more than one country) will also be made for anyone who has lived or worked abroad.
- The Manager and Registered person of Otford nursery and Oasis after school club is responsible for ensuring that the setting adopts an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.
- The Manager and Registered person of Otford nursery and Oasis after school club is responsible for ensuring that the setting follows safe recruitment processes outlined within guidance. At least one member of the interview panel will have completed safer recruitment training.
- The Manager and Registered person of Otford nursery and Oasis after school club is aware of the requirements to make appropriate checks regarding the disqualification status of all staff, including volunteers and temporary staff.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, and warnings.

- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

## **8.2 Allegations/concerns raised in relation to staff, including supply teachers, volunteers, and contractors.**

- Otford nursery and Oasis after school club recognises that it is possible for any member of staff, including volunteers, contractors, agency, and third-party staff (including supply staff) and visitors to behave in a way that:
  - Indicates they have harmed a child or may have harmed a child.
  - Means they have 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.
- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national guidance (Part four of KCSIE 2022) and the [local Kent allegations arrangements](#). In depth information can be found within our '**Managing Allegations against Staff**' and/or **staff behaviour policy/code of conduct policy**. This can be found *the locked cupboard in the nursery*. Concerns are dealt with effectively will protect those working in or on behalf of the setting from potential false allegations or misunderstandings.
- As part of our approach to safeguarding, the setting adopts an open and transparent culture in which all concerns are dealt with promptly and appropriately. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the setting safeguarding regime. The leadership team at both Otford nursery and Oasis after school club will take all concerns or allegations received seriously.
- Allegations should be referred immediately to the manager Allison Doyle or Angela Harris who will contact the [Local Authority Designated Officer](#) (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the manager, staff are advised that allegations should be reported to the next member of senior management who will contact the LADO.
- Where managers are unsure how to respond to a concern about a member of staff, advice will be sought via the [Local Authority Designated Officer](#) (LADO) Enquiry Line and/or the [Education Safeguarding Service](#).
- All records of concerns will be kept confidential and will be held securely and retained and in compliance with safeguarding requirements, as well as the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example HR/Personnel and data retention policies).
- In all cases where concerns are reported against staff, once proceedings have been concluded, the manager (and if they have been involved the LADO) will consider the facts and determine whether any lessons can be learned and if any improvements can be made.

### 8.3 Safe Culture

- As part of our approach to safeguarding, we will create and embed a culture of openness, trust, and transparency in which our values and expected behaviour as set out in our staff behaviour policy/code of conduct are constantly lived, monitored, and reinforced by all staff, and any concerns are dealt with promptly and appropriately.
- Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.
- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in our safeguarding regime. The management team at Otford Nursery and Oasis after school club will take all concerns or allegations received seriously.
- All members of staff are made aware of our Whistleblowing which can be found in the Whistleblowing policy. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- Otford Nursery and Oasis after school club has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
  - If these circumstances arise in relation to a member of staff at our setting, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the [LADO](#) and/or Allison Doyle Otford Nursery and Angela Harris Oasis after school club.
- Otford Nursery and Oasis after school club have a duty to inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made and are aware that to not do so would be an offence.

## 9 Opportunities to Teach Safeguarding

- Otford nursery and Oasis after school club recognises that children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Our settings will provide a welcoming, safe, and stimulating environment where children can enjoy learning and grow in confidence.

- We recognise that early year's settings play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Otford nursery and Oasis after school club will provide age-appropriate educational opportunities to enable early years children to develop self-awareness, self-esteem, social and emotional understanding, assertiveness, and decision making so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.
- Otford Nursery and Oasis after school club recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- Systems have been established to support the empowerment of children to talk to a range of staff. Children at Otford nursery and Oasis after school club will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

## **10 Physical Safety**

### **10.1 Use of 'reasonable force'**

- There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Staff will be made aware of the behaviour management and physical intervention policies, and any physical interventions and/or use of reasonable force must be in line with our agreed policy and procedures and national guidance.

### **10.2 The use of premises by other organisations**

- Where services or activities are provided separately by another body using the setting facilities/premises, the manager and the Registered person seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused.
- Safeguarding requirements will be included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

### **10.3 Site security**

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into the setting as outlined within national guidance. Visitors will be expected to sign in and out via the visitors' log and to display a visitor's badge/sticker whilst on site.



- Staff and visitors will be expected to adhere to any safety arrangements implemented in response to any Covid-19 restrictions.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance by staff and reported to management immediately. Children are educated to acknowledge when a stranger is on premises and to inform staff.
- The setting will not accept the behaviour of any individual (parent or other) that threatens our safety or security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.

## 11 . Local Support

- All members of staff in Otford nursery and Oasis after school club are made aware of local support available.
  - **Education Safeguarding Service**
    - **Area Safeguarding Advisor**
      - [www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts)
      - [www.theeducationpeople.org/our-expertise/safeguarding/safeguarding-contacts/](http://www.theeducationpeople.org/our-expertise/safeguarding/safeguarding-contacts/)
  - **North Kent Safeguarding Advisor:** Kuldip Sohal- **Sevenoaks** - 03301 651 240
  - **Senior Area Safeguarding Advisor:** Robin Brivio - 03301 651 200
    - **Online Safety in the Education Safeguarding Service**
      - 03301 651 500 (Monday/Tuesday/Wednesday) Ashley Assiter
      - [onlinesafety@theeducationpeople.org](mailto:onlinesafety@theeducationpeople.org) (non-urgent issues only)
  - **LADO Service**
    - Telephone: 03000 410 888
    - Email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)
    - If urgent and out of hours 03000 41 91 91.
  - **Integrated Children’s Services/ Children’s Social Work Services**
    - Front Door: 03000 411 111
    - Out of Hours Number: 03000 419 191
  - **Early Help Sevenoaks**

Service Manager	<b>Christine Kiely</b> <a href="mailto:Christine.Kiely@kent.gov.uk">Christine.Kiely@kent.gov.uk</a> 03000 41 42 70
Children's Centre Delivery Manager	<b>Clare Ginn</b> <a href="mailto:Clare.Ginn@kent.gov.uk">Clare.Ginn@kent.gov.uk</a> 03000 41 43 36
Youth Hub Delivery Manager	<b>Sarah Gaunt</b> <a href="mailto:Sarah.Gaunt@kent.gov.uk">Sarah.Gaunt@kent.gov.uk</a> 03000 41 81 55

Youth Justice Unit Lead	<p><b>Paula Desai</b>  <a href="mailto:Paula.Desai@kent.gov.uk">Paula.Desai@kent.gov.uk</a>  03000 41 05 35</p>
Area Inclusion and Attendance Lead	<p><b>David Boyd</b>  <a href="mailto:David.Boyd@kent.gov.uk">David.Boyd@kent.gov.uk</a>  03000 41 85 32</p>
Practice Development Leader	<p><b>Michelle Coles</b>  <a href="mailto:Michelle.Coles@kent.gov.uk">Michelle.Coles@kent.gov.uk</a>  03000 42 18 85</p>

- [www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-and-preventative-services](http://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-and-preventative-services) and [www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-contacts](http://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-contacts)
  
- **Kent Police**
  - 101 or 999 if there is an immediate risk of harm.
  - Sevenoaks police station 01732 771055/101
  
- **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
  - [kscmp@kent.gov.uk](mailto:kscmp@kent.gov.uk)
  - [www.kscmp.org.uk](http://www.kscmp.org.uk)
  - 03000 421 126
  
- **Adult Safeguarding**
  - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email [social.services@kent.gov.uk](mailto:social.services@kent.gov.uk)

## **Appendix 1: Categories of Abuse**

**All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

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

### **Signs that MAY INDICATE Sexual Abuse**

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate.
- Self-harm, self-mutilation or attempts at suicide.
- Alluding to secrets which they cannot reveal.
- Tendency to cling or need constant reassurance.
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby.
- Distrust of familiar adults, for example, anxiety of being left with relatives, a childminder or lodger.
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

**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.

### **Signs that MAY INDICATE physical abuse.**

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso.
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)

- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Signs that MAY INDICATE emotional abuse.**

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted.
- Unwillingness or inability to play.
- Excessive need for approval, attention, and affection

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Signs that MAY INDICATE neglect.**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers

- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking.
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

## **Appendix 2: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)**

### **1. Receive**

Keep calm.

Listen to what is being said without displaying shock or disbelief.

Take what is being said to you seriously.

Note down what has been said.

### **2. Respond**

Reassure the child that they have done the right thing in talking to you.

Be honest and do not make promises you cannot keep e.g. "It will be alright now".

Do not promise confidentiality; you have a duty to refer.

Reassure and alleviate guilt if the child refers to it e.g., "you're not to blame".

Reassure the child that information will only be shared with those who need to know.

### **3. React**

React to the child only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details.

Do not ask leading questions; "Did he/she....?" Such questions can invalidate evidence.

Do ask open "TED" questions; Tell, explain, describe.

Do not criticise the perpetrator; the child may have affection for him/her.

Do not ask the child to repeat it all for another member of staff.

Explain what you have to do next and who you have to talk to

### **4. Record**

Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible.

Do not destroy your original notes.

Record the date, time, place, any non-verbal behaviour, and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.

Record statements and observable things rather than your interpretations or assumptions

### **5. Remember**

Contact the designated safeguarding lead (DSL)

The DSL may be required to make appropriate records available to other agencies KSCB: [www.kscb.org.uk](http://www.kscb.org.uk)

### **6. Relax**

Get some support for yourself, dealing with disclosures can be traumatic for professionals.

### **Appendix 3: Support Organisations**

#### **NSPCC 'Report Abuse in Education' Helpline**

- [0800 136 663](tel:0800136663) or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

#### **National Organisations**

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Barnardo's: [www.barnardos.org.uk](http://www.barnardos.org.uk)
- Action for Children: [www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)
- Children's Society: [www.childrenssociety.org.uk](http://www.childrenssociety.org.uk)
- Centre of Expertise on Child Sexual Abuse: [www.csacentre.org.uk](http://www.csacentre.org.uk)

#### **Support for Staff**

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)
- Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>

#### **Support for Children and Young People**

- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)
- Fearless: [www.fearless.org](http://www.fearless.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

#### **Support for Adults**

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- NAPAC (National Association for People Abused in Childhood): [www.napac.org.uk](http://www.napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)
- Advice now: [www.advicenow.org.uk](http://www.advicenow.org.uk)

#### **Support for Learning Disabilities**

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

### **Contextual Safeguarding Network**

- <https://contextualsafeguarding.org.uk/>

### **Kent Resilience Hub**

- <https://kentresiliencehub.org.uk/>

### **Substance Misuse**

- We are with you (formerly Addaction): [www.wearewithyou.org.uk/services/kent-for-young-people/](http://www.wearewithyou.org.uk/services/kent-for-young-people/)
- Talk to Frank: [www.talktofrank.com](http://www.talktofrank.com)

### **Domestic Abuse**

- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)
- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)
- National Domestic Abuse Helpline: [www.nationaldahelpline.org.uk](http://www.nationaldahelpline.org.uk)
- Respect Phoneline: <https://respectphoneline.org.uk>

### **Criminal and Sexual Exploitation**

- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](http://www.nationalcrimeagency.gov.uk/who-we-are)
- It's not okay: [www.itsnotokay.co.uk](http://www.itsnotokay.co.uk)
- NWG Network: [www.nwgnetwork.org](http://www.nwgnetwork.org)
- County Lines Toolkit for Professionals: [www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit](http://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit)

### **Honour Based Abuse**

- Karma Nirvana: <https://karmanirvana.org.uk>
- Forced Marriage Unit: [www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage)
- FGM Factsheet: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)
- Mandatory reporting of female genital mutilation: procedural information: [www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)
- The right to choose - government guidance on forced marriage: [www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage](http://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage)

### **Child-on-Child abuse, including bullying, sexual violence, and harassment.**

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: [www.brook.org.uk](http://www.brook.org.uk)
- Disrespect Nobody: [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)



- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now! [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Diana Award: [www.antibullyingpro.com/](http://www.antibullyingpro.com/)
- Bullying UK: [www.bullying.co.uk](http://www.bullying.co.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

### Online Safety

- NCA-CEOP: [www.ceop.police.uk](http://www.ceop.police.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
- Childnet: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- NSPCC: [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety)
- Get Safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): [www.ncsc.gov.uk](http://www.ncsc.gov.uk)

### Mental Health

- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- Moodspark: <https://moodspark.org.uk>
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- We are with you: [www.wearewithyou.org.uk/services/kent-for-young-people/](http://www.wearewithyou.org.uk/services/kent-for-young-people/)
- Anna Freud: [www.annafreud.org/schools-and-colleges/](http://www.annafreud.org/schools-and-colleges/)

### Radicalisation and hate

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)

### Children with Family Members in Prison

National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>

The manager & registered person will ensure that our child protection and safeguarding policies and procedures are understood and followed by all staff.

## CONFIDENTIALITY - Child Protection & DBS Checks POLICY

This policy was updated at Otford Nursery School and Oasis after school club on 08/4/2023.

### **CHILD PROTECTION:**

Named staff member: Allison Doyle & Angela Harris

To safeguard the children all staff will respect confidentiality:

Staff and other members of the community working regularly within the Nursery and Oasis After School Club will not discuss children with people other than that child's parent or carer.

Parents may only have access to their own child's files or records.

Concerns relating to the safety and welfare of individuals will remain confidential but must be passed on to the appropriate member of staff for action.

Recording of information about or from a child must be dated and signed.

Staff need to respond to fact: allegations and hearsay must be supported by clear evidence, before further action is taken.

Information on individuals known to staff will not be passed on to any other agency or professional without the consent of the child's parents or if relevant, the Manager.

If a parent approaches you with a query or concern about their child or any other children, they should be referred to Allison Doyle or Angela Harris in the first instance.

Any adult working with children will be made aware of this policy and required to respect it.

### **DISCLOSURES FROM CHILDREN LEADING TO YOU BEING WORRIED A CHILD IS BEING ABUSED OR NEGLECTED.**

A disclosure will be a statement, comment or conversation from a child that makes you worried for that child's safety. It is vitally important that any such comment is recorded and dealt with following agreed procedures. These are:

1. Listen carefully and reassure the child.
2. Try not to show any shock you might feel.
3. Take what they say seriously.
4. Be clear with the child about what you are going to do.

The child may tell you in secret and ask that you promise not to tell anyone. You **MUST** pass the information on, and you **NEED** to make it clear to the child that you will do this.

5. Clarify what the child is saying without contaminating the evidence. If the child says 'my thingy is sore' clarify with open questions, i.e.

What do you mean by thingy? Why do you think it is sore? Can you tell me what might have made it sore?

6. **RECORD EXACTLY** what the child said.

**RECORD EXACTLY** what questions you used and the child's response.

All details are recorded on a white initial concern form, but any disclosure would be reported on a Green Form and reported to the manager/DSL as soon as possible.

Name/date of birth/age of child

Your name and position

Time and date of discussion

Pass the information onto named person.

### **Child Protection**

At Otford Nursery School/Oasis After School Club, we create an environment where children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to.

Care and safety of the child is paramount. All staff members at Otford Nursery School/Oasis After School Club are committed to developing and working in partnership with the family and other professionals in the interest of the child.

#### **It is our policy to ensure:**

1. The Nursery/After School Club has appointed Allison Doyle and Angela Harris are responsible for Child Protection issues.
2. Government statutory guidance LA procedures and key recommendations from Working Together to Safeguard Children are securely in place for all Nursery and After school club practices.
3. Regular training is undertaken by the appointed person to keep abreast of current legislation and advice.
4. All staff receive training and development following in-service courses.
5. Any suspected or alleged abuse or neglect must be dealt with following nursery and After school club procedures and guidelines. This must be reported to the appropriate named member immediately.
6. Information about the key indicators for physical, neglect, mental health, emotional and sexual abuse is available to staff. You must ask the appointed person if you need this information.
7. Volunteer helpers in the nursery and Oasis after school receive training annually which includes all procedures for child protection and safeguarding.
8. We maintain a code of practice amongst staff and Volunteers. All adults are advised not to be alone or isolated with one child for any length of time unless due to circumstances.
9. The layout of the Nursery/After School Club and garden allows for constant supervision of the children.
10. Procedures exist for informal observations and communication between staff for noting and passing on change to children's attitude and behaviour that may be the result of abuse. All concerns must be passed onto Allison Doyle (DSL) or Angela Harris (DSL).
11. Children will not be able to leave Nursery/After School Club with an any adult (over 18) who has not got prior permission unless requested by the parent or guardian. The name of those collecting, together with a password and picture which will be recorded and kept in the blue cupboard.
12. Where necessary, names of parents or adults who are denied access to their children are circulated and all staff are made aware and filed in the safeguarding file for Nursery/After School Club cupboard.

## **Disclosure and Barring Service DBS (Formerly CRB) CLEARANCE AND CHECKS**

We follow the DCSF guidance on Safeguarding Children and on Criminal Records Bureau checks for adults working in Nurseries and after school club's and annually review the guidelines to which we work.

From September 2008 the Continuous Monitoring, Vetting and Barring Scheme was introduced. This process will allow the authority to update employers' records as soon as an offence is recorded for all those registered on the CRB database and the LA database.

Any adult working in the Nursery/After School Club, even under supervision, must obtain an enhanced criminal records disclosure. A list of cleared adults is on the CRB checks schedule.

Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work which may affect their suitability to work with children (whether received before or during their employment at the setting) and sign to the Barring document each year, which stipulates that their status has not changed.

## **Confidentiality & Client Access to Records Policy**

This policy was updated at Otford Nursery School/Oasis on 24/08/2022.

### **Statement of intent**

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We are guided by the Data Protection Act 1998 GDPR 2018 and the Freedom of Information Act 2000.

### **Aim**

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

### **Methods**

We keep two kinds of records on children attending our setting:

#### **Developmental records**

These include observations of children in the setting, samples of their work, summary developmental reports and records of achievement.

They are kept locked in the blue cupboard at Nursery and the filing cabinet at Oasis and can be accessed, and contributed to, by staff, the child, and the child's parents.

#### **Personal records**

These include registration and admission forms, signed consents, session modification forms and correspondence concerning the child or family, reports concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.

Our 'Sessions Master List' contains a daily record of the names of children being cared for at the nursery, their hours of attendance and the names of each child's key person.

Children's details include full name, Date of birth, name and address of every parent/carer, ethnicity, language spoken, contact details, dietary and health requirements, dietary emergency requirements and who has parental responsibility and with whom the child normally lives.

The Nursery confidential records are stored in our lockable filing cabinet as is Oasis and are kept secure.

Information from the files and records of children may be shared with parents but they only have access to their own child. They do not have the right to share information about any other child.

Staff are made aware not to discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.

*Please also refer to our 'Information Sharing' policy.*

#### **Other records**

Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.

Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality policy, and required to respect it.

#### **Access to personal records**

Parents, or a person with parental responsibility, may request access to any developmental and initial set up records held on their child and family following the procedure below.

Parents must request an appointment with staff to see the child's personal file.

All the actions above are subject to the commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on 'Child Protection'.

**Information about the Setting:**

Certificate of Registration is displayed in the entrance hall.

Name, home address and telephone number of all employees including the registered owner, Mr Ian Saunders, are kept and accessible.

## OTFORD NURSERY SCHOOL AND OASIS Daily Check List

This policy was updated at Otford Nursery School/Oasis on 24/04/2023.

This is a daily check list carried by Manager and or deputy manager every morning and last thing of the evening before locking up.

Date & initial when checked.

Are there sufficient members of staff present to maintain minimum staffing ratios?

Is the workplace free from tripping and slipping hazards? Including trailing wires

Are all equipment and materials stored safely, to prevent them accidentally collapsing and falling?

Are wall sockets fitted with safety blank plates, when not in use?

Is the workplace well lit, and adequately ventilated?

Is the workplace maintained at an adequate temperature?

Is the workplace free of rubbish and combustible waste materials?

Are gangways and escape routes free from obstructions?

Are the exit doors secure?

Are there sufficient hand towels, toilet rolls & soap?

Food Hygiene opening checks.

Food Hygiene closing

## Disciplinary and Grievance Policy

This policy was reviewed at Otford Nursery School and Oasis After School Club on 24/04/2023.

### **Statement of Intent**

The intent of the Disciplinary and Grievance policy is to provide a clear and transparent procedure to deal with a dispute with an employee.

### **Aim**

The Disciplinary and Grievance policy is in place to ensure that everybody is treated in the same way in similar circumstances, to ensure issues are dealt with fairly and reasonably, and that employers are compliant with current legislation.

### **Method**

#### **Minor Disagreements**

Minor disagreements among nursery and Oasis staff can usually be resolved at the regular staff management meeting or informally by discussion.

#### **1.1 Safeguarding**

You are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect your suitability to work with children (whether received before or during your employment. Failure to do so will result in disciplinary action.

You must be fit and healthy to work with children. You must disclose any medication you are taking which may impede your ability to care for children; failure to disclose such information may result in disciplinary action. Arriving at the setting in an unfit state as a result of alcohol or drugs will result in immediate dismissal. (also see Staff code of conduct)

#### **Disciplinary Procedure**

A more serious situation arises when a dispute cannot be resolved, or when the supervisor is dissatisfied with the conduct or activities of an employee. Any disciplinary matter will normally be dealt with using the following procedure. At every stage the employee should be given reasonable notice (5 days) that a disciplinary hearing is due to take place to give them the opportunity to prepare their case, and they should be offered the opportunity to be accompanied by a member of staff/union representative if they wish to do so.

The disciplinary panel will consist of the childcare provision owner and the managers, who should ensure that confidentiality is maintained within the panel.

#### **2.1 Verbal Warning**

The employee should be interviewed by the disciplinary panel who will explain the specific complaint.

The employee will be given full opportunity to state their case.

After careful consideration by the Owner /management and if the warning is considered to be appropriate, the employee needs to be told:

- What action should be taken to correct the conduct.
- That they will be given reasonable time to rectify matters
- What training needs have needs identified, with timescales for implementation.
- What mitigating circumstances have been taken into account in reaching the decision.
- That if they fail to improve then further action will be taken
- That a record of the warning will be kept



- That they may appeal against the decision within a limited period (5 days)

## **2.2 Formal Written Warning**

If the employee fails to correct their conduct and further action is necessary, or if the original offence is considered too serious to warrant an initial oral warning:

The employee will be interviewed by the Owner and the Manager and given the opportunity to state their case. (Reasonable time must be allowed for preparation – one week)

If a further formal warning is considered to be appropriate, this will be explained to the employee and a letter confirming this decision will be sent to the employee.

The letter will:

- Contain a clear reprimand and the reasons for it (specific and objective)
- Explain what corrective action is required and what reasonable time is given for improvement.
- State what training needs have been identified, with timescales for implementation.
- Make clear what mitigating circumstances have been taken into account in reaching the decision.
- Warn that failure to improve will result in further disciplinary action which could result in final written warning and if unheeded, ultimately to dismissal with appropriate notice.
- Explain that they may appeal against the decision within a limited period (5 days)

## **2.3 Final Written Warning**

If the employee fails to correct their conduct and further action is necessary, or if the original offence is considered too serious to warrant any initial warnings:

The employee will be interviewed by the manager and the deputy and given the opportunity to state their case. (Reasonable time must be allowed for preparation – one week)

If a further final warning is considered to be appropriate, this will be explained to the employee and a letter confirming this decision will be sent to the employee.

The letter will:

- Contain a clear reprimand and the reasons for it (specific and objective)
- Explain what corrective action is required and what reasonable time is given for improvement.
- State what training needs have been identified, with timescales for implementation.
- Make clear what mitigating circumstances have been taken into account in reaching the decision.
- Warn that failure to improve will result in further disciplinary action, which could result in dismissal.
- Explain that they may appeal against the decision within a limited period (5 days).

## **2.4 Dismissal**

If the employee still fails to correct their conduct, then:

- The employee will be interviewed as before.
- If the decision is to dismiss, the employee will be given notice of dismissal, stating the reasons for dismissal, and given details of the right to appeal. If progress is satisfactory within the time given to rectify matters, the record of warnings in the individual's files will be destroyed.

## **2.5 Suspension**

If the circumstances appear to warrant dismissal, an employee may be suspended while investigations are being made. These should consist of obtaining written statements from all witnesses to the disciplinary incident, and from the employee who is being disciplined. Obviously, these investigations should be carried out within as short a time as possible.

Instant dismissal is possible only in extreme circumstances of gross misconduct. Examples:

- Theft or fraud
- Ill treatment of children
- Assault
- Malicious damage
- Gross carelessness which threatens health and safety of others
- Being unfit through use of drugs or alcohol.

Otherwise, an employee should not be dismissed without appropriate warnings.

## **3.0 Appeals**

At each stage of the disciplinary procedure the employee must be told that they have the right to appeal against any disciplinary action, and that the appeal must be made in writing to the childcare provider and provision manager within five days of the disciplinary interview.

The appeal hearing should be heard, if possible, within ten days of receipt of the appeal.

The employee may take a colleague or trade union official to speak for them.

- The employee will explain why they are dissatisfied and may be asked questions.
- The owner and the manager will be asked to put their point of view and may be asked questions.
- Witnesses may be heard and may be questioned by the appeals committee and by the employee, Owner, manager, and deputy.
- The manager and deputy will consider the matter and make known its decision.

A written record of the meeting will be kept.

## **4.0 Grievance Procedure**

If an employee is dissatisfied, they must have the opportunity for prompt discussion with their immediate supervisor. If the grievance persists a management panel should be set up for the purpose of further discussion, at which the employee may, if they wish would be accompanied by a colleague.

There must be a right of appeal to the Nursery/After School Club management panel. At this level also, the employee's colleague or trade union may be present.

The aim of the above procedure is to settle grievances fairly and swiftly. It is intended to be simple and rapid in operation.

## Epidemic and Pandemic Policy

This policy was written at Otford Nursery School/Oasis on 24/04/2023.

### **Statement of Intent**

Otford Nursery school and Oasis after school club intend to use this policy to provide precautionary measures to minimise transmission risks of disease in the setting during an epidemic or pandemic. It also states ideas for continuity of business if allowed.

### **Legislation and leading authorities which have guided and influenced this policy are:**

Coronavirus Act 2020, Health, and Safety at Work Act (1974), Health and Safety Executive (HSE), Government Briefings, Public Health England (PHE) and World Health Organisation (WHO). Advice from but not limited to, The Secretary of State, The Chief Medical Officer, Local Authority (LA) and Department for Education (DfE). The policy also has regard to Ofsted and Early Years Foundation Stage (EYFS) guidance where appropriate.

### **Aim of Policy**

This Policy defines and assists the operating arrangements in place within the Nursery and ASC that assures compliance to the Government and leading bodies requirements with relation to the outbreak of a pandemic such as Covid19. This information builds upon our current procedures for areas such as Safeguarding, Child Protection and Equality and Diversity, however new practices may emerge as the situation continues. The policy and considerations may evolve and be built upon as the situation deepens and new precautionary measures have been introduced and practices have been reflected upon.

### **Ethos**

As early years providers we ensure to offer a continuum of very high standards of practice of childcare and education. The fundamental principles to be outlined in this policy are set out to ensure physical distancing is enabled and implement good hygiene practices as well as avoiding coming into contact with infected children and adults or anyone displaying symptoms. It states the protective measures put in place for children, parents, and staff as best as possible to ensure the risk of transmission is reduced. We will continue to follow our other policies as long as they do not conflict with this policy and be guided by the EYFS as best as we can. The main areas we will be considering are:

Minimising contact with individuals who are unwell.

Maintaining personal and respiratory hygiene (handwashing, catch it, kill it, bin it)

Ensuring cleanliness of the environment (especially frequently touched surfaces)

Minimising general contact and mixing (creating bubbles and limiting numbers)

The use of Protective and Personal Equipment (PPE)

Testing

### **Focus/ Areas of Consideration / Recommendations**

Children

#### **Attendance**

Only children who are symptom free or have completed the required isolation period should attend the setting.

Providers may consider taking temperatures of children on arrival and risk assessing with regular health questionnaires for returning children Physical distancing/ grouping.

Extremely vulnerable children should continue under government advice (to shield).

Families who attend at least two settings should choose only one for the remainder of the term to ensure their 'bubble' remains small.

#### **Physical Distancing/grouping**

Children may be organised into small groups or given designated rooms within the setting; this will also involve the outdoor area. Wherever possible these small groups or 'bubbles' should not mix during the day as best as possible. This is to minimise contact with others and mixing. Staff may exercise their own judgement during the day for the high standards of safety for all children.

Children in small groups should have the same staff team caring for them wherever possible to limit the amount of people coming into contact with each other.

Smaller amounts of children in the whole setting may be advised or preferable. As we usually run to capacity most days this could be achieved by, but not limited to:

A temporary cap on the number of children in the setting at any one time.

Temporarily limiting funded hours to only 15 hours per child, ensuring all children have access to some preschool time.

Changing children's hours to all mornings or all afternoons or 2 and a half days.

Only allowing the older children or those moving to Primary school to attend.

Grouping children to certain days, such as in groups of children moving to next school, this would help with transitions.

Prioritising children such as those who are vulnerable, those with special educational needs, those from households where both parents work (or work full time)

The take up on places may be small so there may be no need to change children's hours.

Care routines including provision of meals, nappy changing and toileting should be within the space allocated to each 'bubble' wherever possible.

The use of communal internal spaces should be restricted as much as possible and outdoor spaces should be utilised as much as possible and used by 'bubbles' in different areas during the day.

A phased return may be best to ease their transition back into preschool if the preschool has been closed for quite a while or only open for critical workers.

#### **Wellbeing and education**

Children should be supported in age-appropriate ways to understand the steps they can take to keep themselves safe including regular hand washing, coughing into an elbow, using a tissue, and adopting a catch it, kill it, bin it, regime.

Children should be supported to understand the changes and challenges they may be encountering, and staff need to ensure they are aware of children's attachments and their need for emotional support at this time.

EYFS framework will continue to be delivered wherever possible through play and adult led activities.

Snack times will continue but with the parents providing it. Children can ask for drinks throughout the day if they are thirsty.

## **Workforce**

### **Attendance**

Staff should only attend Nursery and Oasis after school if they are symptom free, have completed the required isolation period.

Providers may consider taking temperature of staff on arrival and risk assessing with regular health questionnaires for returning staff.

Consideration should be given to limiting the number of staff in Nursery and Oasis after school club at any one time to only those required to care for the expected occupancy levels on any given day.

Staff hours, days they work, and length of day may change in order to meet childcare demands and considerations within this policy.

### **Physical distancing/ grouping /safety**

Staff will complete a risk assessment before opening to address any risks from the virus, ensure sensible measures are in place to control risks.

Staff to be informed of measures in place and sign a disclaimer to state they have read and understood the Nursery and Oasis after school club policies and procedures.

Wherever possible staff should remain with the small group of children, the 'bubble' of children who they are allocated to and not come into contact with other groups.

Emergency revisions to the EYFS may have been implemented which provides some flexibility on ratios and qualifications to make this feasible.

All PPE should be removed and disposed of following current government guidelines, the staff member should wash their hands for at least 20 seconds.

The staff member who supported the unwell child does not need to go home unless they are developing symptoms themselves.

Staff may be required to be in charge of specific rooms or areas including the outdoors to minimise their contact with surfaces etc. This includes potentially working from one particular table if tabletop toys are available. Staff will be responsible to ensure appropriate cleaning takes place and enough ventilation is in the room such as opening windows. If doors are open, ensure the safety of the children is maintained.

Staff members should avoid physical contact with each other including handshakes, hugs etc.

Staff to wear fresh, clean clothes for each session.

Advise staff to remove their work clothes before they enter their home and take a shower immediately to remove any germs they may have picked up.

### **Training**

Where possible, meetings and training sessions should be conducted through virtual conferencing.

All staff members must receive appropriate instruction and training in infection control and the standard operating procedure and risk assessments within which they will be operating.

Online training may be available to allow their training levels to be maintained if appropriate.

### **Parents**

### **Fees/invoicing**

Invoices are produced at the beginning of each term (Autumn, Spring, Summer)

Payment is due two weeks form invoice date (unless a payment plan has been agreed with management team)

If the setting has to close for any reason for less than 2 weeks fees will still be due, if the setting has to close for more than 2 weeks the fees for that period will be credited to the next invoice.

In the event of a forced closure by either KCC or DfE, for any reason, no refunds will be given.

### **Physical distancing**

Only parents who are symptom free and or have completed the required isolation periods will be able to drop off or collect their child.

Aim to minimise the 'pinch points' during the day and limit drop off and pick up to one parent per family.

Stagger the drop off and collection timings where possible will avoid a queue of families waiting to enter preschool.

Arrange drop off and pick up at the Nursery entrance to avoid parents entering the nursery unnecessarily and after school club collect from the garden gate.

When parents are waiting to drop off or collect their child, physical distancing should be maintained in a safe area sticking to government social distancing policies.

Consider allowing some parents to enter the nursery for the purpose of a settling in session if not doing so would cause a child distress, this could take place in the outdoor environment. The provider should consider measures to minimise contact between the parent and other children and staff members.

If the child is too distressed perhaps a delayed start to their nursery entry may be preferred or half hour settling in sessions without their parent.

### **Communications**

Parents should receive clear communication regarding the role they play in the safe operating procedure and all measures being taken to ensure the safety of their children and themselves.

Parents should inform nursery and Oasis after school of their circumstances and if they plan to keep their child at home. This can then allow us to support remotely.

### **Visitors**

Attendance to the setting should be restricted to only children and staff as far as practically possible and visitors should not be permitted to the nursery and Oasis after school unless essential (e.g., essential building maintenance).

Where essential visits are required, these should be made outside of the usual nursery and Oasis after school operational hours where possible.

As far as possible parents and carers should not enter the premises.

### **Travel**

Wherever possible staff and parents should travel to nursery and Oasis after school alone, using their own transport or if possible, walk.

If public transport is necessary, current guidance on the use of public transport must be followed.

Parents should be encouraged to ensure they do not leave travel accessories including buggies, car seats, scooters in the setting premises or grounds.

Outings from the nursery into the local community should be restricted to ensure mixing with members of the general public does not happen.

## **Hygiene and Health & Safety**

### **Hand Washing**

All children and staff must wash their hands upon arrival at the nursery for at least 20 seconds.

Children and staff members should be encouraged to wash their hands frequently, this includes before and after eating food, after visiting the toilet or playing outdoors, after sneezing, blowing their nose or coughing into their hand and dealing with unwell people.

Bodily fluid spills should follow the correct procedures as normal.

### **Cleaning**

An enhanced cleaning schedule must be implemented that includes furniture, surfaces and children's toys and equipment and all staff are responsible in their area of work.

Communal area, touch points and hand washing facilities must be cleaned and sanitised regularly and cleaned thoroughly every night.

A deep clean may be needed after a child has become ill in the area they were waiting.

### **Waste disposal**

All waste must be disposed of in a hygienic and safe manner following government guidelines.

Tissues must be immediately disposed of and placed in a bin with a bag, lid, and foot pedal.

Bodily fluids must be double bagged and disposed of in a bin with a bag, lid, and foot pedal.

### *Laundry*

All items within the setting requiring laundering must be washed in line with NHS laundry guidelines.

Items such as towels, flannels and bedding must not be shared by children.

### **Risk assessment**

The setting and all activity should be risk assessed before opening or going ahead to address the risks from the virus and due consideration given to any adaptations to usual practice. Sensible measures should be put in place and policies and procedures followed.

It is expected that would include, but not be limited, to the suspension of learning experiences involving materials which are not easily washable such as malleable materials (dough, clay) and the suspension of the sharing of food and utensils.

Cut down on the available resources out in the nursery and Oasis after school club.

Remove anything which cannot be easily wiped down or washed at the end of the day.

Play food, play cutlery and crockery etc. should be removed or anything else which may be 'mouthed' by many children.

Baking, food play and finger painting should be avoided.

### **Premises Building**

Where premises have been temporarily closed during the lockdown period or where they may need to temporarily close during future lockdowns appropriate Health & Safety checks should be conducted prior to reopening including legionnaires checks.

Keep windows open where possible to ensure good levels of ventilation. If doors are opened ensure the children safety is maintained with locked gates.

### **Resources**

Children should not be permitted to bring items from home into the setting unless absolutely essential for their wellbeing. Anything that is brought in from home should remain in the child's bag on their peg.

All resources required for play and learning experiences of children should be regularly washed and/or sterilized. Any resources which are difficult to clean should be removed.

Equipment used by staff such as stationary, tablets etc. should be allocated to individual staff members where possible and cleaned regularly.

### **Supplies Procurement & monitoring**

The nursery and Oasis after school club should ensure an adequate supply of essential supplies and contingency plans such as additional suppliers are in place to minimise the impact of any shortages of supplies.

The nursery and Oasis after school club will not be able to operate without essential supplies required for ensuring infection control.

A monitoring system for the usage of PPE is essential to ensure that a supply of stock is available to all who require it as and when required to meet the operational needs of the setting. When stocks are low, other options may be considered, such as the use of washable tabards and facemasks. These items will be washed at a high temperature in accordance with relevant guidelines and separate to any other nursery and Oasis after school washing.

Packed lunches are always provided by the parents.

### **Responding to a suspected case**

In the event of a child developing any symptoms whilst attending the setting, they should be collected as soon as possible and isolate at home in line with the current NHS guidance.

Whilst waiting for the child to be collected they should be isolated from others in a previously identified room or area. If possible, a window should be opened for ventilation.

The staff member responsible for the child during this time should be a staff member from their 'bubble'. The provider may consider suitable PPE for this staff member such as the addition of face mask, visor disposable gloves and apron.

The area should be thoroughly cleaned, immediately if the area cannot be left unvisited, and if the area can be left unvisited then cleaned after 72 hours.

The person responsible for cleaning ideally should be the person dealing with the unwell child and should continue to wear their PPE. This should then be disposed of according to current government guidelines.

In the event of a staff member developing symptoms whilst working at the nursery or Oasis after school, they should return home immediately and isolate at home in line with the NHS guidance. They should also follow current testing advice for themselves and their household.

### **Monitoring of this policy**

*This policy will be reviewed annually by the setting manager, new government legislation and policies will be incorporated appropriately as and when required or informed.*



## Promoting Inclusion, Equality & Valuing Diversity Policy

This policy was reviewed at Otford Nursery School/Oasis on 25/04/2023.

### **Statement of intent**

Otford Nursery School/Oasis After-School Club is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

All early years settings must consider and meet relevant employer and service provider duties as set out in the Equality Act (2010). Those in receipt of funding must eliminate discrimination including indirect, direct discrimination, discrimination and harassment based on association and perception and discrimination for reason relating to a disability or by failing to make a reasonable adjustment to any provision, criterion, or practice. This duty is anticipatory. Settings must advance equality of opportunity and foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy and maternity, marriage, and civil partnership.

### **Aim**

Our provision actively promotes inclusion, equality of opportunity and the valuing of diversity.

### **Objectives**

‘Inclusion is the process of identifying, understanding and breaking down the barriers to participation and belonging.’

We interpret this as consisting of several tasks and processes in relation not only to children but also to parents and visitors in the setting. These tasks and processes include awareness and knowledge of relevant barriers to inclusion for those with a protected characteristic namely:

- disability
- gender reassignment
- pregnancy and maternity
- race –
- religion or belief
- sexual orientation
- sex (gender)
- age
- marriage or civil partnership (in relation to employment)

This includes unlawful behaviour towards people with protected characteristics. Unlawful behaviour being direct discrimination, indirect discrimination, associative discrimination, discrimination by perception, harassment, and victimisation (in addition, we are aware of the inequality that users facing socio-economic disadvantaged may also encounter). We will not tolerate behaviour from an adult which demonstrates dislike and prejudice towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

We promote understanding of discrimination - through training and staff development - the causes and effects of discrimination on both adults and children and the long- term impact of discrimination; the need to protect children from discrimination and ensure that childcare practice is both accessible and inclusive; the need for relevant support to allow children to develop into confident adults with a strong positive self-identity.

• **Developing practice that includes:**

- Developing an environment which reflects the 'kaleidoscope' of factors that can provide settings with a myriad of influences and ideas for exploring and celebrating difference.
- Ensuring that barriers to inclusion are identified and removed or minimised wherever possible.
- Understanding, supporting and promoting the importance of identity for all children and recognising that this comprises multiple facets which are shaped by a 'kaleidoscope' of factors including British values, 'race'\ethnicity and culture, gender, difference of ability, social class, language, religion and belief, and family form and lifestyle, which combine uniquely in the identity of each individual; for example, we welcome and promote bi/multi-lingualism and the use of alternative communication formats such as sign language, and we promote gender equality while at the same time recognising the differences in play preferences and developmental timetables of girls and boys.
- Recognising that this 'kaleidoscope' also reflects negative images which may be internalised and negatively affect the development of self-concept, self-esteem, and confidence.
- Promoting a welcoming atmosphere that genuinely appreciate British values, different cultural and personal perspectives, without stereotyping and prejudicing cultures and traditions on raising children, by always involving parents.
- Promoting community cohesion and creating an environment that pre-empts acts of discrimination so that they do not arise.
- Recruitment of staff to reflect cultural and language diversity, disabled staff, and staff of both genders.
- Addressing discrimination as it occurs from children in a sensitive, age-appropriate manner to ensure that everyone involved understands the situation and are offered reassurance and support to achieve resolution.
- Challenging discriminatory behaviour from parents, staff or outside agencies or individuals that affect the well-being of children and the early years community.
- Creating an ethos within which staff work confidently within a culturally complex environment; learning when to change or adapt practice in the setting and having the confidence to challenge practice (including parental) that is not in the child's best interest, seeking support and intervention from agencies where appropriate.
- Ensuring that practitioners work closely with the Special Educational Needs Coordinator to make sure that the additional needs of all children are identified and met.
- We are aware of anti-discriminatory legislation and able to use it to shape the service and support parents and children against discrimination in the local community, for example, against asylum seekers, the Travelling community and same sex parents.

- We regularly monitor and review our practice including long-term preventative measures to ensure equality such as auditing of provision, formulating an equality plan, applying impact measurements and positive actions. In addition, short term measures such as recognition and assessment of children's additional support needs (e.g., impairment, home language, family hardship, specific family beliefs and practices), day-to-day activities, provision of suitable support and resources, activity programme and curriculum., assessment, recognition of special educational needs and developing inclusive relationships.

#### Legal references

General Data Protection Regulation 2018

Children and Families Act 2014 Part 3

Special Educational Needs and Disability Code of Practice 2014

Disability Equality Duty 2011

Equality Act 2010

Prevent 2015

## Equipment and Resources Policy

This policy was updated at Otford Nursery School/Oasis on 25/04/2023.

### **Statement of intent**

We believe that high quality early years care and education are promoted by providing children with safe, clean, attractive, developmentally appropriate resources, toys, and equipment.

### **Aim**

We aim to provide children with resources and equipment that help to consolidate and extend their knowledge, skills, interests, and aptitudes.

### **Methods**

Our settings:

Provide play equipment and resources that are safe and - where applicable - conform to the British safety standards.

Provide a sufficient quantity of equipment and resources for the number of children.

Provide resources that promote all areas of children's learning and development, which may be child or adult led.

Select books, equipment and resources that promote positive images of people of all colours, cultures, and abilities, are non-discriminatory and avoid racial and gender stereotyping.

Provide play equipment and resources that promote continuity and progression, provide sufficient challenge, and meet the needs and interests of all children.

Provide natural and recycled materials that are clean, in good condition and safe for the children to use.

Provide furniture that is suitable for children.

Store and display resources and equipment where children can independently choose and select them.

Regularly check all resources and equipment that are available at each session and ensure they are put away at the end of each session.

We repair and clean, or replace, any unsafe, worn out, dirty or damaged equipment.

We review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development.

We use the local library to introduce new books to support children's interests.

## Fire Safety Policy

This policy was updated at Otford Nursery School/Oasis on 25/04/2023.

### **Policy Statement**

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. Ian Saunders (Owner) and our staff are familiar with the current legal requirements. Where necessary, we seek the advice of a competent person, such as our Fire Officer.

### **Procedure**

The basis of fire safety is risk assessment. This is carried out by Ian Saunders (Manager).

Ian Saunders has received training in the fire safety sufficient to be competent to carry out risk assessment this will be written where there are more than five staff. This will follow the guidance as set in the Fire Safety Risk Assessment.

Fire doors are clearly marked, never obstructed, and easily opened from the inside.

Our smoke alarm conforms to BSEN standards. This is fitted in our building and is checked by Fire safety team for Otford Primary School.

Our emergency evacuation procedures are approved by the Fire Safety Office and are:

clear & concise,

displayed by the back door.

explained to new members of staff, volunteers, and parents.

practised regularly.

records are kept of fire drills and the servicing of fire safety equipment.

Our practice drills include:

Children are made familiar with the sound of the fire alarm.

Children, staff, and parents know where the fire exits are.

Children are led from the building to the assembly point.

The register is taken, and all children accounted for.

How long it takes to get the children out safely.

Who calls the emergency services and when in the event of a real fire?

How parents are contacted, via the rolodex file in the lock box & the contact sheet in the cupboard in Oasis. which is taken with a member of staff during drills and in the event of a real fire.

Our fire drill records contain:

Date and time of the drill.

How long it took.

Whether there were any problems that delayed evacuation.

Any further action taken to improve the drill procedure.

## Fire Safety Emergency Evacuation Procedure

**Stop** and stand still.

**Activate Fire alarm** if not already sounding, to alert all staff including Otford Primary School.

**Line up** quietly by fire exit.

**Walk** to the end of the garden (Nursery & Key stage one). For Key stage two children walk to playground with staff members.

**Last member** of staff to check that there are NO persons remaining in building.

**Count** children/staff/visitors/take register & rolodex file with Parent contact information, First Aid bag and phone.

**Dial 999** for Fire Brigade if fire was discovered by nursery or Oasis.

**Give exact details** - telephone number (01959 522364), Fire at Otford Nursery School, attached to Otford Primary School, High Street, Otford. Next to Bull Public House.

**Do not re-enter building** until the all clear has been given by Fire Brigade.

Oxford Nursery School & Oasis After School Club

Date & Time	How long did it take?	Any problems that delayed evacuation? Any further action taken to improve the drill procedure?	Signature

## Fire safety in the workplace - Risk Assessment April 2023

Fire safety in the workplace - Risk Assessment		
You must keep a written record of your fire risk assessment if your business has 5 or more people.		
Using the below template, follow the 5 steps and fill in the checklist to assess your risk, and plan fire safety.		
	Yes	No
<b>Section 1 - Identifying the hazards.</b> Fire starts when heat (source of ignition) comes into contact with fuel (anything that burns), and oxygen (air). You need to keep sources of ignition and fuel apart.		
Have you found anything that could start a fire? <i>How could a fire start?</i> <i>Think about heaters, lighting, naked flames, electrical equipment, hot processes such as welding or grinding, cigarettes, matches and anything else that gets very hot or causes sparks.</i>		no
If yes, note it here		
Have you found anything that could burn? <i>What could burn?</i> <i>Packaging, rubbish and furniture could all burn, just like the more obvious fuels such as petrol, paint, varnish, and white spirit. Also think about wood, paper, plastic, rubber, and foam. Do the walls or ceilings have hardboard, chipboard, or polystyrene? Check outside, too.</i>	yes	
Furniture and paper. Cushions made of fire-retardant fabric. Removed most of spare cushions		
	Yes	No
<b>Section 2 - Identifying people at risk</b> Everyone is at risk if there is a fire. Think whether the risk is greater for some because of when or where they work, such as night staff, or because they're not familiar with the premises, such as visitors or customers. Children, the elderly or disabled people are especially vulnerable.		
Have you identified who could be at risk?	No	
Have you identified who could be especially at risk?	No	
Make a note of your findings here		
	Yes	No
<b>Section 3 - Evaluate, remove, or reduce the risks.</b> Evaluate: First, think about what you have found in steps 1 and 2: what are the risks of a fire starting, and what are the risks to people in the building and nearby? Remove and reduce risk: How can you avoid accidental fires? Could a source of heat or sparks fall, be knocked, or pushed into something that would burn? Could that happen the other way round?		
Have you assessed the risks of fire in your workplace?	Yes	
Have you assessed the risk to staff and visitors?	Yes	



Have you kept any source of fuel and heat/sparks apart?	Yes	
If someone wanted to start a fire deliberately, is there anything around they could use? No - no flammable incendiary fluid		
Have you removed or secured any fuel an arsonist could use?	Yes	
Have you protected your premises from accidental fire or arson?	Yes	
How can you make sure everyone is safe in case of fire?		
regular fire drills and keep all exits free	Yes	
Do you have a plan to warn others?	Yes	
Could you put out a small fire quickly and stop it spreading?	Yes	
Have you established who is responsible for calling the fire services?	Yes	
Have you established who is responsible for making sure everyone gets out?	Yes	
	Yes	
<p><b>Section 4 - Record your findings, prepare an emergency plan, and provide training.</b>  Record: Keep a record of any fire hazards and what you have done to reduce or remove them. If your premises are small, a record is a good idea. If you have five or more staff or have a licence, then you must keep a record of what you have found and what you have done.  Plan: You must have a clear plan of how to prevent fire and how you will keep people safe in case of fire. If you share a building with others, you need to coordinate your plan with them.  Train: You need to make sure your staff know what to do in case of fire, and if necessary, are trained for their roles.</p>		
Have you made a record of what you have found, and action you have taken?	Yes	
Have you planned what everyone will do if there is a fire?	Yes	
Have you discussed the plan with all staff?	Yes	
Have you informed and trained people (practised a fire drill and recorded how it went)?	Yes	
Have you nominated staff to put in place your fire prevention measures, and trained them?	Yes	
Have you made sure everyone can fulfil their role?	Yes	
Have you informed temporary staff?	Yes	
Have you consulted others who share a building with you, and included them in your plan?	no	
Are your staff aware of the evacuation procedure?	Yes	
Are your staff aware of your fire Assembly Point?	Yes	
Make a note of your findings here:		
need to inform school of evacuation plans and arrange how to inform if there is a fire	Yes	
<p><b>Section 5 - Review and update the fire risk assessment regularly.</b>  Keep your risk assessment under regular review.  Over time, the risks may change. If you identify significant changes in risk or make any significant changes to your plan, you must tell others who share the premises and where appropriate re-train staff.</p>		
Have you made any changes to the building inside or out? the door to a push pad.	Changed the lock on	Yes
Have you had a fire or near miss?	no	
Have you changed work practices?	Yes	

Have you begun to store chemicals or dangerous substances?	no	
Have you significantly changed your stock, or stock levels?	no	
Have you planned your next fire drill?	Yes	
Is any staff re-training required?	Yes	
If yes, note it here		
All managers and deputies to complete the online fire course		
* The checklist above can help you with the Fire Risk Assessment, but you may need additional information especially if you have large or complex premises.		

## First Aid Policy

This policy was updated at Otford Nursery School/Oasis on 08/4/2023.

At Otford Nursery School/Oasis After School Club, the staff are able to take action to apply First Aid treatment in the event of an accident involving a child or adult. Most members of staff have current first aid training which is a paediatric First Aid Certificate.

The first aid qualification includes first aid training for infants and young children. A list of staff with qualifications and renewal dates is displayed on the bathroom door.

### **The First Aid Kit**

Mrs Allison Doyle is our designated person to replenish first aid items in the nursery room, Angela Harris is our designated person to replenish first aid items in the Oasis room. All staff ensure the items are replenished by notifying Allison Doyle and Angela Harris.

The first aid box is easily accessible to adults and is kept out of the reach of children and is located in the Toilet above the Nappy Change Area in nursery and on the kitchen wall of Oasis.

Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items only:

Triangular bandages x 2

Sterile dressings – small, medium & large.

20 assorted (individually wrapped) plasters.

Sterile eye pads (with bandage or attachment).

Conforming disposable bandage (7.5cm wide)

Large Sterile ambulance dressings (15x20cm)

12 assorted safety pins.

Guidance card, as recommended by HSE 1.

Antiseptic wipes, foil packed.

1 plastic disposable apron

Pair of blunt ended scissors

Strip thermometer for the children's forehead.

Digital thermometer

A box of disposable gloves (PVC or vinyl) gloves is located by the microwave.

### **No un-prescribed medication is given to children, parents, or staff.**

At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

Parents sign a consent form at enrolment allowing staff to take their child to the nearest Accident & Emergency unit to be examined, treated, or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

A written record of accidents, injuries or first aid treatment is kept in the first drawer by the main door of nursery and in the locked cupboard of Oasis.

Parents/Carers are informed the same day or as soon as reasonably practicable, of any accident or injury sustained by the child and the first aid treatment given.

We will notify Ofsted, RIDDOR and/or the Local Child Protection Agency of any serious accident, illness, or injury to or death of any child while in our care and state action taken. Notification will be made as soon as is reasonably practicable but within 14 days of incident.

### **Legal Framework**

Health & Safety (First Aid) Regulations 1981

### **Further guidance**

First Aid at Work: Your questions answered (HSE 1997)

[www.hse.gov.uk/pubns/indg214.pdf](http://www.hse.gov.uk/pubns/indg214.pdf)

Basic advice on First Aid at Work (HSE 2006)

[www.hse.gov.uk/pubns/indg347.pdf](http://www.hse.gov.uk/pubns/indg347.pdf)

Guidance on First Aid for Schools (DfEE)

[www.teachernet.gov.uk/doc/4421/GFAS.pdf](http://www.teachernet.gov.uk/doc/4421/GFAS.pdf)

Other useful Pre-School Learning Alliance Publications

Medication Record (2006)

## Food and Drink Policy

This policy was updated at Otford Nursery School/Oasis on 25/04/2023.

### **Statement of intent**

Otford Nursery School/Oasis After School Club regards snack and mealtimes as an important part of the setting's session/day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

### **Aim**

At snack and mealtimes, we aim to provide nutritious food, which meets the children's individual dietary needs. We also maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

### **Methods**

Before a child is admitted to the setting, we obtain information about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements.

We record information about each child's dietary needs on her/his enrolment form/Individual care plan.

We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up to date.

We display current information inside food cupboards, about individual children's dietary needs so that all staff and volunteers are fully informed about them.

We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.

At least one person has an 'in date' food hygiene certificate.

We plan and provide snacks that can offer learning opportunities e.g., Healthy eating and countries of origin.

We provide nutritious, healthy, and balanced food during our snack times every morning and afternoon session.

We use reliable suppliers for the food we purchase.

We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.

We take care not to provide foods containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.

Snack foods are stored at the correct temperature and are checked to ensure they are in date and not contaminated.

Our staff show sensitivity in providing for children's diets and allergies.

Snack times are set up so that they are a social occasions in which children and staff participate.

We use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves.

We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.

We have a fresh drinking water machine which is constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session/day.

In order to protect children with food allergies, we have rules about children sharing and swapping their food with one another.

For children who drink milk, we provide semi-skimmed pasteurised milk, during snack time.

We have a kitchen area which is adequately equipped to provide a fruit snacks and water for children as necessary.

We have suitable facilities for the hygienic/safe preparation of food for children.

We are confident that those responsible for preparing and handling food are competent to do so. At least one member of staff has in date food hygiene certificate and cascades info to all other members of staff.

### **Packed lunches**

Parents have to provide their children with a packed lunch:

We inform parents of our policy on healthy eating.

We inform parents who provide food for their children about the storage facilities available in the setting. (Packed lunch boxes are stored on a trolley in a cool place).

Parents are advised to provide a healthy lunch box, fruit, and water to drink. Chocolate or sugary desserts will be returned in the lunch box.

### **Reporting of Food Poisoning**

Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.

If the food poisoning is identified as a notifiable disease under the Public Health Infectious Diseases Regulations 1988 and affects two or more children, the setting will report the matter to Ofsted, within 14 days.

*Please also refer to our Health & Safety policy (food preparation area) & our guidance on Communicable Disease & Infection Control in Schools & Nurseries.*

## Health and Safety Policy

This policy was updated at Otford Nursery School/Oasis on 25/04/2023.

### **Statement of intent**

At Otford Nursery/Oasis After School Club we take the Health and Safety of our children very seriously. We make our setting a safe and healthy place for children, parents, staff, and volunteers.

### **Aim**

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

### **Methods**

Ian Saunders is responsible for health and safety. He is competent to carry out these responsibilities. He has undertaken health and safety training and regularly updates his knowledge and understanding. We display the necessary health and safety poster in the toilet area and in the food preparation area in Oasis.

### **Risk assessment (see risk assessments under: Outings)**

Our risk assessment process includes:

Checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children.

Deciding which areas need attention.

Developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues, which are checked:

**Daily before the session begins and annually when a full risk assessment is reviewed.**

### **Insurance cover:**

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the lobby and Oasis is on the notice board in the main room.

### **Awareness raising**

Staff and volunteers are updating at regular staff meetings and able to adhere to our policy and understand their shared responsibility for health and safety. We cover matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.

Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have seen them.

We have a no smoking policy.

Children are made aware of health and safety issues through discussions, planned activities and routines.

At Otford Nursery/Oasis After School Club we take the Health and Safety of our children very seriously. A complete, robust risk assessment is carried out on a daily basis

We believe in supporting the children to take risks and to solve real life problems. In keeping with this ethos, we provide real tools which are adapted to be age appropriate. Examples include small spades and scissors and supervising children to climb to safe heights under supervision.

We believe that the benefits of these activities outweigh the risks and encourage children to be independent confident, lifelong learners.

At regular intervals, we teach the children tool safety, including the proper use of scissors.

We ensure all children and staff use scissors at the craft table only, so that safe use of scissors can be monitored.

### **Children's safety**

We ensure all staff employed have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service.

Adults do not normally supervise children on their own.

All children are supervised by adults at all times.

Whenever children are on the premises at least two adults must be present.

To prevent unauthorised persons entering the premises, we have a gated intercom system at the main gate, our nursery/ Oasis door and garden gate are locked at all times.

Visitors to the setting must sign in and out of our 'Visitors Book' which is kept in the first drawer by the door.

Visitors are monitored by staff while on site.

Staffing Ratios meet the needs of all the children and ensure their safety. For children aged two: there is one member of staff for every four children (1:4) For children aged three and over: there is one member of staff for every eight children (1:8)

### **Security**

Systems are in place for the safe arrival and departure of children. The times of the children's departures are recorded.

The arrival and departure times of adults - staff, volunteers, and visitors - are recorded.

Our systems prevent unauthorised access to our premises.

Our systems prevent children from leaving our premises unnoticed.

The personal possessions of staff and volunteers are securely stored during sessions.

### **Windows**

Low level windows are made from materials that prevent accidental breakage or are made safe.

Low level windows have opening limiters fitted so that children cannot climb through them.

### **Doors**

We take precautions to prevent children's fingers from being trapped in doors.

All surfaces are checked daily to ensure they are clean and not uneven or damaged.

### **Food Preparation Area**

All surfaces are clean and non-porous.

There are separate facilities for handwashing and for washing up.

Cleaning materials and other dangerous materials are stored out of children's reach.

When children take part in cooking activities, they:

Are supervised at all times.

Are kept away from hot surfaces and hot water; and do not have unsupervised access to electrical equipment.



### **Electrical/gas equipment**

All electrical/gas equipment conforms to safety requirements and is checked regularly/annually.

Our boiler/electrical switchgear/meter cupboard is not accessible to the children.

Fires, heaters, electric sockets, wires, and leads are properly guarded, and the children are taught not to touch them.

Heaters are checked daily to make sure they are not covered.

There are sufficient sockets to prevent overloading.

The temperature of hot water is controlled to prevent scalds.

We check water sources regularly for traces of Listeria.

Lighting and ventilation are adequate in all areas including storage areas.

### **Storage**

All resources and materials from which children select are stored safely.

All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

### **Outdoor area**

Our outdoor area is securely fenced.

Our outdoor area is checked for safety and cleared of rubbish before it is used.

Adults and children are alerted to the dangers of poisonous plants, herbicides, and pesticides.

Where water can form a pool on equipment, it is emptied before children start playing outside.

Our outdoor Pirate ship play sand area is covered when not in use and is cleaned regularly.

All outdoor activities are supervised at all times.

### **Hygiene**

We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.

Our daily routines encourage the children to learn about personal hygiene.

We have a daily cleaning routine for the setting which includes playroom(s), kitchen, rest area, toilets, and nappy changing areas.

We have a schedule for cleaning resources and equipment, dressing-up clothes, and furnishings.

The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.

We implement good hygiene practices by:

cleaning tables between activities.

checking toilets regularly.

wearing protective clothing - such as aprons and disposable gloves - as appropriate.

providing sets of clean clothes.

providing tissues and wipes.

## **Activities**

Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.

The layout of play equipment allows adults and children to move safely and freely between activities.

All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.

All materials - including paint and glue - are non-toxic.

Sand is clean and suitable for children's play.

Physical play is constantly supervised.

Children are taught to handle and store tools safely.

Children occasionally fall asleep, should this happen, we will provide them with a safe and comfortable area to rest and will monitor them regularly.

Children learn about health, safety, and personal hygiene through the activities we provide and the routines we follow.

## **Food and drink**

Staff who prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations.

All food is stored appropriately.

Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children.

Snack and mealtimes are appropriately supervised, and children do not walk about with food and drinks.

Fresh drinking water is available to the children at all times.

We operate systems to ensure that children do not have access to food/drinks to which they are allergic.  
*Please refer to our Healthy Food & Drink policy.*

## **Outings and visits (See 'Outings and Visits Policy')**

We have agreed procedures for the safe conduct of outings.

Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.

Parents always sign consent forms before major outings.

A risk assessment is carried out before an outing takes place.

Named children are assigned to individual staff to ensure each child is individually supervised and to ensure no child gets lost and that there is no unauthorised access to children.

Outings are recorded & stored in the filing cabinet.

the date and time of outing

the venue and mode of transport

names of staff assigned to named children.

time of return

The manager takes a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, a snack and water.

*Please refer to our Supervision of Children on Outings & Visits policy & Risk Assessments.*

### **Missing child**

If a child goes missing from the setting:

The person in charge will carry out a thorough search of the building and garden.

The register is checked, and all children accounted for.

If the child is not found the parent is contacted and the missing child is reported to the police.

Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.

Person in charge talks to staff to establish what happened.

If a child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed.

As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.

The Manager / Deputy Manager in charge is informed if s/he is not on the outing and makes his/her way to the venue to aid the search and be the point of contact for the police as well as support staff.

Staff take the remaining children back to the setting.

The Manager contacts the police using the mobile phone and reports the child as missing.

The Manager Allison Doyle for nursery or Angela Harris for Oasis contacts the child's parent who makes their way to the setting or outing venue as agreed with the person in charge.

In an indoor venue, the manager / deputy manager contacts the venue's security who will handle the search and contact the police if the child is not found.

*Please refer to our Missing Child policy.*

The investigation

The Manager / Deputy Manager writes an incident report detailing:

the date and time of the report.

what staff/ children were in the group/outing.

when the child was last seen in the group/outing.

what has taken place in the group/outing since then; and

the time it is estimated that the child went missing.

A conclusion is drawn as to how the breach of security happened.

If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Services may be involved if it seems likely that there is a child protection issue to address.

The incident is reported under RIDDOR arrangements and is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution.

OFSTED is informed.

### **Animals (visiting and in the setting)**

Animals visiting the setting are free from disease and safe to be with children, and do not pose a health risk.

Children wash their hands after contact with any animals.

Outdoor footwear worn that is muddy is cleaned of any debris and should not be worn indoors.

### **Fire safety**

Fire doors are clearly marked, never obstructed, and easily opened from inside.

**Smoke detectors/alarms and firefighting appliances conform to BSEN standards, are fitted in appropriate high-risk areas of the building, and are checked as specified by the manufacturer.**

Records are kept of fire drills and the servicing of fire safety equipment can be found on each appliance.

The Fire Drill procedures are clearly displayed by the back door and notice board in Oasis.

explained to new members of staff, volunteers, and parents; and

practised each term.

*Please refer to our Fire Safety policy.*

### **First aid and medication**

All staff have relevant first aid training or are booked to update their training. The first aid qualification is a local authority approved 12 hour paediatric first aid certificate.

#### **Our first aid kit:**

Complies with the Health and Safety (First Aid) Regulations 1981

Is regularly checked by Allison Doyle and Angela Harris re-stocked as necessary.

Is easily accessible to adults.

Is kept out of the reach of children.

At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated, or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Prior written permission is obtained from parents for each and every medicine before administered. See 'Medicines Policy' for administering medicines.

A record of all medicine given is kept and parents are informed on the same day medicine is administered. Parents sign the medication record to acknowledge staff have administered medicine to their child.

We have a procedure for ill and/or infectious children. See 'Sick Children Policy'

*Please refer to our First Aid policy and Medicines Policy*

Our accident book:

Is kept safely and accessible in the desk drawer in the Nursery and Oasis accident book/sheets is located in locked cupboard.

All staff and volunteers know where it is kept and how to complete it; and

is reviewed at least half termly, to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

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

*Please refer to our Accidents & Incident – Recording & Reporting policy.*

### **Dealing with incidents**

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

Any accident to a member of staff requiring treatment by a general practitioner or hospital; and

Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.

Any dangerous occurrence is recorded in our Incident Book. See below.

**Information for reporting the incident to Health and Safety Officer is detailed in the Pre-school Learning Alliance's publication, Accident Record, page 50.**

### **Our Incident Book**

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

These incidents include:

break in, burglary, theft of personal or the setting's property.

fire, flood, gas leak or electrical failure.

attack on member of staff or parent on the premises or nearby.

any racist incident involving a staff or family on the centre's premises.

death of a child.

a terrorist attack, or threat of one.

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

In the unlikely event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed, and staff will take charge of their key children. The incident is recorded when the threat is averted.

In the unlikely event of a child dying on the premises, the emergency services are called, and the advice of these services are followed.

The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

### **Allergies**

When parents start their children at Otford Nursery School/Oasis After School Club, they are asked if their child suffers from any known allergies.

If a child has an allergy, details are recorded on the enrolment form, listed on the contact card, clearly displayed inside our food storage cupboard and cupboard in Oasis with a photo. We clearly list the following:

The allergen (i.e., the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).

The nature of the allergic reactions, e.g., anaphylactic shock reaction, including rash, reddening of the skin, swelling, breathing problems etc.

What to do in case of allergic reactions, any medication used and how it is to be used (e.g., EpiPen).

Control measures – such as how the child can be prevented from contact with the allergen (if applicable).

Information is kept in the child's personal file and a copy is displayed on our allergy board.

Parents train staff in how to administer special medication in the event of an allergic reaction.

**No nuts or nut products are used within the setting.**

Parents are made aware so that no nut or nut products are accidentally brought in.

**Insurance will automatically include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions or requiring invasive treatments; written confirmation from your insurance provider must be obtained to extend the insurance.**

**Safety of adults**

Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.

When adults need to reach up to store equipment or to change light bulbs, they are provided with safe equipment to do so.

All warning signs are clear and in appropriate languages.

The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly, to identify any issues that need to be addressed.

**Records**

In accordance with the Statutory Framework for the EYFS, we keep records of:

**Adults**

Names and addresses of all staff on the premises, including temporary staff who work with the children or who have substantial access to them.

Names and addresses of the owners or of all members of the management.

All records relating to the staff's employment with the settings, including application forms, references, qualifications, and results of checks undertaken etc.

**Children**

Names, addresses and telephone numbers of parents and adults authorised to collect children from setting.

The names, addresses and telephone numbers of emergency contacts in case of children's illness or accident.

The allergies, dietary requirements, and illnesses of individual children.

The time of attendance of children, staff, volunteers, and visitors.

Accidents and medicine administration records.

Consents for outings, administration of medication, emergency treatment and incidents.

In addition, the following procedures and documentation in relation to health and safety are in place:

**Risk assessment.**

**Record of visitors.**

**Fire safety procedures.**

**Fire safety records.**

**Operational procedures for outings.**

**Administration of medication.**

**Prior parental consent to administer medicine.**

**Record of the administration of medicines.**

**Prior parental consent for emergency treatment.**

**Accident record.**

**Sick children.**

**No smoking.**

**Social Media**

**Lockdown**

## Health & Safety Risk Assessment

Risk area: \_\_\_\_\_

Risk Identified	Who is at risk?	Level of risk	Control Measure & person/s responsible	Review

Carried out by: \_\_\_\_\_

Date: \_\_\_\_\_



## Looked after Children Policy

This policy was updated at Otford Nursery School/Oasis on 06/04/2023.

### **Policy Statement**

Otford Nursery/Oasis After School Club is committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential. Priority will be given to Looked After Children (LAC) at enrolment.

'Looked after Children' (LAC) have been taken into care by the local authority or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognize that children who are being looked after have often experienced traumatic situations; physical, emotional, or sexual abuse or neglect. However, we also recognize that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being.

At Otford Nursery/Oasis After School club, we place emphasis on promoting children's right to be strong, resilient, and listened to. Our policy and practice guidelines for LAC are based on these two important concepts: **attachment** and **resilience**. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions for learning. For young children to get the most out of educational opportunities, they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

### **Principles**

The term LAC denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.

We offer places to two-year-old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for a least two months and show signs of having formed a secure attachment to the carer where the placement in the setting will last a minimum of three months.

We offer places for funded three- and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.

We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.

Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

### **Procedures**

The designated person for LAC is the Designated Safeguarding Lead (DSL) – Allison Doyle Nursery and Angela Harris Oasis.

Every child is allocated a key person before they start, and this is no different for a LAC. Allison Doyle Nursery and Angela Harris Oasis ensures the key person has the information, support, and training necessary to meet the LAC's needs.

Allison Doyle or Angela Harris and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.

Oxford Nursery/Oasis After School Club recognizes the role of the local authority social care department as the child's 'corporate parent' and the key agency to determine what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.

At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter, at three to six monthly intervals.

The care plan needs to consider such issues for the child as:

The child's emotional needs and how they are to be met.

How any emotional issues and problems that affect 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; and

How any special needs will be supported?

In addition, the care plan will also consider:

How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom 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 the setting, when, where and what form the contact will take will be discussed and agreed.

What written reporting is required.

Wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning.

With the social worker's agreement, and as part of the plan, 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.

The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parents, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person, sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.

In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability, and their ability to manage their feelings with or without support.

Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage 7 areas of learning.

Concerns about the child will be noted in the child's file and discussed with the foster carer.

If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social worker according to the setting's procedure.

Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.

Transition to school will be handed sensitively and the designated person or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the LAC's birth parents.

## Lockdown Procedure

This policy was reviewed & updated at Otford Nursery School & Oasis After school Club on 06/04/2023.

### **Security Incident**

A **security incident** is a warning that there may be a threat.

When the management/ senior practitioner in charge becomes aware of a security incident whether it's on Nursery/After- School premises, the management/ Senior practitioner in charge will alert other members of staff verbally, which threat level has occurred. Staff will instruct the children how to proceed. The management/ Senior practitioner will then call the police.

The management/ Senior practitioner will inform the staff of the **AMBER** alert by following these steps:

Inform staff that there is a security incident on the premises of the nursery/after school club or the school grounds and inform that it is an 'Amber alert'.

All staff and children are to stay in the Nursery room or main Oasis room and carry on as normal. No one must go outside.

Any children playing outside must return inside as quickly as possible shutting the doors behind them.

Close all windows.

Close all blinds.

To wait for further instruction from the Management / senior Practitioner.

The management/ Senior practitioner will inform the staff of the **RED** alert by the following steps:

All staff and children are to remain in the nursery or Oasis main room and move to the furthest point away from the door, preferably out of sight of the door.

All windows are to be closed, where possible.

All blinds are to be closed, where possible.

Staff are to keep the children calm and quiet as much as possible as not to alert any intruders on the Nursery/After-School Club premises.

Children playing outside must come inside at once shutting all doors behind them.

No one is to enter or leave the Nursery/After-School Club unless it is the emergency services.

The staff are to wait for further instruction from management or emergency services.

The management/senior practitioner will stay in contact with the Headmistress of the school for further instructions.

If it is necessary to evacuate, the management / senior practitioner will:

Come to each room with evacuation instructions.

OR

Sound the fire alarm and make way to assembly point.

### **Bomb Threat**

Most bomb threats are made over the phone and the overwhelming majority are hoaxes, made with the intention of causing alarm and disruption.

If a bomb threat is received, the call recipient should:

Stay calm and listen carefully.

If practical, keep the caller talking and alert a colleague to dial 999.

Once off the phone, dial 1471 to obtain the number.

If the threat is a recorded message, write down as much detail as possible.

Follow police advice.

Alert the school and confirm that the police have been notified.

Close all windows.

Close all blinds.

The management/ senior practitioner will make an assessment of the threat and seek further advice from the emergency services where appropriate.

If the threat is deemed plausible then the management will order the activation of the fire alarm and evacuation of the building.

If there is not enough time to follow these procedures and in an act of emergency, then: (please try and take responsibility of a number of children according to the normal ratios)

All staff are aware of their designated roles within this circumstance.

### **RUN**

Escape if you can

Consider the safest options.

Is there a safe route? RUN if not HIDE.

Can you get there without exposing yourself to greater danger?

Insist others leave with you.

Leave belongings behind

### **HIDE**

If you cannot RUN, HIDE

Find cover from gunfire.

If you see the attacker, they may be able to see you.

Cover from view does not mean you are safe, bullets go through glass, brick, wood, and metal.

Be aware of your exits.

Try not to get trapped.

Be quiet.

Lock/barricade yourself in

Move away from the door.

### **TELL**

Call 999 – What do the police need to know? If you cannot speak or make a noise listen to the instructions given to you by the call taker

If the caller doesn't reply, the assistant will ask for them to 'cough' or make some other noise in the case of a police emergency.

If even making any sound is dangerous the call will be put through to an automated system which asks the caller to press '55' if they're in trouble.

Location – where are the suspects?

Direction – Where did you last see the suspects?

Descriptions – Describe the attacker.

Further information – Casualties, types of injuries, entrances, exits, hostages

Stop other people entering the building unless safe to do so.

If you find that you need to run, please where possible take charge of the number of children according to the normal ratios.

Use the closest exit to you.

If you need to use staff cars, get as many children as possible in the cars that is safe to do so and drive out of the school premises and up the road.

Tell the older children to follow you while you are running.

Knock on some neighbour's doors to seek shelter.

If possible, grab the folder with the children's contact details and a mobile phone.

## Medicines & Sickness Policy

This policy was updated at Otford Nursery School/Oasis on 06/04/2023.

### **Statement of intent**

This setting believes that the health of children is of paramount importance. We adhere to the rules below for administration of medication and follow guidance on Communicable Disease & Infection Control in Schools & Nurseries.

All children who have any medical conditions or unusual health needs will have to be documented in an individual care plan.

### **Administration of medication**

Only prescribed medication may be administered. It must be in-date, in full packaging which details child's name, date of issue and dosage information and prescribed for the current condition.

### **We do not administer paracetamol or Ibuprofen based medicine at any time.**

If your child has been prescribed Antibiotics, please allow 48 hours for the medicine to take affect before sending them to nursery or Oasis.

Children taking prescribed medication must be well enough to attend the setting.

Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children.

Prior written permission is obtained from parents for each and every medicine before being administered. This states the name of the child, name/s of parent(s), date the medication starts, the name of the medication and prescribing doctor, the dose, and times, or how and when the medication is to be administered.

The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book on the same day the medicine is administered.

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

### **Sickness**

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents - or other authorised adults - if a child becomes ill while in the setting.

We do not provide care for children who are unwell, have a temperature, or sickness and diarrhoea, or who have an infectious disease.

We do not provide care for children who have had sickness or diarrhoea in the past 48 hours prior to attending the setting.

If your child needs Paracetamol before attending their nursery session, please consider carefully whether or not your child is well enough to attend said session. Our nursery is at times a busy and loud environment and once paracetamol wears off, children often find it difficult and being at home could well be the best place for them.

Children with headlice are not excluded but must be treated to remedy the condition.

Children with Conjunctivitis **Must** have had treated for 24 hours before returning to nursery.

Parents are notified if there is a case of headlice in the setting.

Parents are notified if there is an infectious disease, such as chicken pox.

HIV (Human Immunodeficiency Virus) may affect children or families attending the setting. Staff may or may not be informed about it. Children or families are not excluded because of HIV.

Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.

Ofsted is notified of any infectious diseases and Public Health if needed.

**Procedure if a child becomes unwell at nursery & Oasis.**

If a child has an accident at nursery or Oasis, we will first administer appropriate first aid, then comfort and reassure the child, if necessary, we will contact the parent to advise and discuss whether the child should go home. If the accident is serious, we will call for an ambulance as well as the parent, the management or staff member would accompany the child to hospital and wait with the child, until their parent arrives. In all incidents a detailed accident form will be completed and kept on file.

If your child become unwell whilst at nursery or Oasis, we will first offer the child comfort and reassurance. If the child has an episode of sickness or diarrhoea, we will contact the parent and ask that the child is collected as soon as possible, the child must not return to nursery or Oasis until at least 48 hours after the last incident.

If a child has a temperature of 38C or above the parent will be contacted to collect straight away, we will try to bring the child's temperature down by removing outer clothing, using tepid flannels, and reducing the room temperature. If this fails and the child starts to Febrile Convulse, we will immediately administer first aid and call an ambulance, the manager or member of staff will accompany the child to hospital and wait until the parent arrives, an incident form will be completed and kept on file.

Please refer to our Health & Safety Policy, First Aid Policy, Accident & Incidents Policy, Epidemic and Pandemic Policy and guidance for Communicable Disease & Infection Control in Schools & Nurseries.



## Health Protection for schools, nurseries, and other childcare facilities

Please note that these are guidelines and Otford Nursery and Oasis after school club have made some amendments, which we feel are in the best interest of the children and staff under our care.

### Exclusion table

Infection	Exclusion period	Comments
Athlete's foot	None	Athlete's foot is not a serious condition. Treatment is recommended.
Chicken pox	Five days from onset of rash and all the lesions have crusted over	
Cold sores (herpes simplex)	Until lesions are completely healed	Avoid kissing and contact with the sores. Cold sores are generally mild and heal without treatment
Conjunctivitis	Whilst symptomatic and 48 hours after starting antibiotic treatment.	If an outbreak/cluster occurs, consult your local HPT
Covid 19	5 Days	If an outbreak/cluster occurs, consult your local HPT/DofE
Diarrhoea and vomiting	Whilst symptomatic and 48 hours after the last symptoms.	See section in chapter 9
Diphtheria *	Exclusion is essential. Always consult with your local HPT	Preventable by vaccination. Family contacts must be excluded until cleared to return by your local HPT
Flu (influenza)	Until recovered	Report outbreaks to your local HPT.
Glandular fever	None	
Hand foot and mouth	Until lesions are healed	Contact your local HPT if large numbers of children are affected. Exclusion may be considered in some circumstances
Head lice	None	Treatment recommended only when live lice seen
Hepatitis A*	Exclude until seven days after onset of jaundice (or 7 days after symptom onset if no jaundice)	In an outbreak of hepatitis, A, your local HPT will advise on control measures
Hepatitis B*, C*, HIV	None	Hepatitis B and C and HIV are blood borne viruses that are not infectious through casual contact.  Contact your local HPT for more advice
Impetigo	Until lesions are crusted /healed or 48 hours after starting antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period.
Measles*	Four days from onset of rash and recovered	Preventable by vaccination (2 doses of MMR). Promote MMR for all pupils and staff. Pregnant staff contacts should seek prompt advice from their GP or

Meningococcal meningitis*/septicaemia*	Until recovered	Meningitis ACWY and B are preventable by vaccination (see national schedule @ <a href="http://www.nhs.uk">www.nhs.uk</a> ). Your local HPT will advise on any action needed
Meningitis* due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination (see national schedule @ <a href="http://www.nhs.uk">www.nhs.uk</a> ) Your local HPT will advise on any action needed
Meningitis viral*	None	Milder illness than bacterial meningitis. Siblings and other close contacts of a case need not be excluded.
MRSA	None	Good hygiene, in particular handwashing and environmental cleaning, are important to minimise spread. Contact your local HPT for more
Mumps*	Five days after onset of swelling	Preventable by vaccination with 2 doses of MMR (see national schedule @ <a href="http://www.nhs.uk">www.nhs.uk</a> ). Promote MMR for all pupils and staff.
<b>Infection</b>	<b>Exclusion period</b>	<b>Comments</b>
Ringworm	Not usually required.	Treatment is needed.
Rubella (German measles)	Five days from onset of rash	Preventable by vaccination with 2 doses of MMR (see national schedule @ <a href="http://www.nhs.uk">www.nhs.uk</a> ). Promote MMR for all pupils and staff. Pregnant staff contacts should seek prompt advice from their GP or midwife
Scarlet fever	Exclude until 24hrs of appropriate antibiotic treatment completed	A person is infectious for 2-3 weeks if antibiotics are not administered. In the event of two or more suspected cases, please contact local health
Scabies	Can return after first treatment	Household and close contacts require treatment at the same time.
Slapped cheek /Fifth disease/Parvo virus B19	None (once rash has developed)	Pregnant contacts of case should consult with their GP or midwife.
Threadworms	None	Treatment recommended for child & household
Tonsillitis	48 hours after antibiotic treatment has started and temperature has stabilised.	There are many causes, but most cases are due to viruses and do not need an antibiotic treatment
Tuberculosis (TB)	Always consult your local HPT BEFORE disseminating information to staff/parents/carers	Only pulmonary (lung) TB is infectious to others. Needs close, prolonged contact to spread
Warts and verrucae	None	Verrucae should be covered in swimming pools, gyms and changing rooms
Whooping cough (pertussis)*	Two days from starting antibiotic treatment, or 21 days from onset of symptoms if no antibiotics	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. Your local HPT will organise any contact tracing

\*Denotes a notifiable disease. It is a statutory requirement that doctors report a notifiable disease to the proper officer of the local authority (usually a consultant in communicable disease control).

Health Protection Agency (2010) Guidance on Infection Control in Schools and other Child Care Settings. HPA: London.

Exclusion periods in red differ from government guidelines, we have made the decision to suggest different exclusion periods, based on our individual setting.

## Missing Child Policy

This policy was updated at Otford Nursery School/Oasis on 06/04/2023.

Every effort is made to ensure the safety of your child whilst using the Nursery/After-School Club. This policy sets out our procedures for maintaining safety and dealing with the unlikely event of a child going missing.

All parents *must* ensure that they leave a daily telephone number where they can be reached with Nursery Staff / Oasis After School Club.

All staff *must* sign all visitors in and out of the Nursery/After School Club in the 'visitors' book.

All staff *must* ensure that the gate to any outside area is bolted, and a carabiner is applied when children are playing outside, and doors are kept locked in the Nursery room and kept shut in the main Oasis Room.

All staff *must* monitor the doors and gates at all times.

Staff mark children in and out on the register book.

Staff record the time if a child attends or leaves the nursery/after school club earlier, or later, than the nursery attendance/departure time.

Staff mark registers at the beginning of the morning, lunch, and afternoon sessions for the Nursery and After school club and record the total number of children present.

All children taking part at an after-school club, also need to be noted down on the register and checked to ensure they are present at the club.

All children at the After-school club have to be registered and accounted for by 3.50pm every day.

### **In the event of a member of staff fearing that a child has gone missing: Nursery.**

A member of staff will tell the other staff members and the children that it is time for a story in the book corner.

The Manager (Allison Doyle) and Deputy Manager Angela Harris will count, and name check all the children present against the register.

Nursery staff will check the whole inside of the Nursery.

Nursery staff will then check the doors and the outside and surrounding area.

### **In the event of a member of staff fearing that a child has gone missing: Oasis.**

A member of staff must inform the Owner (Ian Saunders), Manager (Angela Harris) who will inform the rest of the staff members and all children will then assemble in the main After-School Club.

The Manager (Angela Harris) will count, and name check all the children present against the register.

Oasis staff will check the inside of the After-School Club and Nursery building.

Oasis staff will then check the doors and the outside and surrounding area, including the school and any out of school activities that are running for only 10 minutes.

### **In the event of a child being lost:**

The Manager (Alison Doyle Nursery), Manager (Angela Harris), Oasis or staff in charge will, Contact the parents to inform them. Ask them to bring along a recent photograph of their child if the Nursery/ After school club do not have one.

Contact the School on 01959 523145. Contact the Police.

## Nappy Changing Policy

This policy was updated at Otford Nursery School & Oasis After School Club on 06/04/2023.

### **Policy Statement**

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

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not, yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

### **Procedures**

Nappies are checked in the mornings, after lunch and later in the afternoons. They are changed, if necessary.

We do not have a nappy changing rota; Staff work as a team. Where possible the child's nappy will be changed by their Key Person.

Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.

Changing a child's nappy will be overseen by a second member of staff.

Staff will sign a Nappy Changing Chart immediately after changing. This chart is located on the inside of the Yellow Cupboard Door.

The Toilet Door will always remain open.

Each young child's parent supplies their own nappies & wet wipes. These are stored in their named bags or book bags. Otford Nursery/Oasis After School Club keeps a supply of nappies and wet wipes on the premises for use, if necessary.

Gloves are put on before changing starts and the areas are prepared.

All staff are familiar with the hygiene procedures and carry these out when changing nappies.

Staff ensure that nappy changing is relaxed and a time to promote independence in young children.

Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.

They should be encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and soap.

Staff are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'.

Within the Nursery/After School Club, staff help promote self-help skills and older children are encouraged to access the toilet when they have the need to and are encouraged to be independent.

If an older child asks to use the toilet, staff should ask if they want help and if needed see that the child is assisted in order to enable them to use the toilet appropriately.

Nappies and pull ups are disposed of hygienically. Heavily soiled pants are disposed of, and the parent is informed.

If young children are left in wet or soiled nappies/pull ups in the settings, this may constitute neglect and will be a disciplinary matter. Settings have a 'duty of care' towards children's personal needs.

At regular intervals, we teach the children about the proper use of the toilets; about handwashing, flushing the toilets, that the cubicles are designed for single occupancy, not shared use and that children are asked to consider other children's privacy when using the toilets.

## Online Safety Policy and Procedures Guidance (Includes social media, mobile phones, use of cameras and internet)

This is a Statutory Policy

This policy was updated at Otford Nursery School/Oasis on 22/04/2023.

### Early Years Foundation Stage Links:

*Statutory Framework: Section 3 – Welfare Requirements - Safeguarding.  
Section 4 – Other information – Other legal duties.*

### Legislation Links:

*The Children Act – 1989, 2004., GDPR 2018*

The Data Protection Act 2018 (DPA 2018) continues to apply. The provisions of the EU GDPR were incorporated directly into UK law at the end of the transition period. The UK GDPR sits alongside the DPA 2018 with some technical amendments so that it works in a UK-only context.

### **Statement of Intent**

At Otford Nursery School/Oasis After School Club the safety of the children is paramount. This policy covers all forms of information and communication technology (ICT). This will enable adults and children to communicate and learn to use ICT safely. The procedures are clear, agreed and respected by everyone including parents/carers and staff. The policy should recognise the safety and potential risks for all as well as the value of ICT.

### **Aim**

We will demonstrate how risk will be managed, and how all 'reasonable' precautions will be taken to protect users in our setting. At Otford Nursery/Oasis After School Club we deliver best practice and will monitor and regularly review this policy to ensure we are able to continue to meet the constantly changing needs of the learning community. To follow the EYFS 2021 recommendations to follow the guidance from 'safeguarding children and protecting professionals in early years settings (UKCIS): online safety considerations.

The Designated Safeguarding Lead (DSL) Allison Doyle & Angela Harris, is responsible for the safety of children and young people and also for the behaviours and expectations of any adults who affect or come into contact with the early years setting (including visitors, contractors, students etc). The registered person has the responsibility for ensuring the settings online safety practice is managed and implemented effectively within the requirements of the law. Safeguarding should be considered to be part of everybody's role and therefore an agreed and shared approach must be promoted. Effective training and awareness raising, reliable infrastructure and clear acceptable use agreements should be considered key to effective online safety and safeguarding practice.

### **This policy includes acceptable use of:**

Tapestry

The Internet (including social networking sites)

Emails

Storage of documents, children's records, and images

Cameras and other photographic equipment

Mobile phones, Smart Watches, and other devices

### **Tapestry**

During your child's time at Nursery & Oasis After School Club (Early Years Children) we will monitor and share their progress with you using an online tracking system called Tapestry.

By logging on with a secure username and password you will be able to view all of your child's observations, photographs and even video made during their nursery time. You will receive an email every time a new observation etc is available for you to view. This will enable you to follow your child's individual progress at a time convenient to you and your family. It will also enable you to reflect on achievements with your child. You can add comments so that we are able to find out what activities your child really enjoyed in the nursery or After School Club and the learning they are developing at home.

Staff will reference your child's learning to the Early Years Foundation Stage (EYFS) curriculum (the curriculum that we adhere to in the nursery and After School Club) so that you know which area of learning your child is achieving in and the age band they are working in for particular activities. All of this information is stored on a UK highly secure server which is closely monitored.

### **Internet Use and other types of Technology**

Children, Staff, and parents/carers must all be aware of what to do if a potentially unsafe or inappropriate incident takes place. *See Disciplinary & Grievance Policy*

We keep a log of any incidents, including actions taken.

Internet access by all users is managed and monitored and secure passwords are used at all times on the staff computer.

**We have up to date virus protection and firewall protection. The security of the staff computer and is regularly checked by the Administrator.**

We ensure that children's access to the internet is fully supervised and on approved or pre-checked websites only. Children's access to internet is rare in the nursery and would only occur under special circumstances and would be strictly monitored. The children in Oasis After School Club have access to the computer daily via Otford school's internet connection, which is protected by Lightspeed and are fully supervised and all websites monitored.

Children are given age-appropriate guidance about acceptable and safe behaviour when using technology.

Online safety is discussed with children using age-appropriate material e.g., [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) and [www.childnet.com](http://www.childnet.com)

Parents/carers should be informed about the use of technology by children in the setting and any expectations for safe use.

Children must always be reminded not to give out or post personal details on websites, particularly information which could identify them.

Emerging technologies are to be examined to determine potential learning and development opportunities. Their use is to be risk assessed before consideration will be given to enabling use by children. Where necessary, further training and guidance should be sought to ensure appropriate and safe use of any new technologies.

### **Data Protection**

We keep personal information and images and have notified the Information Commissioners Office (ICO), this is a requirement under the GDPR 2018.

Personal Data is kept in accordance with the 6 key principles of the Data Protection Act. The six principles are that personal data must be:

Processed fairly and lawfully.

Processed for specified/limited purposes.

Adequate, relevant, and not excessive



Accurate and up to date

Held no longer than is necessary.

Kept secure.

### **Social Networks**

Oxford Nursery/Oasis After School Club recognises that social media, professional networking, and personal web sites can be useful technologies and Oxford Nursery/Oasis After School Club does not wish to discourage the use of this, above all else everyone needs to use good judgement in the materials that make it online.

This policy aims to set guidelines that employees, parents and volunteers should have regard to when using social networking sites.

### **Relevant technologies**

This policy includes (but is not restricted too) the following specific technologies: Personal blogs, Facebook, Twitter, Instagram.....

### **Responsibility**

Any material presented online in reference to Oxford Nursery/Oasis After School Club by any persons connected to the pre-school is the responsibility of the poster. At no time should any posts be made in reference to children, parents, staff, or other professionals connected to the pre-school or After School Club. At no time must any photographs or materials be published that identify the setting or children, pictures of employees and volunteers may only be posted with their permission. Any employee or volunteer found to be posting remarks or comments that breach confidentiality and/or deemed to be of a detrimental nature to the pre-school/after school club, staff, children, or parents may face disciplinary action in line with the pre-school and After School club disciplinary procedures.

### **Topic matter guidelines**

Oxford Nursery/Oasis After School Club, employees, parents, carers, students, and volunteers are encouraged to use the following guidelines in social networking:

Remember that no information sent over the web is totally secure, you may use a username that you think is anonymous, but you may be recognised.

Maintain professionalism, honesty, and respect.

Apply a 'good judgement' test before posting anything that may relate back to Oxford Nursery/Oasis After School Club i.e., could you be guilty of leaking information or discussing confidential information, is it negative commentary about the pre-school, its families, members, or employees, is the information you are about to post readily available to the public.

If any employee becomes aware of any social networking practice that would be deemed detrimental, distasteful or fail the good judgement test please contact the Manager.

We request that staff members do not "friend/connect with" parents of children who attend Oxford Nursery School/Oasis After School Club on social media, If an individual becomes a staff member and they already have parents of children at Oxford Nursery/Oasis After School Club, we request that they do not discuss/ make reference to Oxford Nursery School/Oasis After School Club, its children, parents or staff members.

Staff should not access their personal social media during work hours.

### **Parents/Carers**

We ask that parents do not publish any photos that may have been taken during pre-school events on any social networking sites or from Tapestry.

We ask that parents show 'good judgement' before posting anything that relates back to Otford Nursery/Oasis After School Club and may have a negative effect on the settings.

### **Sensitive matters**

Any on-line communication regarding propriety information such as strategic decisions, pay scales or working hours that may be deemed inappropriate for uncoordinated public exchange is forbidden.

### Use of Cameras

Personal cameras must not be used within the setting and is prohibited at all times.

Only an authorised setting camera should be used to take images.

Written parental permission is sought to take still and moving images of children. Via the Enrolment form and Photographic permissions form.

Parental permission is sought to take and use photographs for our digital photo frame and our website. This is in addition to parental permission sought for onsite images.

Parental permission is sought at least once a year or when records are being updated.

Images of children who are to no longer attend the early years setting are not used unless specific consent has been obtained to cover this extended period.

Images of children for which consent has never been given are not to be used unless the specific consent of the parent or carer is to be obtained. Should it not be possible to obtain such consent, such images are to be returned to the individual concerned or destroyed.

The camera should be easily accessible to capture spontaneous moments to support the observation requirements of the Early Years Foundation Stage, and to share with parents.

Children's use of digital cameras can only take place with direct supervision by staff.

Staff should role model positive behaviour for children when taking photos or videos e.g., asking children if they mind having their picture taken or telling the children what they are doing and why.

Images of children must only be taken when they are in full and suitable dress. In no circumstances, are images to be taken of children or young people in any state of undress. The taking or making of images in sensitive areas of the early years setting, for example, toilet cubicles and changing areas are not permitted.

A child's name or any other identifying information must not appear in any caption or accompanying text alongside their photograph, for example on displays, documentation panels and name cards. Particular care is to be taken where such images are likely to be viewed by others, such as online.

The use of personal USB sticks, the transferring of images via free unfiltered web mail or via mobile media is to be avoided where possible without explicit permission from the Designated Safeguarding Lead (DSL).

Memory sticks can only be taken off site if they do not contain any personal data. If they do, then the memory stick must be suitably encrypted in accordance with the Data Protection Act 1998

### **Mobile Phones/Smart Watches**

We ask parents, volunteers, and visitors to the setting to turn off mobile phones and refrain from using smart watches whilst they are on the premises.

Acceptable use of mobile phones and personal devices is agreed by all members of staff.

All use of personal mobile phones and devices must be restricted to breaks unless agreed by Ian Saunders, Allison Doyle, or Angela Harris. Any authorised use of mobile phones or device whilst children are present

must be monitored and recorded. Mobile phones are kept in the locked storage cupboard above the desk in Nursery and in the locked cupboard near the fire exit in After School Club.

Any unauthorised use of a mobile device by staff member, volunteer, student, or visitor will be challenged and logged by the manager of Otford Nursery and Oasis after school club and be subject to disciplinary procedures.

The recording or sharing of images, video clips or audio material on any mobile phone or device should be prohibited except where it is explicitly authorised by the (DSL) Allison Doyle and Angela Harris.

All mobile phone use must be open to scrutiny and (DSL) Allison Doyle and Angela Harris, should consider withdrawing or restricting authorisation for use if at any time it is deemed desirable to do so.

Staff should be encouraged not to use their own personal mobile phones for contacting children or parents and carers. If it is to be deemed necessary, it must be with the explicit written consent of both the (DSL) and the parent or carer, unless it is to be considered an emergency.

All individuals who bring personal devices into the early years setting must ensure that they hold no inappropriate or illegal content.

### **Work/Manager Mobile**

The use of a work mobile is considered to be an effective communication tool.

It will enable work related text, email messages and calls to be made and received.

It is an essential part of the emergency toolkit when taking children on short trips and outings.

It can also provide essential back up if landline facilities are unavailable or when contact needs to be made out of hours.

This phone is carried by the Owner/designated person for Safeguarding for Nursery, Mrs Allison Doyle – phone number 07775 523970.

The phone for Oasis After School Club is carried by Angela Harris Manager – Phone number 07972 050606.

### **ICT misuse policy**

If misuse or incidents related to ICT or mobile phones or cameras are reported. It is the responsibility of Allison Doyle (DSL) and Angela Harris (DSL) and Owner/ registered person to take action. *Please see the 'Disciplinary and Grievance Policy'*

### **Useful documents/websites:**

[www.kenttrustweb.org.uk](http://www.kenttrustweb.org.uk):

Safeguarding, includes details for Area Children's Officer from Children's Safeguards Team:

[www.kenttrustweb.org.uk?safeguards](http://www.kenttrustweb.org.uk?safeguards)

Data Protection and Freedom of Information Guidance: [www.kenttrustweb.org.uk/Policy/dpfoi.cfm](http://www.kenttrustweb.org.uk/Policy/dpfoi.cfm)

E-Safety Guidance and Information – includes "Safer Practice with Technology" document and details for e-Safety Officer: [www.kenttrustweb.org.uk?esafety](http://www.kenttrustweb.org.uk?esafety)

[www.kscb.org.uk](http://www.kscb.org.uk) : The Kent and Medway Safeguarding Children Procedures 2009 .

[www.ceop.police.uk](http://www.ceop.police.uk): Child Exploitation and Online Protection

[www.ico.gov.uk](http://www.ico.gov.uk): Information Commissioner's office.

<http://www.plymouth.gov.uk/homepage/education/earlyyearsandchildcare/onlinesafetytoolkit.htm> :

Plymouth Council Online e-Safety Toolkit for Early Years [www.acas.org.uk](http://www.acas.org.uk): Advisory, Conciliation and Arbitration Service

<https://www.childnet.com/resources/cyberbullying-guidance-for-schools>

## Outings & Visits Policy

Supervision of Children

This policy was updated at Otford Nursery School/Oasis on 22/04/2023.

### **Policy Statement**

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

### **Procedures**

From March 2010, Parents will sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting. This general consent will not list details of the venues used for daily/weekly activities. An additional letter will be sent out to parents in advance of each nursery outing.

There is a risk assessment for each venue carried out before an outing takes place.

All venue assessments are made available for parents to see.

Our adult to child ratio is high when on outings. Normally, one adult to three children, depending on their age, sensibility, and the type of venue as well as how it is to be reached.

Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no authorised access to children.

Outings are recorded on an individual risk assessment kept in the setting stating:

The date and time of outing.

The venue and mode of transport

Names and staff assigned to named children.

Time of return.

Staff take a mobile phone on outings, and supplies of tissues, wipes, pants, etc. as well as a mini first aid pack, snacks, and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.

Management takes a list of children with them with contact numbers of parents/carers.

Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

Any visitor to the setting will be asked to sign in/out in our visitor's book.

## Outings and Visit Risk Assessment

Leader:

Total children

Required Ratio adults to children 1:3

Other staff:

Parents Attending:

Hazard	What could go wrong?	Risk	Control measures	Is the risk high, med, low

## Parent Code of Conduct

We will not tolerate any form of verbal or physical abuse of our staff, parents, or children at any time.

This policy was updated at Otford Nursery School & Oasis after school club on 22/04/2023.

Please read this document carefully so that you clearly understand what behaviour is expected. Please ensure that you act in accordance with this code. If you breach this code, it may result in your child's place at nursery or Oasis being revoked and in severe cases Police being involved.

### Code of conduct

Parents must adhere to all Otford Nursery and Oasis After school club, policies, and procedures. These are written and reviewed regularly, to ensure the safe and efficient running of the setting, with all parties considered.

We adhere to all codes of conduct when interacting with different cultures and require parents to be aware of - and respect - those used by members of the settings.

We require all parents, staff, volunteers, and students to provide a positive model of behaviour by treating staff, children and one another with friendliness, care, and courtesy.

Parents must never, bring or collect a child to Nursery or Oasis in an unfit state, e.g., under the influence of drugs/alcohol.

Threatening behaviour or harassment, whether to staff, children, other parents, or any third party, will never be tolerated.

Smoking is not allowed on Nursery/Oasis premises or in the school grounds.

If you have a mobile phone, please turn it off or switch it onto silent mode, whilst on nursery or Oasis premises. Please do not put pictures, taken at Nursery or Oasis events of other people's children, on social media without the prior consent of the child's parent. Please refer to the Online Safety and Procedures (incl Mobile Phones & Cameras). Social Networking Policy

If you are going to be late for collecting your child, please telephone the nursery or Oasis after as soon as possible. Your child will remain in the care of nursery staff until you arrive. A late collection fee of £10 per 10 minutes will be applied if parents are persistently late.

Please note that the above 'rules' are not exhaustive. The manager will determine if your behaviour is inappropriate and will speak to you in person. If the manager feels the behaviour is serious and warrants further action.

## Parental Involvement Policy

This policy was updated at Otford Nursery School on 22/04/2023.

Otford Nursery School/Oasis After School Club believes that children benefit most from early years' education and care when parents and settings work together in partnership.

### **Our aim**

To support parents by involving them in their children's education in the full life of the setting.

We always support parents with all aspects of nursery life.

When we refer to 'parents' we mean both mothers, fathers, and non-binary individuals; These include both natural birth parents as well as stepparents and parents who do not live with their children but have contact with them and play a part in their lives. 'Parents' also includes same sex –parents as well as adopted and foster parents.

'Parental responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and their property.

### **Method**

We are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.

We use Tapestry to monitor children's progress and parents have access to their own children's account.

We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.

Using the Key Person, we inform all parents about their children's progress, sharing record keeping such as the "Unique Story", photographs and informal meetings.

We provide opportunities, in our newsletters, for parents to contribute their own skills, knowledge and interests to the activities of the setting.

We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.

We offer meetings upon parent's request. For example: if parents wish to know more about the curriculum, their child's development etc.

We welcome the contributions of parents by issuing parental questionnaires.

We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaint's procedure.

We provide opportunities for parents to learn about the curriculum offered by displaying our weekly planning sheets on the notice board and on the website.

In order to meet the requirements of the Statutory Framework for the Early Years Foundation Stage, the following documentation is in place:

Admissions policy

Complaint's procedure

Record of complaints

## Privacy Notice

This policy was updated at Otford Nursery School on 22/04/2023.

This notice explains what personal data (information) we hold about you, how we collect, how we use and may share information about you. We are required to give you this information under data protection law.

The Data Protection Act 2018 (DPA 2018) continues to apply. The provisions of the EU GDPR were incorporated directly into UK law at the end of the transition period. The UK GDPR sits alongside the DPA 2018 with some technical amendments so that it works in a UK-only context.

### **Who are we?**

Otford Nursery school and Oasis afters school club, collects, uses and is responsible for certain personal information about you. When we do so we are regulated under the General Data Protection Regulation which applies across the European Union (including in the United Kingdom), and we are responsible as 'controller' of that personal information for the purposes of those laws.

### **The personal information we collect and use.**

#### **Information collected by us.**

In the course of providing education and care we collect the following personal information when you provide it to us:

Personal information (such as name, date of birth, gender, home address and postcode)

Special category characteristics (such as special educational needs (SEN) information, ethnicity, relevant medical information)

Parents/Carers Information (such as name, date of birth, National Insurance or National Asylum Support Service Number)

Financial eligibility information (such as 30 hours codes)

Attendance information (such as sessions attended, number of absences and absence reasons)

#### **We also obtain personal information from other sources as follows:**

KCC

### **How we use your personal information**

#### **We use your personal information to:**

Check and calculate free entitlement.

Provide appropriate pastoral care and support services to children.

Provide funding.

Provide advice, support, and guidance to the setting.

Enable financial and policy compliance checks of the setting.

Assess and improve the quality of our services.

Comply with the law regarding data sharing.

Safeguard children.



## **How long your personal data will be kept**

We will hold financial information securely and retain it for 7 years, after which the information is archived or securely destroyed.

We will hold your personal information securely and retain it from the child /young person's date of birth until they reach the age of 25, after which the information is archived or securely destroyed.

### **Reasons we can collect and use your personal information**

We collect and use personal information to comply with our legal obligations under section 537A of the Education Act 1996, section 83 of the Children Act 1989, and to carry out tasks in the public interest. If we need to collect special category (sensitive) personal information, we rely upon reasons of substantial public interest (equality of opportunity or treatment).

## **Who we share your personal information with?**

Department for Education (DfE) (statutory for early years funding and policy monitoring)

Kent County Council Management Information & Finance (to provide funding)

Other local authorities, or other early years settings, to resolve duplicate claims and funding queries.

Kent County Council teams working to improve outcomes for children and young people.

Commissioned providers of local authority services (such as education services).

Local multi-agency forums which provide SEND advice, support, and guidance (such as EY Local Inclusion Forum Team (EY LIFT)).

Schools that you attend after leaving us.

Partner organisations signed up to the Kent & Medway Information Sharing Agreement, where necessary, which may include Police, school nurses, doctors and mental health workers and Kent Community Health NHS Foundation Trust.

Contracted providers of services (such as external photographers and catering providers) where consent has been given.

We will share personal information with law enforcement or other authorities if required by applicable law.

### **The National Pupil Database (NPD)**

**We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.**

**The NPD is owned and managed by the DfE and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the DfE. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities, and awarding bodies.**

The DfE may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

conducting research or analysis

producing statistics

providing information, advice, or guidance

The DfE has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

who is requesting the data?

the purpose for which it is required.

the level and sensitivity of data requested: and

the arrangements in place to store and handle the data.

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

### **Your Rights**

Under the GDPR you have rights which you can exercise free of charge which allow you to:

Know what we are doing with your information and why we are doing it.

Ask to see what information we hold about you (Subject Access Request)

Ask us to correct any mistakes in the information we hold about you.

Object to direct marketing.

Make a complaint to the Information Commissioners Office.

Withdraw consent (if applicable).

Depending on our reason for using your information you may also be entitled to:

Ask us to delete information we hold about you.

Have your information transferred electronically to yourself or to another organisation.

Object to decisions being made that significantly affect you.

Object to how we are using your information.

Stop us using your information in certain ways.

We will always seek to comply with your request however we may be required to hold or use your information to comply with legal duties. Please note: your request may delay or prevent us delivering a service to you.

For further information about your rights, including the circumstances in which they apply, see the guidance from the UK Information Commissioners Office (ICO) on individuals' rights under the General Data Protection Regulation.

If you would like to exercise a right, please contact Carole-Anne Wakefield (Admin Manager)

### **Keeping your personal information secure**

We have appropriate security measures in place to prevent personal information from being accidentally lost or used or accessed in an unauthorised way. We limit access to your personal information to those who have a genuine business need to know it. Those processing your information will do so only in an authorised manner and are subject to a duty of confidentiality.

We also have procedures in place to deal with any suspected data security breach. We will notify you and any applicable regulator of a suspected data security breach where we are legally required to do so.

### **Who to Contact and Where to go for Further Information?**

Please contact Carole-Anne Wakefield to exercise any of your rights, or if you have a complaint about why your information has been collected, how it has been used or how long we have kept it for.

If you would like to get a copy of the information about you that KCC shares with the DfE or how they use your information, please contact the Information Resilience and Transparency Team at [data.protection@kent.gov.uk](mailto:data.protection@kent.gov.uk).

For more information about services for young children, please go to: <http://www.kent.gov.uk/education-and-children/childcare-and-pre-school> or the KCC website at [www.kent.gov.uk](http://www.kent.gov.uk)

The General Data Protection Regulation also gives you right to lodge a complaint with a supervisory authority. The supervisory authority in the UK is the Information Commissioner who may be contacted at <https://ico.org.uk/concerns> or telephone 03031 231113.

For further information visit <https://www.kent.gov.uk/about-the-council/about-the-website/privacy-statement>

For further information about how the Department for Education uses your information:

To find out more about the pupil information we share with the DfE, for the purpose of data collections, go to <https://www.gov.uk/guidance/early-years-census>

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

For more information about the DfE's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

## Ratios

This policy was updated at Otford Nursery School/Oasis on 13/4/2023.

### **Staff: child ratios**

Our Staffing arrangements meet the needs of all children, and we have measures in place to ensure their safety. We ensure that children are always adequately supervised, and staff are always deployed to ensure children's needs are met. Children are always supervised by staff and always within sight *and* hearing.

Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) may be included if the provider is satisfied that they are competent and responsible.

The ratio and qualification requirements below apply to the total number of staff available to work directly with children.

Ofsted may determine that providers must observe a higher staff: child ratio than outlined here to ensure the safety and welfare of children.

### **For children aged two:**

- There must be at least one member of staff for every four children; 1:4
- At least one member of staff must hold a full and relevant level 3 qualification; and at least half of all other staff must hold a full and relevant level 2 qualification.

### **For Children aged 3 and over – between 8.30am-3pm:**

For children aged three and over in registered early years provision operating between 8.30am and 3pm as a provision we work at 1:6 ration with qualified level 3 staff.

### **For Children aged 3 and over – outside hours 8.30am-3pm:**

For children aged three and over at any time in registered early years provision operating outside the hours of 8.30 am and 3pm,

- There must be at least one member of staff for every 8 children; 1:8
- At least one member of staff must hold a full and relevant level 3 qualification;

### **Reception and Nursery Children Mixed Ages**

As defined by Section 122 of the Education Act 2002 and the Education (School Teachers' Qualifications) (England) Regulations 2003.

Where children in nursery classes and reception classes attend school for longer than the school day or in the school holidays, in provision run directly by the governing body or the proprietor, with no teacher present, a ratio of one member of staff to every eight children can be applied if at least one member of staff holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 or 3 qualification.

### **Oasis KS2**

- There must be at least one member of staff for every twelve children; 1:12
- At least one member of staff must hold a full and relevant level 3 qualification; and at least half of all other staff must hold a full and relevant level 2 qualification.

## Legal Contact

This policy was updated at Otford Nursery School/Oasis on 13/4/2023.

The Children's Safeguards Unit have produced this guidance to assist staff when completing registration documentation in accordance with the Early Years Foundation Stage.

The guidance is designed to give staff an overview of the legal term "Contact" so that they can in turn provide an explanation to parents when requesting such information. This is so as to ensure that factual and accurate information is recorded as it has come to the Units attention that whilst parents may not wilfully misled settings, inaccurate information has been provided as parents did not comprehend the legal meaning of "contact".

*Otford Nursery School and Oasis After School Club* needs to know who has 'Legal Contact' for each child in our care. This is to ensure that we have all relevant information such as who is and who is not allowed contact with your child, how often, and on what terms. It will also enable us to safeguard and promote the welfare of your child and accommodate individual family circumstances.

### **What is a Contact Order?**

A Contact order is made where there is conflict between the parties and they cannot reach agreement, for example, about whom a child should see, and how often. The court must only make an order where they consider it would be better for the child to do so rather than making no order at all.

A Contact Order under section 8 of the Children Act 1989 requires the person with whom the child lives with to allow the child to have contact with the person named in the order. (This was formerly known as "Access".)

It is possible that there may be more than one Contact Order made in respect of your child and if this is the case then we need to have the details of all Orders in place.

### **Who is entitled to contact?**

It is not just parents who can have contact. Grandparents, aunts and uncles, siblings, a stepparent who has treated the child as 'a child of the family' can all apply for an Order. In fact, anyone who has had a close relationship with a child, has been significant in the child or young

person's life or has had the child live with them for at least three years can apply, even a family friend.

### **Type of contact**

Contact can be 'direct', in other words face-to-face contact, or it may be 'indirect', such as telephone conversations, emails and letters, presents or exchange of cards. There could also be 'supervised' contact, where another person is always present or 'staying' contact, where the child will stay overnight.

The court may also make a contact order directing that there should be no contact between a child and a named person.

### **Contact arrangements**

Some orders will be specific as to times, dates, and arrangements for contact; other orders will be more open with detailed arrangements to be made between the parties by agreement.

### **How long does the Order last?**

The order will last until the child / young person reaches the age of 16, or until the Court decides the order is no longer necessary.

### **What the setting requires**

If your child is the subject of a Contact Order, we will need to see the original order to make sure we have all relevant and accurate information.

As already stated, there may be occasions when a court order is made preventing a person from having access to any information on your child or contact with them. If this is the case, we must see a copy of the order and a solicitor's letter will not be sufficient.

If we do not have a copy of any orders in place then the setting once it has been clarified that the person is who they say there are, cannot prevent any one with parental responsibility from collecting the child unless Children Social Services and/or the Police state otherwise.

**What the setting is not able to do**

Neither the setting nor the staff are able to accommodate any contact arrangements and will not get drawn into any parental disputes. The child's welfare is our paramount concern, and the setting will remain a neutral space.

## Settling-in & the Role of Key Person

This policy was updated at Otford Nursery School/Oasis on 13/4/2023.

### **Statement of intent**

At Otford Nursery School/Oasis After School Club, we want children to feel safe, stimulated, happy, secure, and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners within Otford Nursery School/Oasis After School Club.

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff, and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed, and the nursery is a happy and dedicated place to attend or work in.

### **Aim**

We aim to make Otford Nursery School/Oasis After School Club a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

### **Settling-in**

Before a child starts at Otford Nursery School and Oasis After School Club, we provide parents with information. This includes written information, i.e., Prospectus, Terms and Conditions and Welcome Packs. We also display information on the nursery board, front door and/or nursery windows with regard to all our activities and details about outings and information days. We use our website [www.otfordnursery.co.uk](http://www.otfordnursery.co.uk) our Face book page Otford Nursery School and emails to provide information to prospective parents.

During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to attend a Taster Session. This provides the opportunity for parents and children to meet all staff and familiarise themselves with Otford Nursery School.

At Oasis after school club, the parent and child/children will be invited to have a look round, a taster session and a chance to meet the staff.

When a child starts to attend at nursery, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting. We recommend that children aged 2 years should attend for half day sessions until the parent and key worker agree that the child is ready to attend full days.

The child may wish to bring in a favourite toy/comforter but let the staff know this is precious and ensure it is named.

We have an expectation that the parent, carer, or close relative, will be positive. Children are experts at detecting anxiety in mum and dad.

Parents may stay for part of a session, if required, by the child, during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope. Children may need to get involved with a game or activity. A story could be read by the parent.

Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.

We judge a child to be settled when:

she/he has formed a relationship with their key person and/or other nursery staff. The child usually looks for the key person or their preference of staff when he/she arrives. He/she may go to them for comfort.

she/he is also familiar with where things are.

she/he is pleased to see other children and participate in activities.

When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when. Otford Nursery School will ring the parent if the child has not settled after a short period.

We recognise that some children will settle more readily than others but that some children who appear to settle rapidly may not be ready to be left, so we expect that the parent will honour the commitment to stay for part of the first week.

We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from Otford Nursery School.

### **The Role of the Key Person**

Otford Nursery School and Oasis After School Club allocate a key person to each child. The parents are informed of this, in person and in writing. The key person, along with other staff at the nursery, welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.

The key person offers unconditional regard for the child and is non-judgemental.

The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.

A key person is responsible for developmental records such as the "My Unique Story" and Tapestry, for sharing information on a regular basis with the child's parents, to keep those records up to date, reflecting the full picture of the child in our setting.

The key person encourages positive relationships between children in her/his key group, spending time with them in some of their sessions, as a group.

We promote the role of the key person as the child's primary carer at Otford Nursery, and the basis for establishing relationships with other staff and children although all staff are committed to support all children within the nursery.

We use a key person buddy system, in the absence of the key person, other nursery staff will temporarily take the place of the key person.

When possible and if needed, the key person will change the child's nappy and or clothes.



## Sick Pay Policy

This policy was updated at Otford Nursery School/Oasis on 13/4/2023.

### **Statement of Intent**

This policy is designed to provide a framework for staff of Otford Nursery School and Oasis After School Club regarding sick pay arrangements. This policy applies to all permanent, temporary, fixed term staff and staff during their probationary period.

### **Aim**

The following guidelines on sickness and absence have been formulated to ensure the smooth running of Otford Nursery School and Oasis After School Club and to give appropriate support for employees affected by ill health. Otford Nursery School and Oasis After School Club aims to deal with all absences in a fair, sensitive, and consistent manner with every consideration to individual circumstances.

### **Method**

#### **Notification of Absence:**

If a member of staff cannot come into work due to illness or any other cause they should notify Otford Nursery School Manager by telephone as soon as possible and in any event no later than 8.00 a.m. on each day of absence.

If a member of staff cannot come into work due to illness or any other cause they should notify Oasis After School Club Manager by telephone as soon as possible and in any event no later than 8.00 a.m. on each day of absence.

If a friend or relative makes contact because the employee is unable to do so, the employee should personally make contact as soon as they are able to do so.

If an employee is absent due to illness for more than seven consecutive days (including weekends and public holidays), irrespective of how many days they work, a doctor's certificate must be obtained.

It is the responsibility of the employee to keep the pre-school manager and the Oasis After school Club manager informed of the reason for absence, possible length of absence and likely return date. If an employee is unsure of the possible length of absence, and if it is for longer than seven consecutive days, then it is their responsibility to contact the pre-school Manager and Oasis after School Manager once a week and submit the relevant certificates as soon as possible and when requested.

#### **Sick Pay:**

There is no sick pay scheme in operation for the first six months of employment. During a period of illness, the employee will be entitled to be paid his/her salary for 3 days per year, January to January only for Otford Nursery. Otford Nursery School is compliant with the Inland Revenue's policy of Statutory Sick Pay at all times.

It should be noted that sick pay and/or SSP will only be paid if the employee themselves is sick and not for any other reason for absence (e.g., sickness of an employee's child, partner, child carer etc).

## Smoking, Drugs & Alcohol Policy

This policy was updated at Otford Nursery school on 13/4/2023.

### **Policy Context**

Otford Nursery School/Oasis After School Club are committed to promoting the health and well-being of children and their families. We do not condone the misuse of drugs, including alcohol, or smoking. The use of alcohol, illegal drugs, tobacco, or E Cigarettes is forbidden within the building and grounds of Otford Nursery and Oasis After school and would be cause for dismissal.

### **This policy is informed by the following legislation:**

- UN Convention on the Rights of the Child
- The Children Act 1989
- The Children Act 2004
- The Medicines Act 1968
- The Misuse of Drugs Act 1971
- Control of Substances Hazardous to Health Regulations (COSHH)

### **Aims**

- To protect the physical, psychological, and emotional well-being of all children using Otford Nursery/Oasis After School Club, their families, and staff.
- To protect children and staff wherever possible from second-hand smoke.
- To provide a clear message to all parents/carers, staff, volunteers, and visitors using the Nursery/After School Club about our policies on smoking, illegal drugs, and alcohol.
- To provide appropriate support to any child thought to be at risk.
- To follow the law around smoking, illegal drugs, and alcohol.
- To set out clearly our policies surrounding the use and storage of legal and prescribed medicines.

### **Definition**

A drug is defined as, 'a substance that people take to change the way they feel, think or behave' This policy will encompass all drugs under this definition:

- Alcohol
- Tobacco/E Cigarettes
- Other Legal drugs e.g., caffeine
- Over the counter medicines e.g., paracetamol, cough medicine.
- Prescribed medicines.
- Volatile substances e.g., aerosols, butane, petrol.

### **Smoking**

- Since July 2007 it has been illegal to smoke in any enclosed or substantially enclosed public place or vehicle that is open to the public. In line with this law, smoking is forbidden anywhere within Otford Nursery School/Oasis
- Anyone who attempts to smoke on the premises will be asked politely to take themselves off-site. In the event of someone becoming aggressive or abusive, we will call the Police.

- Any staff members who smoke is required to leave the school's grounds, when doing so.

Smoking breaks should be taken as part of official breaks and not as additional breaks.

### **Illegal drugs and alcohol**

- Illegal drugs are forbidden anywhere in the school's grounds. This applies to all children and families using the Nursery/After School Club, all staff and student/placement volunteers. It also applies to all parents/carers, staff and volunteers taking part in off-site activities, organized by the Nursery/After School Club.
- Alcohol should not be consumed on the premises at any time.
- Staff members, parents and carers should not bring alcohol on to the Nursery/After School Club premises at any time.
- Any staff member who appears to be under the influence of alcohol, illegal drugs, or legal drugs which prevent them from fulfilling their duties, will be asked to leave the premises immediately. Where necessary, disciplinary procedures will begin. If there are serious concerns about a staff member's use of drugs or alcohol outside of their working hours, we will review the impact in line with the staffing policies.
- Use or supply of illegal drugs or solvents on Nursery/After School Club premises will be treated with the utmost seriousness. Where illegal substances are discovered, we will inform the Police. No staff member should attempt to analyse or taste an unidentified substance.
- Young children should never be in possession of alcohol, tobacco, matches, lighters, sniffable products or any illegal drug at any time. If any child is found in possession of an illegal drug or solvent, it will be confiscated by the Nursery/After School Club staff in the presence of a witness. The Manager/parent/carer will be informed, and a record of the incident will be kept. If necessary, Allison Doyle and Angela Harris (DSL) will inform social services and the police in line with our Child Protection Policy.
- If any child is thought to be 'under the influence' medical help will be sought at once and first aid given if required. We will inform social services and the parents/carers in line with our Child Protection policy.

### **A parent/carer wishing to collect a child while under the influence of drugs or alcohol.**

- No staff member will deal with this situation without full support. Where parents/carers appear to be under the influence of alcohol or drugs that will impair their ability to care for their child(ren), we will do our best to persuade the parent/carer to keep their child(ren) on the premises (if suitable care is available) or to find an alternative appropriate adult to come and escort them home and provide care. If the parent/carer insists on leaving and we are concerned about the family's welfare, we will call Children's Social Services and seek a consultation with a duty social worker.
- Children will not be allowed to leave with a parent or carer who is deemed under the use of drugs or alcohol. We will do our utmost to contact other carers (parent or guardians) from the child's record forms. If this is unsuccessful, we will contact social services in line with our Child Protection policy.
- If there are concerns about the impact of a parent/carer's substance misuse upon the child(ren) outside of the setting, we will follow our Child Protection policy.

*Call or email Kent Children's Social Services:*

*Contact Kent now on 03000 41 11 11 or email us [social.services@kent.gov.uk](mailto:social.services@kent.gov.uk).*

*Our staff can discuss your worries with you 24 hours a day, seven days a week.*

### **Legal and prescribed drugs**

- Any medicinal/prescribed drugs belonging to Otford Nursery/Oasis staff are kept in a secure Lock box, stored away from children's reach.

- Any medicinal drugs that the Nursery/After School Club staff have agreed with parents/carers to administer to children are kept securely in either the First Aid box, out of children's reach or in the fridge. The fridge is securely locked with a child lock when medicines are required.
- Only medicines which are in date, and displaying a pharmacist's label with the child's name and dosage on it will be administered by the Nursery/After School Club staff.
- They will only be given to children in line with the dosage instructions on the container. A record will be kept in the nursery's & Oasis after school 'Medication' book so that if asked, we can provide a record of the care given to children.
- Nursery/After School Club staff are within their rights to refuse to administer any medicine to children that they are not comfortable with. This will be discussed with parents/carers when they ask staff to administer medicines to their children.
- No child is allowed to have legal or prescribed drugs (e.g., paracetamol) in their possession. Any required medication should be discussed with staff before any child is left in the care of the Nursery/After School Club. Any legal or prescribed drugs found on a child will be removed and stored in the First Aid box until the parents/carers return.

#### **Policy Implementation**

- All staff are made aware of this policy as part of their induction, reviews, and ongoing training.
- All parents/carers are made aware of this policy and have opportunity to contribute to its review.

#### **Arrangements for complaint**

These are defined in our Complaints Policy.

## Special Educational Needs/Disability Policy

This policy was updated at Otford Nursery School/Oasis on 3/5/2023.

### **Statement of intent –Supporting children with special educational needs.**

At Otford Nursery School **and Oasis after school club**, we aim to provide an inclusive and supportive environment that enables all children, including those with Special Educational Needs and Disabilities (SEND), to achieve their full potential. This policy sets out our commitment to identifying, assessing and meeting the needs of children with SEND, and how we work in partnership with parents/carers and other professionals to ensure the best possible outcomes for each child.

The Code of Practice defines SEND as “a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.” This includes children who have a significantly greater difficulty in learning than the majority of children of the same age, or who have a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream nurseries.

### **Legal Framework**

The Special Educational Needs and Disability Code of Practice: 0-25 years (2015) sets out the statutory guidance for early years settings in relation to children with SEND. The Nursery School is committed to fulfilling the requirements of this guidance, as well as the duties placed upon it by the Equality Act 2010, the Children and Families Act 2014, and any other relevant legislation or regulations.

### **Staff Training and Development:**

We recognise that effective identification, assessment and support of children with SEND requires a high level of knowledge, expertise and skill. We are committed to ensuring that all nursery staff receive regular training and development opportunities to enhance their understanding of SEND and their ability to meet the needs of children with SEND.

### **Identifying SEND,**

We have designated Mrs Amber Saunders as our SENCO. Mrs Amber Saunders is listed under ‘staff details’ in our prospectus and a photograph is displayed on our notice board for parents.

At Otford Nursery School, we recognise that identifying and assessing SEND as early as possible is essential for ensuring that children receive the appropriate support and intervention. We use a range of strategies to identify children with SEND, including:

Observations and assessments by nursery staff.

Information provided by parents/carers.

Advice from outside professionals such as health visitors or educational psychologists.

### **Assessing and Meeting Needs:**

If we identify a child with SEND, we will work with parents/carers to develop an individualised plan for meeting their needs. This plan will be reviewed regularly to ensure that it remains appropriate and effective, and will involve:

Clear, measurable outcomes for the child.

Strategies for achieving those outcomes.

Identification of the support and resources required.

Timelines for review and evaluation.

We recognise that meeting the needs of children with SEND requires a collaborative and multi-disciplinary approach, and we will work closely with parents/carers, outside professionals, and any relevant agencies to ensure that the child receives the best possible support.

**Inclusion:**

At Otford Nursery School, we are committed to providing an inclusive environment that enables all children, including those with SEND, to participate fully in nursery life. We recognise that this requires us to:

Provide reasonable adjustments and adaptations to the physical environment.

Ensure that teaching and learning strategies are tailored to the individual needs of each child.

Encourage positive relationships between all children and promote a culture of respect and acceptance.

**Staff Training and Development:**

We recognise that effective identification, assessment and support of children with SEND requires a high level of knowledge, expertise and skill. We are committed to ensuring that all nursery staff receive regular training and development opportunities to enhance their understanding of SEND and their ability to meet the needs of children with SEND.

**Monitoring and Evaluation:**

We recognise the importance of monitoring and evaluating the effectiveness of our SEND provision. We will review and evaluate our SEND policy and practice on a regular basis, taking account of feedback from parents/carers, staff and any other relevant stakeholders. We will also use relevant data and information to identify areas for improvement and to ensure that we are meeting the needs of all children.

**Conclusion:**

At Otford Nursery School, we are committed to providing a high-quality and inclusive early years education for all children, including those with SEND. This policy sets out our commitment to identifying, assessing and meeting the needs of children with SEND, and to working in partnership with parents/carers and other professionals.

## Staffing and Employment Policy (incl Code of conduct)

This policy was updated at Otford Nursery School/Oasis on 31/4/2023.

### **Statement of intent**

Otford Nursery School/Oasis After School Club provides a staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified, and we carry out checks for criminal records through the Disclosure and Barring Service in accordance with statutory requirements.

### **Aims**

To ensure that children below school age, and their parents, are offered high quality early years care and education.

### **Methods**

To meet this aim, we use the following ratios of adult to child:

children aged two years – five years: 1 adult: 6 children (*See Staff: Child Ratios Policy for further clarification*)  
five years –Seven years: 1 adult: 8 Children and Eight to 11 is 1:12.

We use a Key Person system to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. Discussions can be made between parents and staff at any time.

We hold staff meetings, weekly and termly (terms 1-6), to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.

All staff have job descriptions which set out their staff roles and responsibilities and take part in an induction period.

We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.

Our Owner, Mr Saunders holds qualifications to level 5. Our Manager Allison Doyle holds level 3. Oasis Manager, Angela Harris holds Childcare learning and development Level 3. The majority of our employed staff hold Level 2 or 3 Certificate in Pre-School Practice or an equivalent.

Our ratio of qualified staff meets the EYFS requirement at all times.

Through our mentoring system, we supervise staff who have contact with children and families. This provides opportunities for staff to discuss any issues and receive coaching.

Staff are First Aid trained. At least 1 person with current Paediatric First Aid training is on the premises at all times and at least one during any outings.

Our Deputy Manager is capable and qualified to take charge in the manager's absence.

Otford Nursery School/Oasis After School Club provides regular in-service training to all employed staff through KCC, Learn Direct, Sevenoaks 2 collaboration and other external agencies.

Our setting budget allocates resources to training.

We plan to support the work of our staff by holding regular supervision and appraisals to identify training needs.

We are committed to recruiting, appointing, and employing staff in accordance with all relevant legislation and best practice.

We use Ofsted guidance on obtaining references and criminal record checks through the Disclosure and Barring service for staff and volunteers who will have substantial access to children.

Staff are required each year to sign a document, to disclose whether they or anyone in their household has been convicted of a crime listed on the Barring list.

<http://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

We inform Ofsted of any changes in the person responsible for our setting.

### **Disqualification (all registered providers)**

In the event of the disqualification (In accordance with regulations made under Section 75 of the Childcare Act 2006) as a registered provider, any person living in the same household as the registered provider, or a person employed in that household, they must not continue as an early year's provider – nor be directly concerned in the management of such provision. Where an employer becomes aware of relevant information which may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children. In the event of disqualification of a person employed in early year's provision, the provider must not continue to employ that person.

The provider must give Ofsted the following information when relevant:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- a certified copy of the relevant order (in relation to an order or conviction).

The information must be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information.

Under Section 76 of the Childcare Act 2006. In certain circumstances Ofsted may consider a waiver of the disqualification in line with the relevant legislation.

### **Managing Staff absences and contingency plans for emergencies**

Oxford Nursery/Oasis After School Club staff usually take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with Allison Doyle and Angela Harris, with sufficient notice.

Where staff are unwell and take sick leave in accordance with their Contract of Employment, we organise cover to ensure ratios are maintained.

Sick leave is monitored, and action is taken where necessary in accordance with the contract of employment.

If staff cannot be successfully covered, then Allison Doyle and Angela Harris will have contingency plans to cover staff, i.e., to contact all staff from the 'contacts' list then to contact support staff.

### **Staff Code of Conduct**

Please read this document carefully so that you clearly understand what behaviour is expected. Please ensure that you act in accordance with this code. If you breach this code, it may result in disciplinary action being taken against you. *Refer to the Disciplinary & Grievance Policy.*



### **Being on time**

It is essential that you arrive at the agreed time. It is your responsibility to get to work on time. Arrival time should be no later than 8.20 am for Nursery and 3 pm for Oasis after school club. It may be necessary at times to work slightly longer than 3.00 pm if a parent/carer is late picking up their child. We ring the parent at this time to let them know the whereabouts of their child, but if uncontactable then the emergency contacts will be phoned. From time to time, it may be necessary to work at the weekend for one of our open days.

### **Absences**

If you are not able to come to work (for whatever reason) you must phone the manager or deputy manager at your first opportunity unless you have a very good reason not to do so. *Please refer to the Sick Pay Policy.*

### **Staff cover**

If a nursery practitioner or Oasis staff member is unable to attend work, you may be asked to cover for them.

### **Confidentiality**

Do not talk about or share any information about children who attend the nursery/ Oasis with any other persons other than those involved in the process of planning to meet that child's needs. *Please refer to our Confidentiality policy.*

### **Relationships with colleagues**

*At Otford Nursery and Oasis After school club, we expect members of staff to treat each other with kindness and respect. Incidents of bullying or harassment will be taken extremely seriously, investigated thoroughly and disciplinary procedures will always be followed. Refer to Anti Bullying Policy and Disciplinary and Grievance Policy.*

### **Health and safety**

Do not knowingly or deliberately put yourself or any other person at risk. You must tell the manager about anything you think could put yourself or others at risk. *Please refer to our Health & Safety policy.*

### **Medication, alcohol, and drugs**

Please ensure that you arrive in a fit state to work. This means that you should not be under the influence of alcohol or drugs. Arriving at the setting in an unfit state as a result of alcohol or drugs will result in immediate dismissal. Do not drink alcohol whilst you are at work. Under no circumstances are you allowed to bring drugs onto the Nursery/After School Club premises or take drugs whilst you are at work. *Please refer to Smoking, Drugs & Alcohol policy.* You must be fit and healthy to work with children. You must disclose any medication, or previous health conditions or anything which may impede your ability to care for children; failure to disclose such information may result in disciplinary action. *Refer to the Disciplinary & Grievance Policy.*

### **Smoking**

Smoking is not allowed on Nursery/Oasis premises or in the school grounds.

### **Meals**

Food or meals are not provided for staff. However, you may use the fridge, microwave, and kettle.

### **Telephone and mobile phones**

If you have a mobile phone, please turn it off or switch it onto silent mode and keep it in the designated cupboard by the Admin Desk. Mobile phones should not be in your pocket or in your bags whilst you are working. If, for a particular reason, you are expecting a call, you may be allowed to take the call, under special circumstances and only by prior arrangement with the Deputy Manager and/or Manager. *Please refer to the Online Safety and Procedures (incl Mobile Phones & Cameras). Social Networking Policy*

Otford Nursery/Oasis After School Club's telephone may only be used for your personal calls with the Manager/Deputy Manager's permission.

You will be expected to answer the telephone by saying “good morning, Otford Nursery/Oasis” and then give your name.

You are permitted to give out the nursery number if you are expecting a call during work time.

### **Visitors – Family/Friends**

Please do not bring your children, children you are caring for, family members or friends to work, except under special circumstances and only by prior arrangement with the Manager /Deputy manager.

### **Personal/Intimate Care**

You will be expected to assist with personal care, change nappies, clothes if soiled and possibly any injuries which may occur within the Nursery/After School Club. First aid training will be booked at the earliest opportunity and gloves and an apron should always be worn during changes. Plastic gloves are situated next to the bathroom on top of the fridge and the aprons are in the high-level cupboards.

You are not permitted to close the bathroom door whilst you are dealing with a child and must not be alone with a child at any time. *Please refer to the Nappy Changing Policy.*

### **Key Children**

You will be expected to keep up to date records of your key children and make incidental notes of Wow! moments that any of the nursery children might display.

Observations on your key children should be carried out on Tapestry on a termly basis.

Every 2<sup>nd</sup> term you will be expected to complete a “My Unique Story” (MUS) and a Progress Tracker, relating to each of your key children. As part of the MUS is a key person commitment which should include your outline planning of proposals for extending each child’s learning in the subsequent term.

In house guidance will be given regarding how to complete MUS and progress trackers, how to record observations and how to upload to Tapestry. Please refer to the Settling-in & the role of the key person policy

### **Training**

From time to time, it may be necessary for you to participate in training, some of which should be considered mandatory. E.g., Basic Child Protection and Paediatric First Aid. Other training needs will be identified through supervision (1 to 1) meetings and annual appraisals. Training suppliers include KCC, with its Continuous Personal Development (CPD). We are also able to access training through our local Pre-school collaboration.

### **Policies & Procedures**

We expect you to read all of our Otford Nursery/Oasis After School Club policies in your induction pack together with the remaining policies in our Policy file, located above the Administrator’s desk. Your mentor or the manager will be happy to answer any questions you may have, and you will have the opportunity to make any relevant points. Policies are revised from time to time so please continue to familiarise yourself with their content.

### **Actions which constitute gross misconduct**

Below is a list of behaviours which Otford Nursery School/Oasis After School Club consider to be of gross misconduct.

Damage to Otford Nursery School/Oasis’s property.

Fraud.

Coming to work in an unfit state, e.g., under the influence of drugs/alcohol.

Verbal abuse.

Threatening behaviour or harassment, whether to a child, a parent, a colleague, other professionals or any third party.

Serious insubordination, including any conduct which undermines the policies, practice or ethos of the nursery or the decisions and authority of the leadership team.

Serious breach of confidentiality.

Deliberately or knowingly endangering a child's safety.

Please note that the above 'rules' are not exhaustive. The manager will determine if your behaviour is inappropriate and will speak to you in person. If the manager feels the behaviour is serious and warrants further action, she will follow the disciplinary procedure. *Please refer to the Disciplinary & Grievance Policy.*

**Oxford Nursery School and Oasis After School Club**  
**Terms and conditions of employment**

Contract of employment between ..... and Mr. Ian Saunders of Oxford Nursery and Oasis After School Club.

Hours of work:

You will be employed for \_\_\_\_\_ hours per week. This will be during term time. Start date: \_\_\_\_\_  
Please note, the hours may fluctuate as deemed necessary by the manager, due to the number of children attending and the need to maintain appropriate staffing levels.

Pay:

Wages will be paid by cash or by bank transfer. They will be paid on your last working day of the week. (Term time only).

Absence:

If you are absent through illness, you will receive pay for three days per year (January to January). Thereafter, you will receive statutory sick pay in line with guidance from the Inland Revenue. A sick note from the doctor MUST be produced after seven days. Please refer to the Sick Pay Policy for more information.

Conditions of employment:

You will complete work according to your job description and will abide by the confidentiality agreement signed on that document. The appointment may be terminated by one month's term time notice in writing by either party, once written notice has been given by either party, the last week's wages will be withheld until any and all files are handed in to the manager up to date. You will be given four weeks holiday, paid on the last day of the following terms: -

One week at Christmas.

One week at Easter.

Two weeks in the summer.

Training:

Staff will continue to work their contracted hours for a minimum of 6 months/1 year, after any training is undertaken and funded by Oxford Nursery and Oasis After School Club, dependent on the cost of the course, this will be detailed at the time of agreeing any training.

Disciplinary:

If a disciplinary matter arises, you will be verbally spoken to once. If the matter continues, you will be issued a written warning. If the matter is not rectified, a final written warning will be issued. If things still continue without improvement, your contract will be terminated without further notice. Please refer to the Grievance and Disciplinary Policy for more detail.

This contract is subject to a 12-week probationary period after which it may be extended to 24 weeks at which point either it will be terminated, or continuous employment will be offered.

Signed: \_\_\_\_\_ Employee Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Employer Date: \_\_\_\_\_

*This contract will be reviewed annually each year and is subject to a police check being completed.*

## Student Placement Policy

This policy was updated at Otford Nursery School/Oasis on 20/4/2023.

### **Statement of intent**

Otford Nursery School/Oasis After-School Club recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training.

### **Aim**

We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

### **Methods**

We require students on qualification courses to meet 'the suitable' requirements of Ofsted and have DBS (Disclosure and Barring Service) checks carried out.

We require schools placing students under the age of 17 years with Otford Nursery School/Oasis After-School Club, to vouch for their good character.

We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children. This includes not going into the toilet area with a child.

Students who are placed at Otford Nursery School/Oasis After-School Club on a short-term basis are not counted in our staffing ratios.

Students on long term placements and volunteers (ages 17 or over) may be included in the ratios if they are believed competent.

We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.

We require students to keep to our Confidentiality Policy.

We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.

We provide students, at the first session of their placement, with an introduction to our staff, how our setting is managed, how our sessions are organised and the offer of reading our policies.

We communicate a positive message to students about the value of qualifications and training.

We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.

## Uncollected Child Policy

This policy was reviewed at Otford Nursery School & Oasis After School Club on 20/4/2023.

### **Statement of intent**

In the event that a child is not collected by an authorised adult at the end of a session/day, Otford Nursery School/Oasis After School Club puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner known to the child.

### **Aim**

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### **Methods**

Parents of children starting at the setting are asked to provide specific information which is recorded on our Enrolment form. (We also record children's contact details in our address box and on our database).

Enrolment forms include:

home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a close relative.

place of work, address, and telephone number (if applicable).

mobile telephone number

e-mail address (if applicable).

names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.

Information about any person who does not have legal access to the child; and

On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our Collection Book. This is situated in desk drawer.

On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our Collection Book. We agree with parents a password to verify the identity of the person who is to collect their child.

Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number.

We also inform parents that - in the event that their children are not collected from setting by an authorised adult and the staff can no longer supervise the child on our premises - we apply our child protection procedures as set out in our child protection policy.

### **Procedure for Non-Collection of Children:**

**If a child is not collected from nursery at the end of the session/day, we follow the following procedures:**

Check Collection Book for any information about changes to the normal collection routines.

Contact parents/nominated carers at home and work. Reasonable attempts will be made.

Contact authorised adults recorded on the enrolment form to collect the child from Otford Nursery School. The child DOES NOT leave the premises with anyone other than those named on the Enrolment form and in the Collection Book.

**Where a child is not collected from Oasis After School Club,**

Check Collection Book for any information about changes to the normal collection routines.

Contact parents/nominated carers at home and work. Reasonable attempts will be made.

Contact authorised adults recorded on the enrolment form to collect the child from Oasis after school club. The child DOES NOT leave the premises with anyone other than those named on the Enrolment form and in the Collection Book.

**After One Hour**

Contact the Local Authority Social Services Department. The child stays at setting in the care of two fully vetted Otford Nursery School/Oasis After School Club workers until the child is safely collected either by the parents or by a social worker.

Social services will aim to find the parent or relative if they are unable to do so, the child will be admitted into the care of the local authority.

Under no circumstances are staff to go to look for the parent, nor do they take the child home with them.

Record and date incident. To be filed in child's file.

Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

Ofsted may be informed.

## Weapon and Superhero play Policy.

This policy was updated at Otford Nursery School/Oasis on 13/4/2023.

This is a non-statutory policy.

### **Aim**

Current research suggests that children learn important lessons by exploring these themes in a safe setting, for example, concepts such as good and evil, life and death, strength and power, gender, and identity. At Otford Nursery/Oasis After-School Club we believe when children are not able to explore these impulses openly then they may be more inclined to become secretive and duplicitous in their play and miss out on the opportunities of adult engagement.

When children are able to extend weapon play this can lead on to rescue and reconciliation play. By promoting superhero play for both sexes we are providing many avenues for imaginative play especially as superhero play excites a great number of boys.

If we really believe in promoting children's interests, then why are we not taking seriously the interests of some children? Are we giving boys the same opportunity to explore imaginative play as the girls - whether this is through superhero play or other imaginative interests? This supports inclusive practice.

Children already know about superheroes / characters from popular culture, they don't need to be taught about them - we need to VALUE this knowledge.

At Otford Nursery School/ Oasis After-School Club:

- We value creativity, independence and assist children in their superhero play.
- We detail how we manage play in our Behaviour Management Policy.
- We allow weapons that are created using materials around, but we don't allow model or realistic looking guns, daggers, or weapons in the nursery. We explain to children clearly what is acceptable and what is not. If a child does not comply, we would ask the child to play with something else and maybe come back to it later and play differently. Or we would model appropriate play. We would not allow play fighting against one another but would allow it with an imaginary opponent which would be discussed with the children when the play was developing, and the safety aspect would be discussed.
- Staff intervene by role playing suitable play and overseeing children playing together to ensure that the play is suitable.
- We deal with conflicts by discussing the correct play with the children and we would implement our behaviour management policy.
- We will deploy staff in relation to where the children are with the most staff being where the most children are. If the children are engaging in a more "risk high" activity extra staff will be with them.
- We discuss children's interests at our weekly staff meeting and activities are laid on in relation to their interests at that time. All staff will plan activities in relation to the learning goals listed in the EYFS. There is a great deal of learning from superhero play, in relation to Spiderman we can think about the natural environment, we can talk about the numbers of legs a spider has, we can talk about being a protector. We look at the different ways we move, and animals move, the transportation of items. We can use this play in an imaginative way for example what superpowers would we have. These points would be discussed during our weekly staff meeting so all staff were aware of the policy.
- All activities at Otford Nursery school/Oasis After-School Club are led by the children and their interests if a child does not want to participate in superhero play there will be many more activities available to them and the staff available to support them.



- The Nursery/After-School Club will provide materials to support the play, to make the weapons and or clothing required to support the play. Children are allowed to use sticks as their weapons, but this is done with a discussion in relation to appropriate and inappropriate play.
- The outdoor area has a stage to support imaginative/superhero play, there are large building blocks to make towers or castles, the children are also allowed to take the dressing up clothes outside to use for their play.
- We detail how we involve parents in our Partnership with Parents Policy.
- Our planning involves how we address concepts such as good and evil, life and death, strength and power, gender, and identity.

It is essential to ensure that parents are aware of the setting policy on weapon and superhero play from the outset, this will ensure good communication and strengthen home learning links.

### **Useful documents and web sites**

Engaging Boys in the Early Years available [www.islington.gov.uk](http://www.islington.gov.uk) Primary strategies Team.

Rich learning opportunities [www.richlearningopportunities.co.uk](http://www.richlearningopportunities.co.uk)

Superhero Play: What's a teacher To Do? Early Childhood Education Journal Vol 25

We don't play with Guns here Penny Holland (2000)

## Whistle Blowing Policy

This policy was updated at Otford Nursery School/Oasis on 13/4/2023.

### **Statement of Intent**

Otford Nursery School & Oasis After School Club is committed to safeguarding children, part of this commitment is to ensure staff and all adults associated with our setting are fulfilling their roles with dedication and the highest quality of care.

### **Aim**

Part of fulfilling our commitment to safeguard children is to know how to report concerns and inconsistencies within our team and feel secure in the knowledge that all disclosures are treated with respect and professionalism, always understanding that the needs and safety of the children is our number one priority.

### **Method**

The procedures for reporting concerns within our team are as follows:

If the concern is about a colleague, report it to the Manager, Mrs Allison Doyle of Otford Nursery School, or Angela Harris of Oasis, depending on where the concerns lie.

If the concern is about the Manager, report it to the Deputy Manager, who will inform the Local Authority Designated Officer (LADO) 03000410888 or by emailing [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk) or the Integrated Front Door 03000411111.

If the concern is about the Leadership team, report it directly to the LADO, 03000410888 [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)

If a parent witnesses a concern they report to the Manager or the Deputy Manager of Otford Nursery School, or of Oasis, whomever the concern is not related to.

## Oral Health Guidance Policy

This policy was updated at Otford Nursery School/Oasis on 13/4/2023.

Our setting provides care for children and promotes health through promoting oral health and hygiene, encouraging healthy eating, healthy snacks, and tooth brushing.

- Fresh drinking water is available at all times and easily accessible.
- Sugary drinks are not served.
- Only water and milk are served with morning snack and in the afternoon session.
- Children are offered healthy nutritious snacks with no added sugar.
- Parents are discouraged from sending in confectionery as a snack or treat.
- Parents have been updated on the latest information on oral health in the welcome pack and via email. Pacifiers/dummies
- Parents are advised to stop using dummies/pacifiers once their child is 12 months old.
- Dummies that are damaged are disposed of and parents are told that this has happened Further guidance Infant & Toddler Forum: Ten Steps for Healthy Toddlers

[www.infantandtoddlerforum.org/toddlers-topreschool/healthy-eating/ten-steps-for-healthy-toddlers](http://www.infantandtoddlerforum.org/toddlers-topreschool/healthy-eating/ten-steps-for-healthy-toddlers)

## Packed Lunch Policy

This policy was updated at Otford Nursery School/Oasis on 13/4/2023.

### **Statement of Intent**

This policy has been written to complement the national school food and nutrient standards that all schools and pre-schools must now follow. The aim of the packed lunch policy is to encourage all schools and pre-schools to achieve the same standards for packed lunch choices for all their children.

### **Healthy packed lunch policy Otford Nursery Preschool**

#### **Aim of Policy:**

Our aim is to ensure that all packed lunches brought from home and consumed in pre-school provide children with healthy and nutritious food that is similar to food served in schools, which is now regulated by national standards.

#### **Our Pre School:**

Otford Nursery Pre School recognises that our children come from diverse home backgrounds, cultures, ethnic and faith groups. Our pre-school aims to meet the needs of all children and ensure equality of provision whilst taking account of this diversity and difference. We will provide a safe, healthy, and appealing eating environment for children eating snacks and packed lunches and ensure fresh drinking water is available at all times. We will encourage all children to eat and drink as much of their morning snack or lunch as possible. As fridge space is not available in pre-school parents are advised to send in packed lunches in a cooler bag or food that does not require refrigeration.

#### **Water:**

It has been recognised that children's concentration and behaviour improve when children drink water throughout the day. Dehydration can give children headaches and make them tired. Therefore, fresh water is readily available throughout the sessions, also at snack and lunch times.

If you wish to provide a drink for your child at lunch time, please ensure it is plain water.

**Packed Lunches may include:**

	Fruits and Vegetables	Include everyday	✓
	Meat, cheese, egg, beans or Oily Fish	Make a different choice each day	✓
	Starchy Food – bread, roll, pitta, wrap, crackers, pasta, rice	Include every day	✓
	Milk and Dairy Food- yoghurt, fromage frais, custard	Include every day	✓
	Water or a healthier drink	Perfect drink for your lunch box	✓

**Packed Lunches should not include:**

	Fatty snacks such as crisps	High in salt and fat	
	Confectionary	High in fat / sugar	
	Pastry/Meat Products	High in fat	
	Drinks	High in sugar	

## Allergies

No nuts and nut products (e.g., peanut butter) should never be sent to pre-school because of allergy concerns. Neither are children allowed to share food items for this same reason.

## Monitoring

On a daily basis the staff in pre-school see what children have in their lunchboxes whilst supervising at lunch time. This is an opportunity for them to talk with the children about their lunchboxes and to encourage healthy eating and drinking. However, we may send parents a reminder of this policy if lunchbox contents regularly fall short of the expectations in this policy. It is not our intention to tell parents what and how they should be feeding their children and we will not do so, but we want to work with parents to educate our children about healthy dietary choices so that they can make their own informed choices independently when they are older. If your child has not eaten enough of their lunch, we will wrap it up and send it home in their lunch box in order for you to see.

## Exceptions:

Example: Celebrations

Treats that are sent into school to celebrate birthdays are allowed. Where possible these will be distributed at home time, so parents are able to monitor this.

## Additional resources

Ideas about implementing healthier packed lunch policies:

<http://ashtonvaleprimary.weebly.com/healthy-lunchboxes.html>

<http://whatworkswell.schoolfoodplan.com/search?q=packed+lunches>

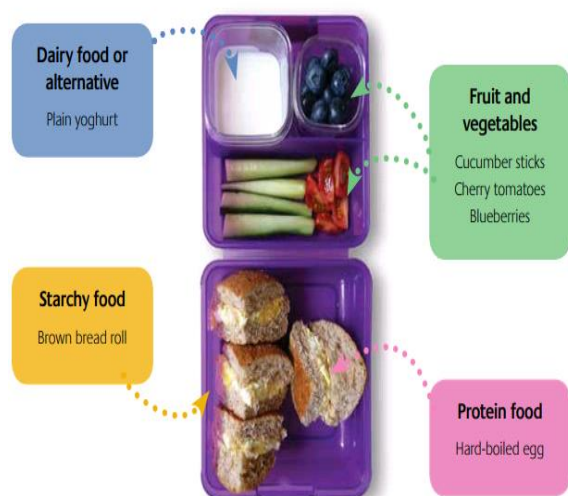
Guidance on healthier snacks and packed lunches:

<http://www.nhs.uk/Change4Life/Pages/healthy-lunchbox-ideas.aspx>

<http://www.nhs.uk/Livewell/childhealth6-15/Pages/Lighterlunchboxes.aspx>

## Example packed lunches.

Egg roll, cucumber and tomato, and yoghurt and blueberries



Turkey kebabs, new potatoes, fruit bun, satsuma and milk drink





# OTFORD NURSERY

## Acceptable Use of Technology

### Policy for Parents/Carers

## **For parents/carers of Early Years children:**

I understand that the Otford Nursery Acceptable Use Policy will help keep my child safe and happy online.

- He/she will only use the internet when an adult is with them.
- He/she will only click on links and buttons online when they know what they do.
- He/she will always tell an adult if something online makes them feel upset, unhappy, or worried.
- He/she always asks permission from an adult before using the internet.
- He/she will only use websites and search engines that the nursery teacher has chosen.

## **Otford Nursery Learner Acceptable Use of Technology statement (as above) Acknowledgment by parents/carers**

1. I have read and discussed the Otford Nursery learner acceptable use of technology policy (AUP) with my child and understand that the AUP will help keep my child safe online.
2. I understand that the AUP applies to my child's use of Otford Nursery devices and systems on site and at home, and personal use where there are safeguarding and/or behaviour concerns.
3. I am aware that any use of Otford Nursery devices and systems may be monitored for safety and security reason to keep my child safe and to ensure policy compliance. This monitoring will be proportionate and will take place in accordance with data protection, privacy, and human rights legislation.
4. I understand that Otford Nursery will take every reasonable precaution, including implementing appropriate monitoring and filtering systems, to ensure my child is safe when they use the setting devices and systems.



5. I understand that the setting will contact me if they have concerns about any possible breaches of the AUP or have any concerns about my child's safety.
6. I will inform Otford Nursery or other relevant organisations if I have concerns over my child's or other members of the setting communities' safety online.
7. I know that my child will receive an age-appropriate online safety education to help them understand the importance of safe use of technology and the internet everywhere.
8. I will support the setting online safety approaches. I will use appropriate parental controls and will encourage my child to adopt safe use of the internet and other technology at home, as appropriate to their age and understanding.
9. I will support Otford Nursery's safeguarding policies and will ensure that I appropriately monitor my child's use of the internet outside of the setting and discuss online safety with them when they access technology at home.
- 10.. I know I can seek support from the setting about online safety, such as via the links provided on their website, to help keep my child safe online at home.
- 11.. I know that I can speak to the Designated Safeguarding Lead ALLISON DOYLE & ANGELA HARRIS if I have any concerns about online safety.

**I have read, understood and agree to comply with the [Otford Nursery Parent/Carer Acceptable Use of Technology Policy](#).**

Child's Name.....

Parent/Carer's Name.....

Parent/Carer's Signature.....

Date.....



# OTFORD NURSERY

## Acceptable Use of Technology Policy for Visitors/Volunteers

As a professional organisation with responsibility for children’s safeguarding, it is important that all members of the community, including visitors and volunteers, are aware of their professional responsibilities when using technology. This AUP will help Otford Nursery to ensure that all visitors and volunteers understand the setting expectations regarding safe and responsible technology use.

### **Policy Scope**

1. I understand that this Acceptable Use of Technology Policy (AUP) applies to my use of technology systems and services provided to me or accessed as part of my role within Otford Nursery both professionally and personally. This may include use of laptops, mobile phones, tablets, digital cameras, and email as well as IT networks and communication technologies.
2. I understand that this AUP should be read and followed in line with the setting staff Handbook.
3. I am aware that this AUP does not provide an exhaustive list; visitors and volunteers should ensure that all technology use is consistent with the Otford Nursery ethos, staff behaviour and safeguarding policies, national and local education and child protection guidance, and the law.

### **Data and Image Use**

4. I will ensure that any access to personal data is kept in accordance with Data Protection legislation, including GDPR.
5. I understand that I am not allowed to take images or videos of learners unless prior written permission has been sought and approved by parents. Any images or videos of learners will only be taken in line with our camera and image use policy.

### **Classroom Practice**

6. I will support staff in reinforcing safe behaviour whenever technology is used on site, and I will promote online safety with the children in my care.
7. I will immediately report any filtering breaches (such as access to illegal, inappropriate, or harmful material) to the Designated Safeguarding Lead (DSL) (ALLISON DOYKE & ANGELA HARRIS) in line with their child protection policy.

8. I will respect copyright and intellectual property rights; I will obtain appropriate permission to use content, and if videos, images, text, or music is protected, I will not copy, share, or distribute or use it.

### **Use of social media and Mobile Technology**

9. I have read and understood the setting policy which covers expectations regarding staff use of social media and mobile technology.
  
10. I will ensure that my online reputation and use of technology and is compatible with my role within the setting. This includes my use of email, text, social media, social networking, gaming and any other personal devices or websites.
  - I will take appropriate steps to protect myself online as outlined in the setting use of social media and mobile technology policy.
  - I will not discuss or share data or information relating to learners, staff, school/setting business or parents/carers on social media.
  - I will ensure that my use of technology and the internet will not undermine my role, interfere with my duties and will be in accordance with the setting's policies and the law.
  
11. My electronic communications with learners, parents/carers and other professionals will only take place within clear and explicit professional boundaries and will be transparent and open to scrutiny.
  - All communication will take place via approved communication channels such as via the setting's provided email address, account, or telephone number. o Communication will not take place via personal devices or communication channels such as via my personal email, social networking account or mobile phone number.
  - Any pre-existing relationships or situations that may compromise this will be discussed with the DSL.
  
12. If I have any queries or questions regarding safe and professional practise online either in the setting or off site, I will raise them with the DSL.
  
13. I will not upload, download, or access any materials which are illegal, such as child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act.

14. I will not attempt to access, create, transmit, display, publish or forward any material or content online that is inappropriate or likely to harass, cause offence, inconvenience, or needless anxiety to any other person.
15. I will not engage in any online activities or behaviour that could compromise my professional responsibilities or bring the reputation of the setting into disrepute.
16. I understand that Otford Nursery may exercise its right to monitor the use of setting information systems, including internet access and the interception of emails, to monitor policy compliance and to ensure the safety of learners, staff, and visitors/volunteers. This monitoring will be proportionate and will take place in accordance with data protection, privacy, and human rights legislation.
17. I will report and record concerns about the welfare, safety or behaviour of learners or parents/carers to the Designated Safeguarding Lead in line with their child protection policy.
18. I will report concerns about the welfare, safety, or behaviour of staff to the Manager, in line with the allegations against staff policy.
19. I understand that if the setting believes that if unauthorised and/or inappropriate use, or unacceptable or inappropriate behaviour is taking place online, the setting may invoke its disciplinary procedures.
20. I understand that if the setting suspects criminal offences have occurred, the police will be informed.

**I have read, understood and agreed to comply with Otford Nursery visitor/volunteer Acceptable Use of Technology Policy when using the internet and other associated technologies, both on and off site.**

Name of visitor/volunteer: .....

Signed: .....

Date (DDMMYY).....



**OTFORD NURSERY**

**Acceptable Use of Technology**

**Policy for staff Members**

### **For the staff in our nursery:**

As a professional organisation with responsibility for safeguarding, all members of staff are expected to use Otford Nursery IT systems in a professional, lawful, and ethical manner. To ensure that members of staff understand their professional responsibilities when using technology and provide appropriate curriculum opportunities for learners, they are asked to read and sign the staff Acceptable Use of Technology Policy (AUP). Our AUP is not intended to unduly limit the ways in which members of staff teach or use technology professionally, or indeed how they use the internet personally, however the AUP will help ensure that all staff understand Otford Nursery expectations regarding safe and responsible technology use and can manage the potential risks posed. The AUP will also help to ensure that the setting systems are protected from any accidental or deliberate misuse which could put the safety and security of our systems or members of the community at risk.

### **Policy Scope**

1. I understand that this AUP applies to my use of technology systems and services provided to me or accessed as part of my role within Otford Nursery both professionally and personally. This may include use of laptops, mobile phones, tablets, digital cameras, and email as well as IT networks, data and data storage, remote learning and online and offline communication technologies.
2. I understand that Otford Nursery's Acceptable Use of Technology Policy (AUP) should be read and followed in line with the terms of the staff Handbook.
3. I am aware that this AUP does not provide an exhaustive list; all staff should ensure that technology use is consistent with the Otford Nursery ethos, the staff behaviour and safeguarding policies, national and local education and child protection guidance, and the law.

### **Use of Otford Nursery Devices and Systems**

4. I will only use the equipment and internet services provided to me by the nursery for example the provided laptops, tablets, mobile phones, and internet access, when working with learners.
5. If I need to use my personal mobile phone during setting hours, I will first seek permission from the setting Manager and then make any necessary telephone call in an area away from the children.
6. I understand that any equipment and internet services provided by my workplace is intended for educational use and should only be accessed by members of staff. Reasonable personal use of setting IT systems and/or devices by staff is allowed. However, this is at the setting's discretion and can be revoked at any time.
7. If I am required to provide remote learning to my key children via the Tapestry online learning platform, I will ensure that I do not save the account password on my home

computer, mobile phone, or tablet and that I will log out of the site before leaving the device I have been working from.

### **Data and System Security**

8. To prevent unauthorised access to systems or personal data, I will not leave any information system unattended without first logging out or securing/locking access.
  - I will protect the devices in my care from unapproved access or theft. For example, I will not leave devices visible or unsupervised in public places.
9. I will respect the setting system security and will not disclose my password or security information to others.
10. I will not open any hyperlinks or attachments in emails unless they are from a known and trusted source. If I have any concerns about email content sent to me, I will report them to the nursery Manager.
11. I will not attempt to install any personally purchased or downloaded software, including browser toolbars, or hardware without permission from the Nursery Manager.
12. I will ensure that any personal data is kept in accordance with the Data Protection legislation, including GDPR in line with the Otford Nursery information security policies.
  - All personal data will be obtained and processed fairly and lawfully, only kept for specific purposes, held no longer than necessary, and will be kept private and secure with appropriate security measures in place, whether used in the workplace, hosted online, or accessed remotely.
  - Any data being removed from the Nursery site, such as via email or on memory sticks or CDs, will be suitably protected. This may include data being encrypted by a method approved by the Nursery Manager.
13. I will not keep documents which contain setting related sensitive or personal information, including images, files, videos, and emails, on any personal devices, such as laptops, digital cameras, and mobile phones.
14. I will not store any personal information on the Nursery IT system, including setting laptops or similar device issued to members of staff, that is unrelated to setting activities, such as personal photographs, files, or financial information.
15. I will ensure that the Nursery owned information systems are used lawfully and appropriately. I understand that the Computer Misuse Act 1990 makes the following criminal offences: to gain unauthorised access to computer material; to gain unauthorised access to computer material with intent to commit or facilitate commission of further offences or to modify computer material without authorisation.
16. I will not attempt to bypass any filtering and/or security systems put in place by the Nursery.



17. If I suspect a computer or system has been damaged or affected by a virus or other malware, I will report this to the Nursery Manager as soon as possible.
18. If I have lost any Nursery related documents or files, I will report this to the Nursery Manager and our Data Protection Officer (Nicola Tobin) as soon as possible.
19. Any images or videos of learners will only be used as stated in the setting camera and image use policy.
  - I understand images of learners must always be appropriate and should only be taken with setting provided equipment and taken/published where learners and their parent/carer have given explicit consent.

### **Classroom Practice**

- 20 I will promote online safety with the learners in my care and will help them to develop a responsible attitude to safety online, system use and to the content they access or create by:
  - exploring online safety principles as part of an embedded and progressive curriculum and reinforcing safe behaviour whenever technology is used.
  - creating a safe environment where learners feel comfortable to say what they feel, without fear of getting into trouble and/or be judged for talking about something which happened to them online.
  - involving the Designated Safeguarding Lead (DSL) or a deputy as part of planning online safety lessons or activities to ensure support is in place for any learners who may be impacted by the content.
  - make informed decisions to ensure any online safety resources used with learners is appropriate.
- 21 I will report any filtering breaches (such as access to illegal, inappropriate, or harmful material) to the DSL in line with the nursery's child protection policies.
- 22 I will respect copyright and intellectual property rights; I will obtain appropriate permission to use content, and if videos, images, text, or music are protected, I will not copy, share, or distribute or use them.

### **Use of social media and Mobile Technology**

- 23 I have read and understood the setting guidelines which cover expectations regarding staff use of mobile technology and social media (as detailed in the staff Handbook).
- 24 I will ensure that my online reputation and use of IT and information systems are compatible with my professional role and in line with the Staff Handbook, when using the setting and personal systems. This includes my use of email, text, social media and any other personal devices or mobile technology.

- I will take appropriate steps to protect myself online when using social media as outlined in the staff Handbook.
  - I am aware of the setting expectations with regards to use of personal devices and mobile technology, including mobile phones as outlined in the Staff Handbook.
  - I will not discuss or share data or information relating to learners, staff, setting business or parents/carers on social media.
  - I will ensure that my use of technology and the internet does not undermine my professional role or interfere with my work duties and is in accordance with the Staff Handbook and the law.
- 25 My electronic communications with current and past learners and parents/carers will be transparent and open to scrutiny and will only take place within clear and explicit professional boundaries.
- I will ensure that all electronic communications take place in a professional manner via setting approved and/or provided communication channels and systems, such as the setting email address, user account or telephone number.
  - I will not add or accept friend requests or communications on personal social media with current parents/carers.
  - If I am approached online by a parents/carer, I will not respond and will report the communication to my line manager and Designated Safeguarding Lead (DSL).
  - Any pre-existing relationships or situations that compromise my ability to comply with the AUP will be discussed with the DSL.
- 26 If I have any queries or questions regarding safe and professional practise online either in the setting or off site, I will raise them with the DSL.
- 27 I will not upload, download, or access any materials which are illegal, such as child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act.
- 28 I will not attempt to access, create, transmit, display, publish or forward any material or content online that is inappropriate or likely to harass, cause offence, inconvenience, or needless anxiety to any other person.
- 29 I will not engage in any online activities or behaviour that could compromise my professional responsibilities or bring the reputation of the setting into disrepute.

### **Policy Compliance**

- 30 I understand that the setting may exercise its right to monitor the use of information systems, including internet access and the interception of emails, to monitor policy compliance and to ensure the safety of learners and staff. This monitoring will be proportionate and will take place in accordance with data protection, privacy, and human rights legislation.

**Policy Breaches or Concerns**

- 31 I will report and record concerns about the welfare, safety or behaviour of learners or parents/carers to the DSL in line with the setting child protection policy.
- 32 I will report concerns about the welfare, safety, or behaviour of staff to the Nursery Manager in line with the allegations against staff policy.
- 33 I understand that if the setting believes that unauthorised and/or inappropriate use of their systems or devices is taking place, they may invoke its disciplinary procedures as outlined in the staff Handbook.
- 34 I understand that if the setting believes that unprofessional or inappropriate online activity, including behaviour which could bring them into disrepute, is taking place online, they may invoke its disciplinary procedures as outlined in the staff Handbook.
- 35 I understand that if the setting suspects criminal offences have occurred, the police will be informed.

**I have read, understood and agreed to comply with Otford Nursery Staff Acceptable Use of Technology Policy when using the internet and other associated technologies, both on and off site.**

Name of staff member: .....

Signed: .....

Date (DDMMYY).....



## Accidents and emergency treatment guidance

**Persons responsible for checking and stocking first aid box:** Allison Doyle & Angela Harris

The setting provides care for children and promotes health by ensuring emergency and first aid treatment is given as required. There are also procedures for managing food allergies in section 03 Food safety and nutrition.

- Parents' consent to emergency medical treatment taking place on registration.
- At least one person who has a current paediatric first aid (PFS) certificate is on the premises and available at all times when children are present, who regularly update their training; First Aid certificates are renewed at least every three years.
- All members of staff know the location of our first aid box. Our first aid box contains items recommended at our first aid training sessions.
- Vinyl single use gloves are also kept near to (not in) the box, as well as a thermometer.
- Several ice packs are kept in the kitchen fridge.
- For minor injuries and accidents, First Aid treatment is given by a qualified first aider; the event is recorded in the setting's Accident Record book. Parents may have a photocopy of the accident form on request.
- In the event of minor injuries or accidents, parents are normally informed when they collect their child, unless the child is unduly upset, or members of staff have any concerns about the injury. In which case they will contact the parent for clarification of what they would like to do, i.e., collect the child or take them home and seek further advice from NHS 111.

### Serious accidents or injuries

- An ambulance is called for children requiring emergency treatment.
- First aid is given until the ambulance arrives on scene.
- The registration form is taken to the hospital with the child.
- Parents or carers are contacted and informed of what has happened and where their child is being taken to.
- The setting manager arranges for a taxi to take the child and carer to hospital for further checks, if deemed to be necessary.

### Recording and reporting

- The setting manager is consulted before a RIDDOR report is filed.
- If required, a RIDDOR form is completed; one copy is sent to the parent, one for the child's file and one for the local authority Health and Safety Officer.

- The Owner is notified by the setting manager of any serious accident or injury to, or serious illness of, or the death of, any child whilst in their care in order to be able to notify Ofsted and any advice given will be acted upon. Notification to Ofsted is made as soon as is reasonably practicable and always within 14 days of the incident occurring. The designated person will, after consultation with the owner inform local child protection agencies of these event.