



Section 2

About US

Section 2

About Us

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1.0 Policy Reviewed

<p>This policy & procedure was adopted for: (<i>Company Name</i>)</p>	 <p>Early Learners Nurseries</p>	 <p>Playhub – School Clubs</p>
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Reviewed on:	MAY 2022	MAY 2022

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2.1 Registration & starting childcare with us

Policy

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that everyone is treated equally and has access to the setting through open, fair and clearly communicated procedures.

Procedures

Accessing information & support

- We ensure that the existence of our company and services is widely advertised in places accessible to all sections of the community. Any advertisement, design-work or marketing schemes are authorised and monitored by the settings manager(s) area manager(s) and directors.
- To support parents our website has been designed to provide a wide range of information which covers:
 - About us and our settings (locations, classrooms & services)
 - Our pedagogy and curriculum
 - Our policies & procedures
 - Help with childcare costs
 - Free Early Education

Link: <https://www.earlylearnersnurseries.co.uk/>

- The company instructs and uses a third-party supplier to update the website on a regular basis.

Making an enquiry & booking a visit

- We ensure that information about our setting is accessible, in digitally written and spoken form and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to interpret the home language.
 - A parent or carer can make an enquiry and book a visit by:
 - Calling our settings where the manager would record initial information and book a visit, or
 - Completing the 'Visit Us' form on our website. Information is then automatically sent to the setting and its manager to process, who then would contact the parent.
 - All enquiry information is recorded on Nursery in a Box (NIAB) childcare system and shows on our company internal 'Calendar' to communicate effectively to our workforce. The calendar is accessible on each of the settings devices and is part of the secure online network. All staff review and add information to NIAB.
 - If applicable, we arrange a waiting list. In addition, our policy may take into account the following:
 - the vicinity of the home to the setting; and
 - siblings already attending the setting.
 - We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
 - If terms and conditions are signed and met.
 - Tours are normally booked in advance, we aim for these to take place between:
 - AM 9:30am to 11am
 - PM 1:30pm to 5pm
- We avoid busy spells within the nursery to minimise any disruption to the children in our care (*for example: meal or sleep time*) however, we try to accommodate parent's needs.
- It is standard process for our managers to contact parent(s) a few days after a tour to receive feedback. The feedback is then recorded on the system.
 - Tours are conducted by one or more of our management team who have been trained and approved to perform such roles and responsibilities. We consult with families about the opening times of the setting to ensure we accommodate a broad range of family needs.
 - We offer set attendance patterns to accommodate the needs of individual children and families. We provide easy-to-read advice cards to support parent's and carer's. The session patterns we offer provide continuity and stability for all the children.

- Every family (parent and/or carers and child) is provided with the opportunity and must complete a tour and visit the setting prior to a child starting with our service(s) with us.
- Once a tour has been completed a provisional place may be offered by the manager.

Prior to a child starting

- Parents can access a wide range of resources and information about our services prior to a child starting with us. These include:
 - Via our website
 - Completing a tour
 - Meeting our team
 - Ofsted report
 - Social media post and blogs
- Parents must agree and comply with our terms and conditions prior to starting.
- We ask parents to complete the registration form on ParentAdmin and also an '*all about me*' prior to their start date, which is reviewed upon the child's initial sessions by the key-worker.
- We allocate a key person to each child and their family before they starts to attend; the key person welcomes and looks after the child and their parents at the child's first session and during the settling-in process.

Unable to offer a place

- Sadly, we are not always able to offer a childcare place however, we always treat our families fairly and assess each enquiry and application on an individual basis.
- We reserve the right to not accept a child into our setting if:
 - a child finds it distressing to be left.
 - the setting cannot accommodate due to staff / ratio requirements,
 - the setting does not have the availability,
 - the setting cannot support the needs of the child due to equipment needed or lack of /or no funding being granted by the Local Authority.
- In these circumstances all measures should be reviewed to try and support when, where and if necessary. The manager should consult with area manager on individual case reviews. We may ask the parents to provide additional supporting evidence or documentation prior to granting a childcare place.
- If a child is unable to start, the registration is put on '*hold*' unless the manager is confident that:
 - the needs of said child can be met,
 - all provisions are in place to support the child (local authority and/or third party support)
 - our terms and conditions are followed.
- The setting will make and/ or offer '*reasonable adjustments*' where and when necessary. If applicable and where necessary, the manager may seek further support and advice from the local authority and/or legal and professionals teams.

Registration

- Once a place is granted by our manager, parents are required to complete their registration online via Nursery in a Box. Step-by-step support can be provided. The registration must be completed prior to the child starting.
ParentAdmin Link: <https://uk.parentadmin.com/login.php>
- The parent may be required to pay a registration fee. If they are applying for a F.E.E (free early education) place, then this is free.
- The manager and customer care team will check to ensure the registration is completed and payment received prior to the child starting our services.

Downloading our app

- We ask all parents to download our ParentAdmin app to stay connected. Some of the features on the app include:
 - Reviewing and updating registration information
 - Updating medical and dietary records.
 - Receive daily updates about your child's learning journey and child dairies.
 - Sending and receiving notifications through a secure platform.
 - Updating Free Early Education eligibility codes to access government funding
 - Accessing and reviewing accident records
 - Reviewing invoices, receipts and booking patterns
 - Acknowledging terms and conditions
- Parents are able to download the Parentadmin app on different platforms. We track the progress of all registration forms.



- Each parent will be asked to read the setting(s) terms and conditions. Terms and conditions are still completed even if the child does not pay for any childcare. Failure to comply with the setting(s) terms and conditions (*for example: payment of fees*) may ultimately result in the provision of a place being withdrawn. Once registration is completed the parent is asked to digitally sign.

Notifications

- We ask parents to communicate effectively with us via notification and send information (messages and/or instructions) in writing via ParentAdmin. This is the best form of communication with ourselves.
- Once a notification is sent we kindly ask our parents to wait patiently for a response and allow our workforce to action such requests within a reasonable and fair time frame.
- Any enquiries regarding childcare fees must be directed and sent in writing to our customer care team who will be happy to review and support our parents with any queries.
- The key person is responsible for ensuring the information is obtained and kept up-to-date, as well as informing the manager. The team communicate effectively via sending notifications regularly through ParentAdmin to parents.
- These notifications will be sent directly to the registered parents email as well as being stored on their personal ParentAdmin Account.

Valuing diversity and promoting equality

- Our setting is open to all members of the community.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010. These are: disability; race; gender reassignment; religion or belief; sex; sexual orientation; age; pregnancy and maternity; marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents whether by direct / indirect discrimination or by association.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social, economic, ethnic and cultural or religious backgrounds and situations. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background(s), their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the setting;
- foster good relations between all communities.



2.2 The role of the key person & Settling-in

Policy

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 setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel 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 with the setting.

We aim to make the setting 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.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key person for each child. The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in our settings.

Procedures

The Key Person

- We allocate a key person before the child starts. However, this allocated person may change during the child's settling period if the child forms a stronger bond with another member of staff.
- The key person is responsible for:
 - Providing an induction for the family and going through the registration details step-by-step to ensure each section is completed correctly.
 - Organising settling in sessions for the child and parent.
 - Offering unconditional regard for the child and being non-judgemental.
 - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
 - Acting as the key contact for the parents.
 - Developmental records and 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 and at home.
 - Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
 - Encouraging positive relationships between children in their key group, spending time with them as a group each day.
 - Providing a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.
- Each classroom has a visible notice board for parents/ guardians to view and contribute to. The notice board should have the following information:
 - Name and photograph of classroom supervisor and other practitioners.
 - Level and name of qualification(s)
 - Classroom/ group planning (monthly)
 - Daily routine
 - Contact information (email address, telephone number)
 - Safeguarding flowchart
- Younger children may 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 they have formed a relationship with their key person; for example, the child looks for the key person when they arrive, goes to them for comfort and seems pleased to be with them. The child is also familiar with where things are and 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.
- We recognise that some children will settle more readily than others and additional visits can be provided.
- 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 the setting.
- Within the first four to six weeks of starting we discuss and work with the child's parents to begin to compile their completing a baseline assessment.
- Within the first term parents are welcomed into the setting for a parent meeting. However, these can be done more frequently if the parent wishes it.
- We do not permit toys being brought in from home. Although we understand a child may need an object of comfort during their settling period, which can be slowly weaned away from them.

Assessments

- The key person carries out assessments whilst a child is registered in our care.
- A progress check is carried out at age two in accordance with any local procedures that are in place and refer to the supporting guidance to the EYFS *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected. The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person plans activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.
- We ask the parent to contribute towards a child's learning journey.
- Assessments are shared via NIAB with parents/carers who are encouraged to input their own knowledge into the assessment to ensure it has a full and rounded view of the child.

Settling-in a child

- When a child starts to attend, we explain the process of settling-in, daily routine with their parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first visit(s). We recommend parents gradually take time away from their child, increasing this as and when the child and/or parent is able to cope minimising any anxiety caused.

2.3 Achieving positive behaviour

Policy

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

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations the key person can help identify and address triggers for behaviour and help children reflect, regulate and manage their actions.



- Have the necessary skills to support other staff with helping children's behavioural issues and to access expert advice, if necessary.
- Ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).
- Encourage self-regulation, consideration for each other, our surroundings and property.
- Work in partnership with parents by communicating openly
- Ensure (where age appropriate) that children are involved in creating the "Golden Rules" for their classroom, giving children a mutual understanding and ownership of the rules within the setting.
- Children will never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'.

For additional support we provide staff with access to flick training to complete "positive behaviour in early years" training as and when required.

Our Promoting positive behaviour procedure is as follows

Step 1 (Understand the child's behaviour)

- When incidents of challenging behaviour occur, the first thing to do is review the learning environment and what is happening in each area. Working to identify a cause of conflict e.g. not enough of a popular resource, an area needs more adult support or supervision etc.
- By identifying these possible causes for conflict we can put actions in place to resolve them.
- In the Early Years, observing children is key for assessing their individual needs including their behaviour.
- Each child in the setting has a key person who will get to know their individual needs. This will support the key person to identify why the child may be behaving in this way.
- Open conversations will be held with parents about children's behaviour in the setting and work with parents to identify any possible influences or triggers for this behaviour.
- The following questions must be taken into careful consideration as children below the age of 5 are still developing their prime areas.
- Important information regarding behaviours can be gathered such as:
 - When does it happen?
 - How often does it happen?
 - How do people respond when it happens?
 - When does the child not behave like this?
 - What is the child trying to communicate?
 - Has it been discussed with the parents/ carers/ manager?
 - Is there a full picture about whether/when this happens at home?
 - Are there any safeguarding concerns?

Procedures

The Manager is the named person for promoting and supporting behaviour
It is their role to:

- Advise and support staff on any behaviour concerns
- Keep up to date with legislation and research relating to promoting positive behaviour
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management.

In order to support positive behaviour in our setting we will:

- Ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- Recognise the individuality of all our children.
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.
- Ensure that all staff act as positive role models for children and approach challenging situations in a calm and caring way.
- Staff do not raise their voices (other than to keep children from immediate risk or harm)
- Understand that behaviours are a normal part of some young children's development e.g. biting.
- Attend relevant training to help understand and guide appropriate models of behaviour.

Step 2 (Ignore, distract or re-direct)

- Once the reasons for the child's behaviour has been identified, can it be addressed by simply distracting and re-directing them to another activity.
- Children are encouraged to take part in self-regulation time through simple self-regulation games and activities.
- If the child's behaviour is dangerous this must be immediately reported to the setting manager who can address this as a matter of urgency.
- Is the child seeking attention from an adult from their behaviour? If so, key workers will plan small group activities around the child's individual interests.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see we value and respect them.
- Key workers to ensure they demonstrate to children positive conflict resolution with their peers. Giving the children tools to deal with conflict resolution in an age and behaviour appropriate way.
 - Expressing their emotion to their peers.
 - Explaining what they want from the situation e.g. "I would like a turn with the doll."
 - Walking away if they are feeling angry.
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them.
- If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.

Step 3 (Speak to the setting SENDCO)

- Behaviours that result in concerns for the child and/or others will be discussed between the key person and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context.

Step 4 (Implement additional strategies individual to each child.)

- The key person will decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour.
- If a cause for the behaviour is not known or only occurs whilst in the setting, then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour. E.g.
 - ABC approach (Action, Behaviour, Consequence)
 - Long observations
 - Mapping of a child's position in the classroom over a period of time.
- ABC approach uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. This will be documented on a SEND support plan with a plan, do, review completed by the key person.
- The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.
- Other members of the staff team should be informed of the agreed actions in the plan and help implement the actions.
- If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan.
- Consider implementing a reward system personal to each child. We will consider their motivations and interests when creating this. And it will be created alongside the parents to ensure the setting and family are following the same reward system.

Step 5 If no improvements are seen, consider referrals to external agencies.

- If, despite following the previous steps, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator/key person and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may also be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child if deemed necessary – this support may address either developmental or welfare needs.
- If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the *Safeguarding and Children and Child Protection Policy*
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Use of physical intervention

- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary.
- We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable.
- The intervention will be recorded on an incident form on "Nursery in A Box" and sent to parents via their "ParentAdmin" App. Parents will be required to read and sign the incident form prior to the child's return to the setting.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

Biting Policy

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

The setting uses the following strategies to help prevent biting:

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

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

The most relevant staff member(s) will:

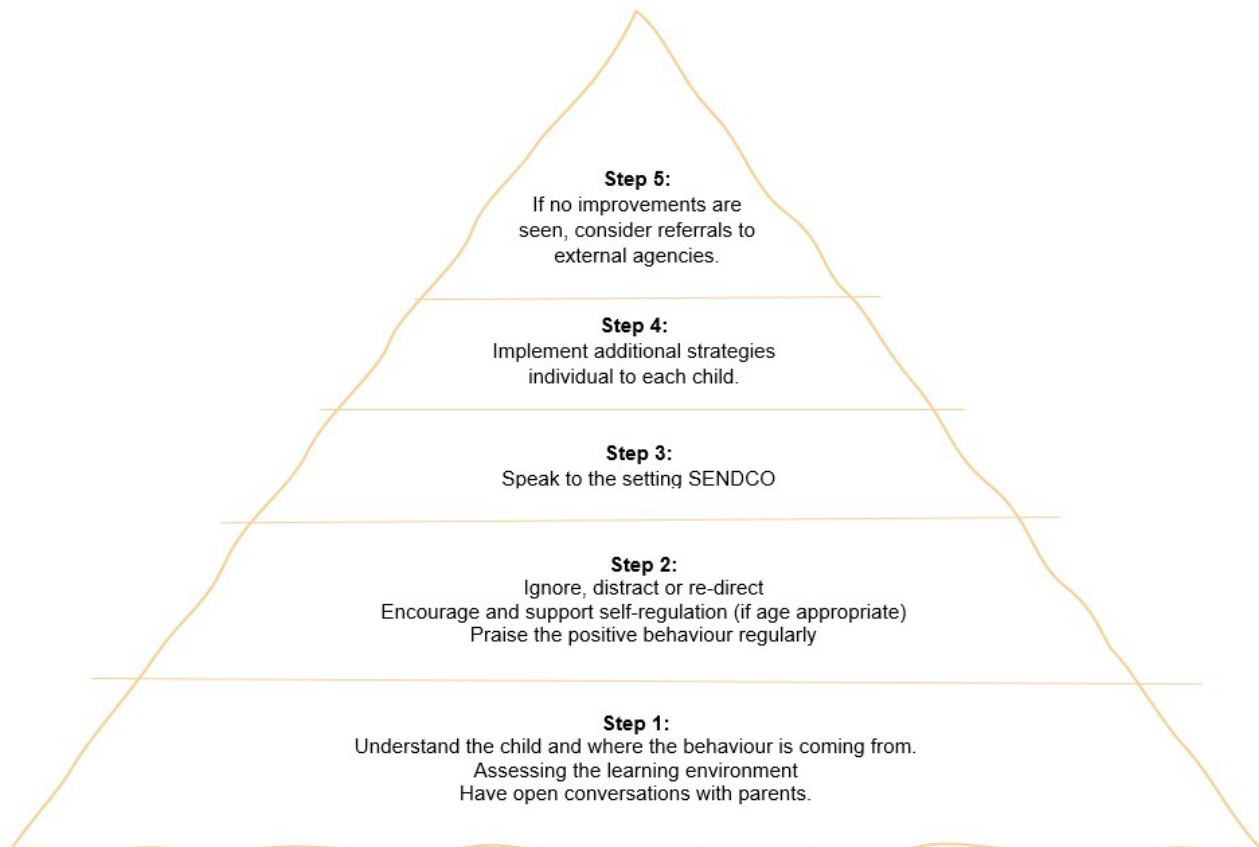
- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents.
- Complete an incident form and discuss with the parents at the end of the child's session.
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.
- If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out.
- If this is the first incident of biting we would follow steps 1 & 2 of our positive behaviour triangle.
- If it became a repeated behaviour we would:
 - Tell the child who has caused the bite, in terms that they understand, that biting is unkind (the behaviour and not the child).
 - Show the child that it makes staff, and the child who has been bitten, sad.
 - Ask the child what they can do to make the 'child that has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault

Further guidance

- Special Educational Needs and Disability Code of Practice



Positive Behavioural Triangle



2.4 Quality of Education

Policy

Our aim is to create a learning environment which supports, enhances, and invites a child's curiosity.

Our settings design a high-quality curriculum for the children using the three I's. Intent, Implementation, and Impact.

- **Intent** - The Early years Foundation Stage provides the curriculum framework. Our practitioners use this to decide what they intend children to learn and develop.
- **Implementation** - Our leaders and practitioners decide how to implement the curriculum so that children make progress across the seven areas of learning.
- **Impact** - Our leaders and practitioners evaluate the impact of the curriculum by assessing how children have developed over a period of time.

Procedures

Our Quality of Education

What children learn is incredibly important for their future success and we are committed in ensuring that our settings strive towards creating quality provision where our workforce is confident in:

- Working together
- Engaging with families
- Understanding the importance of pedagogy and child development
- Ensuring high expectations for children to realise the best outcomes
- Delivering high quality practice and teaching that make a difference on a daily basis to children's outcomes.

We believe it is essential that children who attend our settings are prepared for their future success. It is about giving children the best possible start to their early education. We use the curriculum and pedagogy to enhance the experience and opportunities available to children, particularly the most disadvantaged. We support children from all different stages in life.

We provide new experiences for children in state-of-the-art environments to help them learn and play. We believe what we do, through implementing the EYFS curriculum and with the interactions with practitioners, potentially makes all the difference for children. It is our role to help children experience the awe and wonder of the world in which they live, through the seven areas of learning.

Our Curriculum – Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the time in a child's life between birth and age 5. The EYFS Framework supports all professionals working in our settings. The seven areas of learning and development are split into three prime areas and four specific areas. Children mostly develop the three prime areas first. As children grow, the prime areas will help them to develop skills in four specific areas.

These seven areas are used to plan for children's learning (Intent). The professionals teaching and supporting children will make sure that activities are suited to children's unique needs (Implementation).

Prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

What is a Pedagogy

Pedagogy is how we educate children and aid their development. It's the techniques and strategies that provide opportunities for development and how relationships and interactions with children can affect them.

Our Pedagogy

Our Pedagogy is made up of:

- **Development:** Focusing on how and why children change in terms of their learning and development over time.
- **Behaviour:** How a child's experiences shape their behaviour.
- **Relationships:** How children change and learn in relation to those around them.
- **Culture:** How family life and culture impact learning and relationships.



Enabling Environments

A crucial aspect of Early Learners pedagogy is to create calm environments; neutral and natural spaces, accented with well thought out resources that are purposely placed to support and extend children's learning. An enabling environment provides children with the space and resources to play, explore and learn. Our classroom environments embrace a wide variety of continuous provision which covers the seven areas of learning and development.

Our workforce review and enhance play spaces regularly by reflecting on the children's individual needs and their specific interests. We allow children to exercise their creative and critical thought process, encourage discovery, collaboration, risk taking and movement. Most importantly we provide children time to revel in the simplicities and delight of the everyday.

Our desire is to empower and ignite passion and excitement across our workforce. Giving our workforce the tools and knowledge to enable them to create a culture of curiosity, awe and wonder are embedded at the heart of our setting. Our practitioners reflect continuously on their environments, experiences and activities they create for the children, this enables our team to really question and reflect on the 'why'. Our managers challenge our teams to ensure that they are confident and knowledgeable that everything we do is purposeful with children's learning and development at the root of all decisions.

Observation

What are observations?

Observation is the formal term for one of the most important aspects of day-to-day professional practice when working with children of all ages. It is how we find out the specific needs of individual children by carefully looking, listening, and documenting moments within a child's educational journey either as an individual or part of a group. This allows us to see each child as an individual.

Some observations will be formal (planned) but most will be informal (in-the-moment) carried out as our staff work with the children.

Why do we need to observe children?

- To establish the child's starting points on entry.
- To plan for the child's future learning, providing practitioners with children's next Intent.
- We can see what new skills and abilities children have gained through observation. This would be the Impact of our planning.
- To know if the child is progressing typically for their age.
- To allow us to communicate effectively with parents and share information.
- To plan a curriculum that supports each child's learning and developmental needs.
- To ensure there is evidence of child led learning in the environment

Documenting the learning that the children are doing is an important part of supporting and enabling young children's learning and development in the early years. However, it is important not to allow it to take practitioners away from the child and the importance of their learning.

When considering if an observation is necessary, we can consider the following questions to allow the evaluation of the quality of the practice:

- Did the observation contribute to a greater understanding of the child's learning?
- Did the observation show new and significant moments of learning?
- How did, what was observed, contribute towards the relationships the child made with other children?
- Does this observation provide a clear "next step" in the child's learning?

What does a high-quality observation look like? (SHARE)

When considering what to include in a written observation to ensure it is of high quality we encourage the use of the acronym "SHARE".

- **Spark** – What started the moment or sparked the conversation?
- **What Happened?** – Describe the moment, and what went on, including what the child said if appropriate.
- **Assessment** – What is your assessment of the meaning behind what happened?
- **Response** – What did you do to extend or scaffold the moment.
- **End Result** – What happened after your response?

Recording observations

Electronic devices are a key part of successful observation within our settings. This saves time and reduces paperwork and ensures our practitioners don't spend prolonged periods of time away from children.

Our staff use 'Nursery in a Box', which is linked to Parent Admin, to record and share observations with parent(s) and/or Carer(s). The system uses the Development Matters document provided by the department for education (DfE). This system helps us organise our learners and classes, cohort groups, and records the learning experiences and how children are developing, as well as the Impact of teaching.

When staff have been assigned a key group and completed their induction training, they will be given the login details to access Nursery in a Box on a device which is assigned to them. Practitioners are only allowed to access this whilst within the setting and no information about a person is to be taken off the premises, without authorisation and approval by a manager.



Judgements

Judgements are fundamental in helping us evaluate how to support children to make significant levels of progress in their development, taking account of every child's learning needs. The judgements we use are:

- **Intent:** the intentions for the children's learning, EYFS curriculum design, coverage and appropriateness.
- **Implementation:** the method(s) and delivery of the EYFS curriculum.
- **Impact:** reviewing the attainment and progress this has had on the children's overall development. Their knowledge and skills and readiness for next stage of education.

These judgements are set out in the Department for Education Inspection handbook.

Planning

Our planning incorporates all three judgements as set out above. Planning also brings together:

- method(s) and delivery of the EYFS curriculum,
- observations and trends identified in tracking and assessments,
- children's interest,
- parent's contributions to deliver the highest quality education.

Who is responsible for planning?

- The planning is led by the key person, they take responsibility for the planning of their key children.
- A backup keyperson can support and conduct activities when required. It is for the 'back-up' to ensure that the observation and evaluation and feedback is completed to said parent and/or carer and also fed back to the key-person.
- Supervisors are responsible for checking the quality of planning monthly, signing the planning sheet for each staff member at the end of the month, after ensuring its quality and execution.
- Managers check planning regularly to ensure high standards are being maintained.
- Area Manager completes spot checks.

How do we complete planning?

Planning forms are designed to set out intended learning goals for a month, but should be updated or amended on a day-to-day basis using either:

- the children's next steps from previous sessions or areas that need addressing from the tracking and assessments.
- a continuation of an Intent that has not yet been achieved or had the sought Impact.
- the children's current interests or '*in-the-moment*' activities (*Instant incidental and/ or spontaneous observations*).

Planning should present a clear guide about what activities staff will present/ provide to children which will inspire awe and wonder, whilst developing their knowledge. Each activity may change or be adapted to suit the needs of each individual child. There is no requirement to individually plan. Parents, carers or visitor must be able to clearly read the planning. Planning should always have the name of the key person and the month commencing date. Planning sheets can become creative and we encourage staff to add items (for example: pictures, magazine cut-outs or photographs) to the sheet.

Why use colour?

- A colour is used when a new Intention is introduced to the planning sheet.
- The practitioner continues to use the same colour to link the Implementation and Intent together or if there is a follow-up Implementation and until it has come to an end.
- The colour represents the flow and links, so it is easy to track the 'start point' and 'end point' of a particular intention.
- The colour has no reference to the areas of learning.
- Start dates and end dates must be identified.

What is 'In the moment planning'?

It is all about capturing the children's current interests at that particular time through '*incidental and spontaneous observations*'. This form of planning is based on what the child is doing in that moment, and practitioners use well timed and purposeful interactions to build on the child's knowledge or develop their thinking further (*in the moment*).

This type of planning is simple and effective as it allows those crucial moments to be captured and extended there and then. It is child lead and real-time planning. Children's current interests are identified regularly, and practitioners can plan and evaluate from day to day. Practitioners need to identify the child's interests and know when and how to intervene to help move the child's learning on. It could mean a spontaneous change in plan which a practitioner takes advantage of. It is a unique learning opportunity to capture.

How do we record a change in planning?

- Simply record the change in activity onto a post-it note covering the planned activity with a new 'in-the-moment' activity. Alternatively, you could add it to one of the "Intention" boxes on the planning sheet if these have not already been used.
- In some cases, the current activity may have changed based on the children's interests.
- The practitioner needs the skills to be able to see the teachable moment from the child's perspective and be skilled enough to know when to intervene (give support) and when to stand back and observe.
- Practitioners need to use their professional judgement when and if to adapt planning.

What does simplify and extend mean?

- Extend - challenging learning through supporting and initiating experiences and interacting skilfully with children in play. The activity could be made longer or harder for example, by enhancing and/or changing vocabulary to extend children's thinking.
- Simplify – to make easier or even shorten the experience providing additional support if necessary (visuals, smaller group, or the environment/ less distractions)

Involving parents

Parents are a child's first educator and know their children intimately. We believe that education is a collaborative enterprise involving parents, staff, children, the Local Authority and a range of other agencies.

Parents need to be involved as part of the ongoing assessment process, sharing their views and observations about the child's development with practitioners and being involved in planning what opportunities and experiences to offer the child next.

Parents are encouraged to add "Home observations" through the ParentAdmin App. These are then revived by the child's key person and, where appropriate, linked to their learning profile.

Parent Meetings

It is normal practice to conduct a parent meeting twice a year. Parent meetings are organised by the keyworker. During this meeting the child's key person should discuss:

- Welcoming the parent(s) and/ or carer(s) into the setting and introduction about yourself
- Brief explanation of the EYFS, what it stands for and how do we use it
- How we observe, assess and plan
- Child Learning Journey
- Discuss child's termly assessments
- Discuss and agree future targets to work in partnership with parent

What happens if a parent does not attend, cancels or wishes not to attend a parent meeting

Within our setting we encourage all parents to attend twice annual meetings about their child's progress. If a parent or carer fails to attend a parent meeting staff still have a requirement to ensure that they receive their child's information. It is normal practice to give them to opportunities to attend, flexible to suit their needs. If they fail to attend it is best practice to send the information via notification so practitioners have a record of when, why and what they have sent.

Tracking & Assessment

- Tracking and assessment is the process of analysing and reviewing the progress, also known as the 'impact'.
- We use two given dates (start and end date), based on evidence seen through observation or key worker knowledge.
- Staff collate the evidence of children's progress over time and we gain insights into children's learning, development and their needs. Effective assessment involves evaluation or decisions about the child's progress and their learning and development needs and gives us the information we need to plan for the next steps.
- All staff perform regular assessments, both formal and informal.
 - Informal assessment may not be written but are communicated verbally within a classroom.
 - Formal assessments are completed:
 - within 6-8 weeks of a child starting at the setting (Baseline),
 - at the age of 2 (2-year old check),
 - when a child leaves to go to school (Final Assessment)
 - at the end of each term (Summative Assessments)
- Each assessment is completed via Nursery in a Box, during which a child is identified as "on track" or "not on track", alongside an overview of their learning in the last term, their strengths and interests and Activities and strategies for future development.
- Information from different agencies can be added to summative assessments for example, targets from speech and language support plans. These are then shared with the child's parents and they are asked to add a comment and sign the assessment.

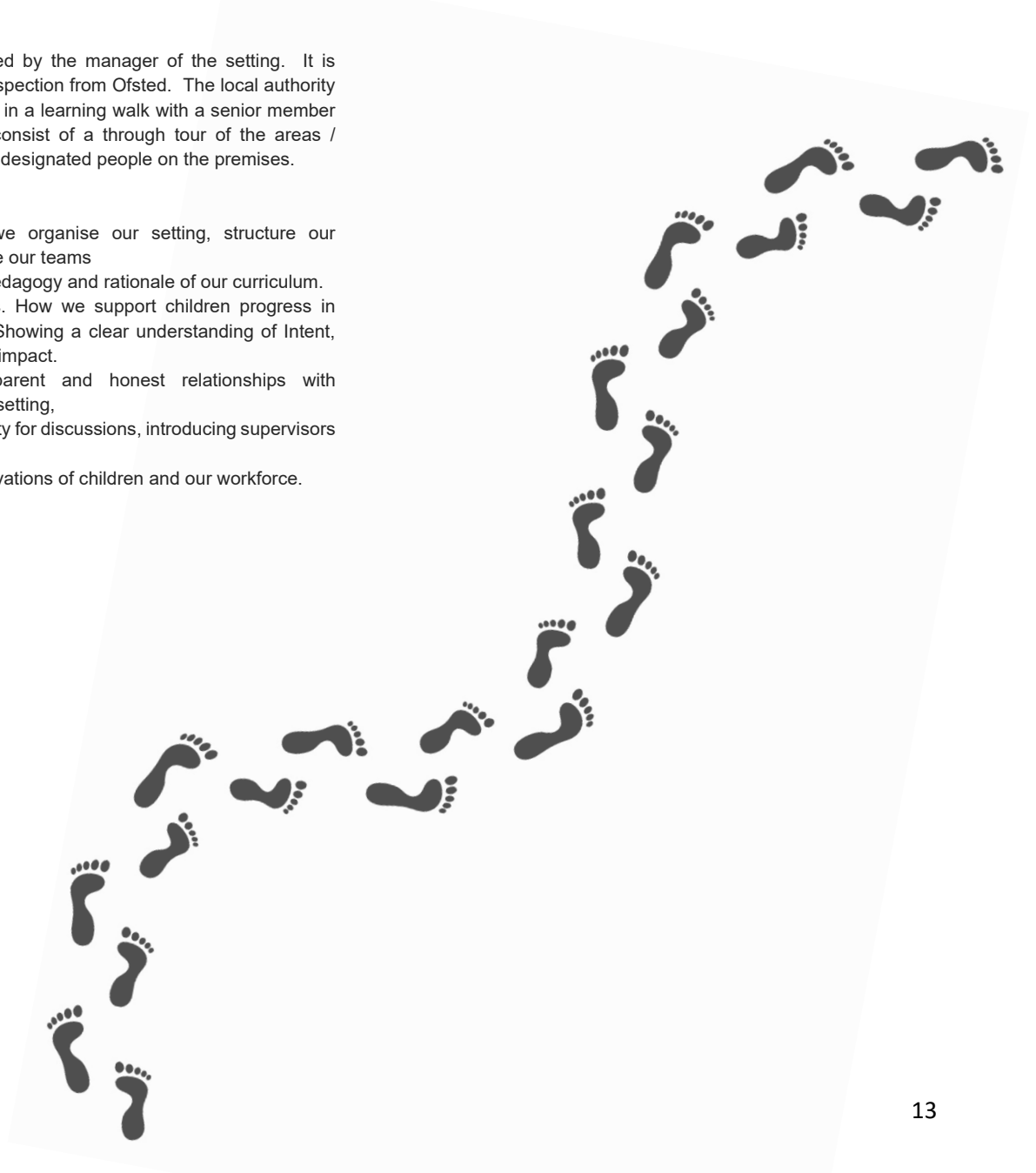


Learning Walk

A learning walk is normally led by the manager of the setting. It is completed during a settings inspection from Ofsted. The local authority or a parent may also take part in a learning walk with a senior member of staff. The learning walk consist of a through tour of the areas / classrooms / departments and designated people on the premises.

The learning walk allows us to:

- demonstrate how we organise our setting, structure our routines and manage our teams
- explain our ethos, pedagogy and rationale of our curriculum. Discuss judgements. How we support children progress in their development. Showing a clear understanding of Intent, implementation and impact.
- show clear, transparent and honest relationships with everyone within our setting,
- provide an opportunity for discussions, introducing supervisors and key people.
- Perform initial observations of children and our workforce.



2.5 Supporting S.E.N.D

Policy

We provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs at the earliest opportunity and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

As a childcare provider we must have arrangements in place to support children with SEN or disabilities. These arrangements include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. All of our workforce that work with young children are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves. As an early years provider we provide information for parents on how they support children with SEN and disabilities, and should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities. As a provider we work in partnership with other local education providers to explore how different types of need can be met most effectively.

Local Offer

Here at Early Learners we have a local offer which can be accessed through the local authority. This document sets out information about provision for children and young people who can support SEN or disabled children, including those who do not have Education, Health and Care (EHC) plans.

The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it,
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

The Local Offer must include, amongst other information, the following:

- provider details.
- the range of special educational provision for children and young people with SEN or disabilities. How we will support the child.
- arrangements for actioning initial and ongoing concerns, including resolving disagreements and details about making complaints. Identifying our point of contact / SEND co-ordinator.
- specialist services and expertise that is available at or accessed by our setting.
- arrangements for accessibility and travel to and from early years providers.
- support to help children and young people move between phases of education (for example from early years to school, from primary to secondary).
- How are the resources allocated.
- How is the decision made about what type and how much support my child will receive.

From birth to two – early identification

Parents' early observations of their child are crucial. Children with more complex developmental and sensory needs may be identified at birth.

During your baby's reviews your health visitor will discuss your baby's health and development and ask if you have any concerns. Health assessments, such as the hearing screening test, which is used to check the hearing of all new-born babies, enable very early identification of a range of medical and physical difficulties.

Health services, including paediatricians, the family's general practitioner, and health visitors, should work with the family, support them to understand their child's needs and help them to access what early support they may access.

This support can take a number of forms, including:

- specialist support from health visitors, educational psychologists, speech and language therapists or specialist teachers, such as a teacher of the deaf or vision impaired. These specialists may visit families at home to provide practical support, answering questions and clarifying needs.
- training for parents in using early learning programmes to promote play, communication and language development.
- home-based programmes, such as Portage, which offer a carefully structured system to help parents support their child's early learning and development.

Further support and information can be found on the NHS website:





Health & Progress Check at age 2

- A child will have a health and progress check at 2-years-old.
- This is usually completed by a nursery nurse and/or health visitor, and may happen at the child's home, baby clinic or the children's centre. If the child is registered at our setting, the review may be completed internally. The keyworker will share information with a local health visitor.
- We ask that parents are present when completing a progress check. The child's key worker provides parents with a short-written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development.
- This progress check must identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners should develop a targeted plan to support the child, involving other professionals such as, for example, the setting's SENCO or the Area SENCO, as appropriate.

The summary must highlight areas where:

- good progress is being made. Overview of general development, including movement, speech, social skills, behaviour, and hearing and vision.
- some additional support might be needed.
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability).

The summary must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken in the setting where the child has spent most time.

Assessment at the end of the EYFS – the EYFS profile

The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. A profile is usually completed for children in the final term of the reception year. It is particularly helpful for children with SEN and should inform plans for future learning and identify any additional needs for support.

Free Early Education (F.E.E)

When securing funded free early education (F.E.E) for two-, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN. This includes removing barriers that prevent children accessing early education and working with parents to give each child support to fulfil their potential. Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area.

Identifying SEND

In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs.

From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any casual factors such as an underlying learning or communication difficulties. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Designated people

Our SENDCO Supervisors (senior members of staff) who support in co-ordinating SEND are:

Our SENDCO (the Manager) who leads SEND is:

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Our Area SENDCO (the Area Manager) who oversees SEND is:

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Our Local Authority SENDCO (the council) who oversees SEND is:

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The role of the SENCO (The Manager) involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- advising and supporting colleagues.
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- liaising with professionals or agencies beyond the setting.

- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated approach system for identifying, assessing and responding to children's special educational needs.

- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information to sources independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) or local alternatives, for example, Early Help Assessment.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
- We will endeavour to the best of our ability to provide resources (human and financial) to implement our SEND Policy.
- We will apply for support and funding from the local authority to ensure financial sustainability measures are met.
- We ensure that all our staff are aware of our SEND Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a concerns and complaints procedure.
- We monitor and review our policy regularly.

The role of the Area SENCO (Area Manager) involves:

- providing advice and practical support to SENDCO's (the Manager) about approaches to identification, assessment and intervention within the SEN Code of Practice.
- providing day-to-day support in ensuring arrangements (human or financial) are met and in place to support children with SEN strengthening the links between the settings, parents, schools, social care and health services.
- developing and disseminating good practice.
- supporting the development and delivery of training both for individual settings and on a wider basis.
- developing links with existing SENCO networks to support smooth transitions to nursery and reception classes.
- informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years.
- acting as a mediator, a chair or lead in particular cases.

The role Local Authority Area SENCO involves:

- assigning Area SENCOs to provide advice and guidance to early years providers on the development of inclusive early learning environments.
- offering resources or training to meet a particular need.
- playing an important part in planning for children with SEND to transfer between early years provision and schools.

Education, health and care needs assessments and Plans (EHC Plan)

- The purpose of an EHC plan is to make special educational provision to meet the SEND needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.
- We have a duty to co-operate with local authorities in carrying out needs assessments for children, and in the development and review of EHC plans.
- We also have a duty to admit a child to the early years setting if it is named in their EHC plan and to provide the educational support specified in the plan.
- The EHC plan should specify the special educational provision required for the child in order to ensure it meets their needs and will help them to achieve their desired outcomes. The local authority has a duty to make sure this support is provided. The early years provider will have been involved in the development or review of the EHC plan to determine what can be provided from within the setting's own resources and what will require additional external expertise or further funding from the local authority.
- Some of the provision specified may be procured by the child's parent or the young person using a Personal Budget, including by a direct payment. Where a direct payment is to be used to deliver provision on the premises of the early years provider, the local authority must seek the agreement of the provider for this arrangement through a formal written notice.
- To achieve a EHC Plan, local authorities use the information from the assessment to:
 - establish and record the views, interests and aspirations of the parents and child or young person.
 - provide a full description of the child or young person's special educational needs and any health and social care needs.
 - establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
 - specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

EHC Review

- Local authorities have a duty to review EHC plans as a minimum every twelve months, and we co-operate in these reviews. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan and must also consider whether these outcomes and supporting targets remain appropriate.
- The local authority can request (but not require) an early years setting to convene and hold the review meeting on their behalf. In most cases, reviews should normally be held at the educational institution attended by the child or young person. Reviews are generally most effective when led by the educational institution. They know the child best, will have the closest contact with them and their family and will have the clearest information about progress and next steps. Reviews led by the educational institution will engender the greatest confidence with the child and their family.
- The child's parents, a representative of the early years setting, a local authority SEN officer, a health service representative and a local authority social care representative must be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited.

Transfer between phases of education

- An EHC plan must be reviewed and amended in sufficient time prior to a child moving between key phases of education, such as from an early years provider to school, to allow for planning for and, where necessary, commissioning of support and provision at the new institution. The review and any amendments must be completed in the calendar year of the transfer at the latest for transfers into or between schools.

Funding for SEN support

- Local authorities must ensure that all providers delivering funded early education places meet the needs of children with SEN and disabled children. In order to do this local authorities should make sure funding arrangements for early education reflect the need to provide suitable support for these children.
- All children attend a taster session prior to commencing and an initial informal assessment and discussion with the parent is completed.
- Once the childcare place is available and the child is fully registered, (following our normal procedure) the setting will seek to secure the funded free early education (F.E.E) for two, three and four-year-olds.
- We promote equality and inclusion for children with disabilities or SEN. This includes removing barriers that prevent children accessing early education and working with parents to give each child support to fulfil their potential.
- Where initial assessment by the setting indicates that additional support and/or specialist services is or maybe required, it is important that children receive it as quickly as possible. With the agreement of the parent, the settings SENDCO will seek support from the local authority. The local authority must ensure that there are sufficient services and/or additional sources of funding arrangements available to meet the likely need. In order to do this, local authorities should make sure funding arrangements for early education reflect the need (human and financial) to provide suitable support for these children. An outcome on the local authority's decision is provided to the parent.
- When in receipt of said funding the SENDCO / Area SENDCO considers how best to use their resources to support the progress of children with SEN.



There are a number of additional sources of funding arrangements available that settings can use to support individual children and raise the quality of childcare that we offer. The following funding available, is subject to eligibility and assessed by Local authorities:

- Early years pupil premium (EYPP)
We (the setting) may be eligible for extra funding to help support your child. The following criteria must be met: <https://www.gov.uk/get-extra-early-years-funding>
This funding will be paid directly to us your provider. The parent cannot stipulate how said funds is spent.
- Disability access fund (DAF)
When providing a place for any 3 or 4-year-olds who receive disability living allowance (DLA), our setting is eligible to receive disability access funding.
- Special educational needs (SEN) inclusion fund
Every local authority must have a SEN inclusion fund to support early years providers in meeting the needs of individual children with SEN.
We speak to our local authority about how we may be able to access this fund, or we check with our local authority's 'local offer' to find out about the local SEN support available.
- If additional sources of funding arrangements are not granted or delayed, granted with local authority conditions by the local authority, then as a setting we must take immediate action to ensure the following:
 - work in partnership with parents to establish the support the child needs.
 - make and/or offer 'reasonable adjustments' to prevent a child from being put at substantial disadvantage.
- As an early years provider we will work alongside multiagency or alternative providers to support the child.
- As an early years provider we assess each case on an individual basis and consider how best to use our available resources (human and financial) to support children achieve their potential outcome to the best of our ability.



2.6 Data Protection & Record keeping

Policy

We take families' privacy seriously, and in accordance with the General Data Protection Regulation (GDPR), we will process any personal data according to the seven principles below:

- We must have a lawful reason for collecting personal data, and must do it in a fair and transparent way. We will be clear about what data we are collecting, and why.
- We must only use the data for the reason it is initially obtained. This means that we may not use a person's data to market a product or service to them that is unconnected to the reasons for which they shared the data with us in the first place.
- We must not collect any more data than is necessary. We will only collect the data we need to hold in order to do the job for which we have collected the data.
- We will ensure that the data is accurate, and ask parents to check annually and confirm that the data held is still accurate.
- We will not keep data any longer than needed. We must only keep the data for as long as is needed to complete the tasks it was collected for.
- We must protect the personal data. We are responsible for ensuring that staff, and anyone else charged with using the data, processes and stores it securely.
- We will be accountable for the data. This means that we will be able to show how we (and anyone working with us) are complying with the law.

We collect and use children's information under section 537A of the Education Act 1996, and section 83 of the Children Act 1989. We also comply with Article 6(1)(c) and Article 9(2)(b) of the General Data Protection Regulation (GDPR, May 2018).

Procedures

Understanding Data Protection

- In order to provide a quality early years and childcare service and comply with legislation, our setting will need to request information from:
 - parents and carers about themselves, their child/ren and their family.
 - staff about them and their family.
- Information we request will be developmental and personal data.
- Our setting has a 'confidential working relationship' with families and our staff. It is our intention to respect the privacy of all children, their parents and carers and our workforce.
- We aim to ensure that all people can share their information in the confidence that it will only be used in the correct manner.
- There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.
- Our setting is registered with the Information Commissioner's Office (ICO), the UK's independent authority set up to uphold information rights in the public interest, promoting openness by public bodies and data privacy for individuals.
- We expect everyone to respect personal and professional boundaries, keeping private and confidential any sensitive information they may accidentally or intentionally learn about, for example:
 - our employees' private lives.
 - other families using our service(s)/ setting(s).
 - the other children and families attending our setting.

Any concerns regarding child protection issue must be reported as per our child protection policy.

- We ask people for personal data about themselves and their families (child/ren, spouses, next of kin) in order to deliver our services in a professional and safe way. We are required to hold and use this personal data in order to comply with the statutory framework for the early years foundation stage, Ofsted, Department for Education and the local authorities.

Understanding Privacy Notice

It is a requirement of our registration with the Information Commissioners Office (ICO) to provide information about the details we keep about you and/ or your child/ren. This requirement applies to information we collect in relation to online and paper data processing.

Collecting information

Whilst the majority of information a person provides to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform the person whether they are required to provide certain information to us or if they have a choice in this.

We hold data in line with statutory requirements after a person (parent, child, employee) has left the setting/ company. We have set retention periods for data and records.

Who do we share data with?

Parents: We are required to ensure the information collected about a parent and their child/ren is treated confidentially and only shared when there is a need for it to be shared. In order for us to deliver childcare services we will also share their data as required with the following categories of recipients:

- Our local authority (for example: 2, 3 and 4 year old funding)
- The Department for Education (DfE).
- We share information with other settings or agencies involved in your child's care – requirement of EYFS.
- We share a copy of your child's 2 year progress check with your health visitor – requirement of EYFS.
- We share information about income and expenses including, when requested, your invoices and payments with HMRC and Tax Credits.
- Our childcare management software provider.
- We will not share any information with anyone without parents' consent, unless there is a child protection concern.
- Our insurance underwriter.
- Ofsted may require access to our records at any time.
- Company solicitors to enforce or apply the terms and conditions of your contract with us. If it is necessary to protect our/ or others rights, property or safety.

Employees: In order for us to recruit employee's we share data as required with the following categories of recipients:

- Our Local Authority, Ofsted, ICO.
- Government Departments (DfE, DfH, Tax Credits, HMRC).
- Our childcare management software provider.
- HR, Health & Safety, Payroll & Pension Services.
- Legal solicitors.

This is a non-exhaustive list.

Ensuring data is accurate

We are required to keep data about our staff, parents and their child/ren up-to-date and to ensure it is accurate; We will do this regularly. Everyone has the right to access personal data about themselves and their child/ren and we will share this information with them on request following our procedures outlined herein.

Why we share children's information

We do not share information about our children with anyone without consent unless the law and our policies allow us to do so. We share children's data with the Department for Education (DfE) on a statutory basis. The DfE may also share child level personal data that we supply to them, with third parties. This will only take place where legislation allows it to do so and it is in compliance with the Data Protection Act 1998 and the General data Protection Regulations 2018. Decisions on whether DfE releases this personal data to third parties are subject to a robust approval process and are 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 child level data, requestors must comply with strict terms and conditions covering the confidentiality and handling of data, security arrangements and retention and use of the data.

For more information on how this sharing process works, please visit: <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>

Your data protection rights

Under data protection law, you have rights including:

- Your right of access - You have the right to ask us for copies of your personal information.
- Your right to rectification - You have the right to ask us to rectify personal information you think is inaccurate. You also have the right to ask us to complete information you think is incomplete.
- Your right to erasure - You have the right to ask us to erase your personal information in certain circumstances. have inaccurate personal data rectified, blocked, erased or destroyed.
- Your right to restriction of processing.
- You have the right to ask us to restrict the processing of your personal information in certain circumstances.
- Your right to object to processing - You have the the right to object to the processing of your personal information in certain circumstances.
- Your right to data portability - You have the right to ask that we transfer the personal information you gave us to another organisation, or to you, in certain circumstances.
- You are not required to pay any charge for exercising your rights.

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or if you had or continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern you can contact the Information Commissioner's Office (ICO).

Helpline number: 0303 123 1113
ICO website: <https://www.ico.org.uk>

We keep this notice under regular review. You will be notified of any changes where appropriate.

Requesting access to your personal data

Under data protection legislation, parents and staff have the right to request access to information about them that we hold. To make a request to the manager of the setting for your personal information, or be given access to your child's educational record, contact:

Designated people

Our Data Protection Officer (the Manager) who leads is:

Our Data Protection Manager (the Area Manager) who oversees is:

The role of the Data Protection Officer (The Manager) involves:

- DPOs assist our setting to monitor internal compliance, inform and advise on your data protection obligations, provide advice regarding Data Protection Impact Assessments (DPIAs) and act as a contact point for data subjects and the Information Commissioner's Office (ICO).
- The DPO must have the relevant experience in the given field, in data protection, be adequately resourced, and report to the highest management level (area manager or director).
- The DPO, in a timely manner, accesses support from the DPM in all issues relating to the protection of personal data.
- A DPO can be an existing employee or externally appointed.
- DPOs helps our settings demonstrate compliance and the enhanced focus on accountability.
- Our DPO is sufficiently well resourced to be able to perform their tasks.
- We do not penalise the DPO for performing their duties.
- When performing their tasks, our DPO has due regard to the risk associated with processing operations, and takes into account the nature, scope, context and purposes of processing.

The role of the Data Protection Manager (area manager) involves:

- Our DPM is tasked with monitoring compliance with the UK data protection laws, our data protection policies, awareness-raising, training, and audits.
- We will take account of our DPO's advice and the information they provide on our data protection obligations.
- The DPM may carry out a Data Protection Impact Assessment (DPIA), we seek the advice of our DPO who also monitors the process. A DPIA is a process to help the setting identify and minimise the data protection risks of a project.
- Our DPM acts as a contact point for the ICO. They co-operate with the ICO, including during prior consultations under Article 36, and will consult on any other matter.
- When performing their tasks, our DPM has due regard to the risk associated with processing operations, and takes into account the nature, scope, context and purposes of processing.

Further guidance on the role of a Data Protection Officer can be found on the ICO website:



Children's Records

We keep the following records on children attending our setting:

Developmental records

These may include:

- Observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- Any form of observation and/or assessments are usually kept on Nursery in a Box (NIAB) our secure early years management software system. Platforms we use include:
 - Group Admin
 - Nursery Admin
 - Parent Admin
- Records can also be stored in the classroom on wall displays, and can be accessed, contributed to, by staff, the child and the child's parents.

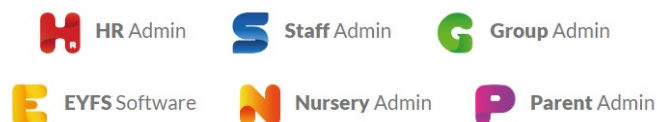
Personal records

These may include:

- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an Individual Educational Health Care Plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, a Statement of Special Educational Need and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child's 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored securely digitally or in a lockable file or cabinet, which is always locked when not in use and which our manager keeps secure in an office or other suitably safe place.
- We read any correspondence in relation to a child, note any actions and file it immediately.
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated person for child protection, the child's key person, or other staff as authorised by our manager and other staff.
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Parents have access to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.
- We keep a daily record of the names of the children we are caring for, their day/ sessions and hours of attendance and the names of their key person.
- Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Childcare management system

We use Nursery in a Box, our chosen childcare management secure software platform, to store records.



More information about these services can be found here:

<https://www.nurseryinabox.com/login/>

Transfer of records to school

We recognise that children sometimes move to other early years settings before they go on to school, although many will leave our setting to enter a nursery or reception class. We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child's development and learning in the EYFS in our setting; in order to enable smooth transitions we share appropriate information with the receiving setting or school at transfer. Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board. The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Transfer of development records for a child moving to another early years setting or school

- Using the EYFS assessment of development and learning we ensure the key person prepares a summary of achievements in the 7 areas of learning and development.
- This record refers to any additional language spoken by the child and their progress in both languages; any additional needs that have been identified or addressed by our setting; any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.

Confidentiality

- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- As a setting we need to record confidential information beyond the general personal information which include:
 - communication via notifications.
 - accidents or incidents.
 - concerns or complaints.
 - changes in relation to the child or the family circumstance.
 - discussions with parents on sensitive matters.
 - records we are obliged to keep regarding action taken in respect of SEND / child protection.
 - contact and correspondence with external agencies in relation to their child.
- We keep all records securely.

Provider's Records

- We keep records and documentation for the purpose of maintaining our business. These include:
 - Records relating to our registration.
 - Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
 - Financial records pertaining to income and expenditure.
 - Risk assessments.
 - Employment records of staff including their name, date of birth, home address, telephone number and email.
 - Name, address and telephone number of anyone else who is regularly in unsupervised contact with the children.
- Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.
- All records are the responsibility of the management team who ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.
- We notify Ofsted of any change:
 - the nominated person
 - in the address of the premises;
 - to the premises which may affect the space available to us;
 - to the name and address of the provider, or, the provider's contact information;
 - to the person managing the provision;
 - any significant event which is likely to affect our suitability to look after children; or
 - any other event(s) as detailed in the Early Years Foundation Stage

Who does data protection cover in the workplace?

Data Protection information that we (the employer) might collect and keep on any individual who might wish to work, current work, or have worked for them. In the code the term 'worker' includes:

- applicants (successful and unsuccessful)
- former applicants (successful and unsuccessful)
- employees (current and former)
- agency staff (current and former)
- casual staff (current and former)
- contract staff (current and former)

Some of this code will also apply to others in the workplace, such as volunteers and those on work experience placements.

Employees Records

These may include:

- A living person (their personal or family life, business or professional capacity) in the sense that the information has the person as its focus or is otherwise biographical in nature.
- Identifying a person, whether by itself, or together with other information in the organisation's possession or that is likely to come into its possession. This includes personal details – including the completion of our employee registration process and any consent forms and agreements. Which may include but not limited to: name, date-of-birth, address, telephone number, email, employment history, qualifications.
- Contractual matters – including a copy of the signed contract, the days and times of attendance, a record of the qualifications, any training or records of disputes.
- Details of a worker's salary and bank account held on an organisation's computer system.
- An e-mail about an incident involving a named worker.
- A supervisor's notebook (hardcopy or digital) containing information on a worker where there is an intention to put that information in that worker's computerised personnel file.
- an individual worker's personnel file where the documents are filed in date order but there is an index to the documents at the front of the file.
- An individual worker's personnel file where at least some of the documents are filed behind sub dividers with headings such as application details, leave record and performance, supervision reviews, grievance and/or disciplinary information.
- A set of leave/ holiday records where each worker has an individual account/ data.
- A set of completed application forms, filed in alphabetical order within a file of application forms for a particular vacancy.

Sensitive Personal Records

What is sensitive data?

Sensitive data is information concerning an individual's:

- racial or ethnic origin
- political opinions
- religious beliefs or other beliefs of a similar nature
- trade union membership (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992)
- physical or mental health or condition
- sexual life
- commission or alleged commission of any offence
- proceedings for any offence committed or alleged to have been committed, the disposal of such proceedings or the sentence of any court in such proceedings

Sensitive data processed by an employer might typically be about a worker's:

- physical or mental health
 - as a part of sickness records revealed through monitoring e-mails sent by a worker to his or her manager or to an occupational health advisor
 - obtained as part of a pre-employment medical questionnaire or examination.
 - drug or alcohol test results
- criminal convictions
 - to assess suitability for certain types of employment
- disabilities
 - to facilitate adaptations in the workplace
 - to ensure special needs are catered for at interview or selection testing
 - in monitoring equality of opportunity
- racial origin
 - to ensure that recruitment processes do not discriminate against particular racial groups
 - to ensure equality of opportunity
- trade union membership
 - to enable deduction of subscriptions from payroll
 - revealed by internet access logs which show that a worker routinely accesses a particular trade union website.

Safe storage

- We keep all paper-based records about children and their families and our staff securely locked away. All digital records on our childcare management system, computers, externally or in cloud storage such as Onedrive, including but not limited to digital photos or videos are security encrypted and password protected. This also includes CCTV.
- We store the information securely, for example, in password-protected files, to prevent viewing of the information by others with access to the computer and/or system.
- Our setting uses third parties to store data cloud based, (for example: Employment HR & Payroll, Childcare Management Software). These companies have firewalls and virus protection software in place. We ensure we have carried out due diligence to ensure they are compliant with data protection.

Archiving & keeping records

- When a child or staff leaves our setting, the manager enters the official leave date onto the NIAB account. The persons personal file/ folder or account is assigned as a leaver. Our digital record system saves the data in name order.
- Leaver's data is placed in our archive, stored in a safe place for three years. Hard copies are scanned, and digital copies saved. After three years relevant data is automatically destroyed.
- It is our only intention to keep data for as long as permitted. We are required by law to keep some data for some time after a person has left the setting. We have a review plan in place and ensure that any data is disposed of appropriately and securely.
- We store financial information according to our finance procedures.
- We record all accidents and incidents on a secure password protected system. Paper copies may also be completed and kept securely in a locked place.
- We notify our insurance provider of any accidents or incidents which may result in an insurance claim, e.g. an accident resulting in a doctor or hospital visit. These details will be logged and we seek acknowledgement via receipt of the correspondence and forward the information to the company providing the public liability insurance policy to enable a claim number to be allocated (if applicable).
- We will inform Ofsted, the local child protection agency and/ or the Health and Safety Executive of any significant injuries, accidents or deaths which have happened as soon as possible.
- We record all significant incidents on a 'contact sheet' detailing the series of events (dates/ times/ people/ conversations/ descriptions/ action taken). We will share these with parents so that together we can work to resolve any issues (if applicable).
- We will only share information if it is in a child's best interests to do so. For example, in a medical emergency we will share medical information with a healthcare professional. If we are worried about a child's welfare we have a duty of care to follow the Local Safeguarding Children Board procedures and make a referral. Where possible we will discuss concerns with you before making a referral.

Suspected breach

If we suspect that data has been accessed unlawfully, we will inform the relevant parties immediately and report to the Information Commissioner's Office within 72 hours. This may be reportable to the police. We will keep a record of any data breach.

Access to records procedures

People may request access to any confidential records held on themselves, their child and their family following the procedure below:

- Any request to see a personal file by a person or parent (with parental responsibility) must be made in writing to the setting manager.
- The setting manager informs the area manager and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- A mediator may be assigned to the case.

- The manager accumulates data and prepares the file for viewing.
- A legal representative may be assigned to the case.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records. It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- ICO or Local Authority may be contacted and advice sought.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- The area manager is assigned to go through the file and remove any information which a third party has refused consent to disclose. A black marker is used, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.

Workers' access to information about themselves

Workers, like any other individuals, have a right to gain access to information that is kept about them. This right is known as subject access. The right applies, for example, to sickness records, disciplinary or training records, appraisal or performance review notes, e-mails, word-processed documents, e-mail logs, audit trails, information held in general personnel files and interview notes, whether held as computerised files, or as structured paper records. A fee of up to £10 can be charged by the employer for giving access.

Responding to a subject access request involves:

- Telling the worker if the organisation keeps any personal information about them.
- Giving the worker a description of the type of information the organisation keeps, the purposes it is used for and the types of organisations which it may be passed on to, if any.
- Showing the worker all the information, the organisation keeps about them, explaining any codes or other unintelligible terms used.
- Providing this information in a hard copy or in readily readable, permanent electronic form unless providing it in a way would involve disproportionate effort or the worker agrees to receive it in some other way.
- Providing the worker with any additional information the organisation has as to the source of the information kept about them.

References

- The provision of a reference about a worker from one party, such as a present employer, to another, such as a prospective employer, will generally involve the disclosure of personal data. In considering how the act applies to such disclosure it is important to establish who the reference is being given by or on behalf of.
- We distinguish between a reference given in a personal capacity and one given in a corporate capacity. A corporate reference is one given on behalf of the employer by one of its staff.
- We have rules about who can give such a reference (area manager, manager) and what it can include. The employer remains legally responsible for compliance with the Data Protection Act.
- Under a specific exemption in the Data Protection Act, a worker does not have the right to gain access to a confidential job reference from our organisation which has given it. However, once the reference is with the organisation to which it was sent then no such specific exemption from the right of access exists. That organisation is though entitled to take steps to protect the identity of third parties such as the author of the reference.

Information sharing

We recognise that people have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

- It is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult.
- not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of management. The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

Our procedure is based on the 7 golden rules for information sharing as set out in [Information sharing advice for safeguarding practitioners \(July 2018\)](#).

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk.
5. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
6. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Parents' consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will see their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures as well as our terms & conditions, set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts.
- Parents sign our digital registration form to confirm that they understand this. Our Terms & conditions must be agreed prior to the child starting.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- Parents have access to digital copies of the forms they sign via their ParentAdmin app.
- We consider the following questions when we need to share:
 - Is there legitimate purpose to us sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do we have consent to share?
 - Is there a statutory duty or court order requiring us to share the information?
 - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
 - If the decision is to share, are we sharing the right information in the right way?
 - Have we properly recorded our decision?
- Consent must be informed - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information.
- Consent may be explicit, verbally but preferably in writing (via notification), or implicit, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- The setting reserves the right to place a childcare place on hold or terminate if consents are not completed.
- We explain about our policies and procedures to parents when they register, and they are assessable via our website.

Separated parents' consent

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- The parents should consult any domestic agreements in writing with the manager which may affect the child's attendance in our care. The setting may consult to ensure all parties have agreed and authorised consent.
- The setting reserves the right to ask for proof of any form of court order or copies of birth certificates.
- The setting may refer any disputes to the local authority or police to act as a mediator.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.
- All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. Please also see our Child Protection policies and procedures.

Retention periods for records

Records	Retention period	Status	Authority
Children's Records			
Developmental & Personal: Including registers, medication record books and accident record books pertaining to the children. Including Safeguarding, child protection, and SEND.	Up to 3 years. A reasonable period of time after children have left the provision (e.g. until after the next Ofsted inspection)	Requirement	Statutory Framework for the Early Years Foundation Stage (given legal force by Childcare Act 2006)
	Until the child reaches the age of 21 - or until the child reaches the age of 24 for child protection records	Recommendation	Data Protection Act 2018 Limitation Act 1980 Normal limitation rules (which mean that an individual can claim for negligence causing personal injury up to 3 years after, or deliberately caused personal injury up to 6 years after the event) are postponed until a child reaches 18 years of age
Records of any reportable death, injury, disease or dangerous occurrence	3 years after the date the record was made	Requirement	The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) (as amended)
Providers Records			
Records relating to our registration. Ofsted / HMRC / Companies House	Permanently	Requirement	Statutory Framework for the Early Years Foundation Stage (given legal force by Childcare Act 2006) Data Protection Act and the Human Rights Act.
Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.	Permanently	Requirement	Land Registry / Companies House / ICO
Accident/medical records as specified by the Control of Substances Hazardous to Health Regulations (COSHH)	40 years from the date of the last entry	Requirement	The Control of Substances Hazardous to Health Regulations 2002 (COSHH)
Risk Assessments Assessments under Health and Safety Regulations and records of consultations with safety representatives and committees	Permanently	Recommendation	Chartered Institute of Personnel and Development
Accounting records	3 years from the end of the financial year for private companies, 6 years for public	Requirement	Companies Act 2006
Employers' liability insurance records	20 years For as long as possible	Recommendation	Health and Safety Executive
Director's boardroom minutes/ records / bank & accounting meetings	10 years from the date of the meeting for companies	Requirement	Companies Act 2006

Employees Records			
Employees records Personnel files and training records (including disciplinary records and working time records)	6 years after employment ceases	Recommendation	Chartered Institute of Personnel and Development
DBS check	6 months	Recommendation	DBS Code of Practice The following basic information should be retained after the certificate is destroyed: the date of issue; the name of the subject; the type of disclosure; the position for which the disclosure was requested; the unique reference number; and the details of the recruitment decision taken
Wage/salary records (including overtime, bonuses and expenses)	6 years	Requirement	Taxes Management Act 1970
Statutory Maternity Pay (SMP) records	3 years after the end of the tax year to which they relate	Requirement	The Statutory Maternity Pay (General) Regulations 1986
Statutory Sick Pay (SSP) records	3 years after the end of the tax year to which they relate	Requirement	The Statutory Sick Pay (General) Regulations 1982
Income tax and National Insurance returns/records	At least 3 years after the end of the tax year to which they relate	Requirement	The Income Tax (Employments) Regulations 1993 (as amended)
Redundancy details, calculations of payments, refunds, notification to the Secretary of State	6 years after employment ends	Recommendation	Chartered Institute of Personnel and Development
Staff accident records (for organisations with 10 or more employees)	3 years after the date the record was made (there are separate rules for the recording of accidents involving hazardous substances)	Requirement	Social Security (Claims and Payments) Regulations 1979



2.7 Safer recruitment & starting employment with us

Policy

We meet the Safeguarding and Welfare requirements of the Early Years Foundation Stage ensuring that our staff are appropriately qualified, and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

Procedures

Staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All job roles have job descriptions which set out staff roles and responsibilities.
- 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.
- We use DfE (Department for Education) and Ofsted guidance to question a candidate's suitability.
- All candidates applying for a role working directly with children (Manager, Teacher, Nursery Nurse, Assistant or Apprentice), must conduct a practical session. Candidates must provide all relevant certificates and qualifications at the interview stage. A checklist is available to the candidate to support in the preparation for the interview via our website:
<https://www.earlylearnersnurseries.co.uk/careers-1>
- If successful an 'Offer Letter' is sent/ given to the candidate. The offer is valid for up to 5 working days whereby the candidate must respond in writing with an acceptance letter if they would like to accept the position. Offer letter and any terms must remain private and confidential.
- If the candidate accepts the position, a welcome email is then sent by our recruitment team. The welcome email includes:
 - Contract of employment & employee handbook.
 - Links to Staff Portal to access employment documentation.
 - Link to StaffAdmin to complete registration form.
 - Link to our training platform.
- The company completes regular reviews and may update/ vary information. When this happens staff are sent a notification.

Vetting

- If successful we obtain references and enhanced criminal record checks through the DBS (Disclosure Baring Service) for all staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme. The first initial DBS check will be funded by the employer.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced CRB check.
- The setting can perform checks randomly at any point in time.
- It is the employee's responsibility to pay for the annual fee of the disclosure and the 'update service'.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before or at any time during their employment with us.
- Relevant data is displayed in our entrances. Managers are responsible to update this continuously as and when required. It is inspected by the area manager monthly.

Disclosure

- A candidate should disclose any form of potential disqualification which may challenge their suitability to work with or around children.
- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Changes to staff

- The director(s) inform Ofsted of any changes in the person responsible for our setting.
- The manager informs staff and/or parents of any changes in the 'key-person' responsible for their child/ children via NIAB. We recommend parents to communicate via notification.
- We do not celebrate employees joining or leaving a setting to minimise any disturbance to the company. We ask employees to keep information private and confidential.

Prior to commencing employment

- It is a requirement that all staff register to the following platforms:
 - Our Staff Portal :
<https://www.earlylearnersnurseries.co.uk/staffportal>
 - Nursery in a Box – StaffAdmin
<https://www.staffadmin.uk/login.php?from=1>
 - Register with any relevant training platforms
- It is a requirement that prior to commencing that all staff read, acknowledge, and sign for our employment documentation:
 - Contract of employment
 - Employment Handbook
 - Health & Safety Handbook and Risk Assessments
 - Policies and procedures

Induction & probationary period

- Our probationary period is approximately three months. However, this can be extended up to a six-month period.
- Inductions are carried out by the following:
 - the manager(s) induct new staff.
 - the area manager(s) induct new managers.
 - the director(s) induct area managers.
- All new staff are assigned and supported by a supervisor(s) or line manager. Directors provide additional support when necessary.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- New staff must successfully complete the induction as part of the probationary period. Once the induction process has been completed the manager acknowledges completion of successful induction and records this on the staffs log on NIAB).
- We continue to support our staff to deliver high quality performance through regular supervision where we discuss CPD.

Qualifications

- Staff must provide digital copies of their qualification(s) and awards. These are saved to the employees personal file. Providing evidence of qualifications is a conditional element of employment. If staff fail to provide such evidence the person will therefore be unsuccessful during their probationary period and employment will be terminated.
- Our 'manager' and 'deputy manager' must hold a minimum of a Level 3 Diploma in Early Years Childcare in-line with the EYFS Statutory Guidance and Early Years qualifications checklist.
- 'nursery nurse' practitioners must hold a minimum of a Level 3 diploma in Early Years Childcare or an equivalent qualification or higher qualification.
- The setting may choose to employ 'nursery assistant' practitioners that hold the Level 2 Certificate in Early Years Childcare or an equivalent.
- Staff must again a grade 'C' or above in GCSE Maths or English or alternatively pass their Level 2 'Key Skills' prior to being employed.

- This is a none-exhaustive list and staff should refer to DfE guidance on relevant qualifications and awards.
- The company reserves the right to challenge an award and seek further clarity from an awarding body or university.

Continuous Professional Development (CPD)

- We provide regular in-service training to all staff - whether paid staff or volunteers - led by the manager and/ or through external agencies.
- Our company allocates funding and resources to training.
- We provide every employee induction training in the first week of employment. This induction is continuous throughout their probationary period. Each employee must complete, read and acknowledge each document, checklist and training relevant to their position and job role. Certain training is mandatory.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
- All staff must have and hold a PFA (Paediatric First Aid) award if working directly with children. This is funded by us the employer.
- Staff must renew their PFA within three months of expiring and provide evidence to their line-manager.
- Any additional hours accumulated on training is paid for by the company. The company reserves the right to give time back in lieu. This includes staff and team meetings. The Manager of the site is responsible for tracking time and attendance.

Dress and Appearance

Staff should follow guidance outlined in our employment handbook. Our staff appearance, personal hygiene and what they wear at work are all very important. Staff must always project an acceptable, professional image which helps achieve the companies legitimate business aims. What is appropriate may vary according to the particular job. However, employees must always be well groomed and wear neat, clean and tidy clothing appropriate to your role. The Company will obtain items of workwear for employees, at cost price, which they are required to wear in the prescribed manner at all times whilst at work. Management also have a uniform. The employer provides an annual budget per year, per employee to contribute to uniform. All new staff are offered the equivalent of two t-shirts within their probationary period.

Jewellery including earrings, studs, necklaces, bars, body piercings are not allowed due to the safety of the children. Wedding rings and bands are allowed as are jewellery items worn as part of a person's religion or belief. Flat shoes must be worn. No heels or boots. These can include pumps, trainers, or slippers. Footwear must be clean.

Hair colour must be neutral – vibrant colours such as bright red, purple, pink, blue, or green are not allowed. Hair must be tied back at all times when working with children. Offensive tattoos must be covered.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- Staff taking medication inform the manager and their StaffAdmin account should be kept up-to-date.
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children they will not be allowed to work directly with the children and further action will be taken.
- During employment the setting can request to obtain a medical to assess or assist in an employee's suitability.

Managing staff absences and contingency plans for emergencies

- *[In term time only settings/ age groups and/or services]* Our staff take their holiday breaks when the setting/ class is closed (For example Out-of-School services). Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- *[In all year round settings/ services]* Managers organise staff annual leave so that ratios are not compromised.
- 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 their contract of employment.
- We have contingency plans to cover staff absences, as follows:
 - Part-time / Fixed term / Flexible / Casual contracts
 - Employment contracts state that they must be flexible to the needs of the business.
 - Staff being seconded and supporting from other local company businesses
 - Employees have read and understand the employee handbook before commencing work.

Confidentiality

Employment with us places employees in a position of trust and confidence. During their employment they will inevitably see and use sensitive confidential information and data about people's relationship with this organisation. This may relate to other employees, clients, suppliers etc. It is important to recognise that our employees are dealing with privileged information.

Staff must not, except in the proper performance of their job or as required by law, disclose confidential information relating to our organisation. This also applies where we must respect an obligation of confidence to anyone else. This is both a legal and contractual obligation. Staff must not bring the company into disrepute. Staff must respect confidentiality even after ceasing our employment. Confidential information/data includes but is not limited to:

- Sensitive information/data about other employees and those who undertake work or other activity on our behalf.
- Sensitive information/data about or received from customers, clients, suppliers etc..
- Unpublished financial accounts or statistical data.
- Trading or operational procedures, methodology or analyses.
- Processes, designs and products in development or subject to modification.

These provisions apply to information/data acquired through employment and not publicly available other than by their disclosure. Staff must not disclose, publish or misuse such information/data. Staff must not supply it to any unauthorised person or organisation. This applies irrespective of whether staff are doing so for their own purpose or benefit or for any other reason. We expect our staff to take all appropriate action to maintain the security and sensitivity of confidential material. We also expect employees to use their best efforts to prevent disclosure, publication or misuse of confidential material by others. Please report any suspected breach to us immediately.

Staff must not remove or transmit any of our documents, material or data physically or electronically. Staff must not send/store our information/data onto their own or any external storage device or medium. We must specifically authorise any deviation from this policy in advance. The only exceptions are where staff do so in the proper performance of their job or as required by law. Staff must return to us when we request, and in any event when their employment ends, all our documents and equipment. This includes information belonging to the business which staff may have stored on portable or external electronic media locations. Where we request, staff must delete, destroy, remove or erase confidential information contained in documents, electronic storage media/devices, disks etc. This applies to all material in a member of staff's possession or under their control, irrespective of its location.

2.8 Whistleblowing

Policy

It is our intention to ensure there is a free and open culture in the setting's dealing between employees, volunteers and all people who engage in the business of the setting where effective and honest communication is encouraged.

We aim to provide guidance to all who work with us who may from time to time think that they need to raise with someone in confidence certain issues regarding either the running of the setting or the management of the children.

Procedures

Understanding whistleblowing

- Whistleblowing is the term used when a worker passes on information concerning wrongdoing.
- We expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective.
- We recognise that there may be occasions where this may not happen and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk.
- We expect all team members to talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be resolved as soon as they arise.

Legal framework

- The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act', amended the Employment Rights Act 1996 to provide protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. On 25 June 2013, there were some legal changes to what constitutes a qualifying disclosure.
- A qualifying disclosure is one made in the public interest by an employee who has a reasonable belief that:
 - A criminal offence
 - A miscarriage of justice
 - An act creating risk to health and safety
 - An act causing damage to the environment
 - A breach of any other legal obligation or
 - Concealment of any of the above
 - Any other unethical conduct
 - An act that may be deemed as radicalised or a threat to national security
 - Is being, has been, or is likely to be, committed.
- Qualifying disclosures made before 25 June 2013 must have been made 'in good faith' but when disclosed, did not necessarily have to have been made 'in the public interest.'
- Disclosures made after 25 June 2013 do not have to be made 'in good faith'; however, they must be made in the public interest. This is essential when assessing a disclosure made by an individual.
- The Public Interest Disclosure Act has the following rules for making a protected disclosure:
 - You must believe it to be substantially true
 - You must not act maliciously or make false allegations
 - You must not seek any personal gain
- It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

Disclosure of information

- If, in the course of your employment, you become aware of information which you reasonably believe indicates that a child is/may be or is likely to be in risk of danger and/or one or more of the following may be happening, you **MUST** use the settings disclosure procedure set out below:
 - That a criminal offence has been committed or is being committed or is likely to be committed.
 - That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g. EYFS, Equalities Act 2010).
 - That a miscarriage of justice has occurred, is occurring, or is likely to occur.
 - That the health or safety of any individual has been, is being, or is likely to be endangered.
 - That the environment, has been, is being, or is likely to be damaged.
 - That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

Disclosure procedure

- If this information relates to child protection/ safeguarding then the setting child protection/safeguarding children policy should be followed.
- Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your manager) you should speak to the area manager or then the director.
- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the manager.
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner.
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal.
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal.
- Any management employee who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal.
- We give all of our staff the telephone numbers of the Local Authority Designated Officer (LADO), the local authority children's social care team and Ofsted so all staff may contact them if they cannot talk to anyone internally about the issues/concerns observed.

2.9 Dealing with concerns and complaints

Policy

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and 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 an informal approach with the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedures

- All settings are required to keep a written record of any complaints and their outcome.
- As a setting we must investigate written complaints relating to the fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint.
- The recorded log of complaints is made available to Ofsted.
- Where any concern or complaint relates to child protection, we follow our Child Protection Policy.

The stages for dealing with concerns and complaints

Stage 1

- If any parent(s) should have cause for concern or any queries regarding:
 - the care
 - quality of education providedThey should in the first instance take it up with the child's key person or the supervisor of the classroom. This can be either verbally or written via notification on ParentAdmin (NIAB).
- If any parent(s) should have cause for concern or any queries regarding:
 - Terms & conditions
 - Childcare fees and invoicesThey should in the first instance take it up with the Customer Care Team. This can be written via notification on ParentAdmin (NIAB).
- If staff should have cause for concern or any queries regarding:
 - A parent(s) or carer
 - Social worker or visitor
 - Working colleagueThey should in the first instance take it up with their supervisor or deputy manager. This can be either verbally or written via notification on StaffAdmin (NIAB).
- Most concerns and queries should be resolved amicably and informally at this stage.

Stage 2

- If the concern or any queries in stage 1 does not have a satisfactory outcome, or if the problem recurs, the persons concern moves to stage 2 of the procedures by putting the concerns, queries or complaint in writing via notification on ParentAdmin or StaffAdmin (NIAB) to the manager.
- The manager will commence an investigation and report back to the person within a fair and reasonable time frame.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- The case may result in organising an informal / formal meeting with the person (parent(s) / staff).
- The manager will document fully the actions taken in relation to the case and record all details/ data in the complaints and concerns folder. Details and data stored in this folder is private and confidential and can only be accessed by the settings management.
- We endeavour to resolve the majority of cases informally at stage 1 or 2.
- The manager may seek advice from our employment HR services for cases involving staff. For concerns and/or grievances raised by staff the employee will be directed to follow the grievance procedure at this stage outlined in our employee handbook.

Stage 3

- If at the stage 2 the outcome with the parent(s) and manager cannot reach agreement, an external mediator is invited to help settle the complaint.
- The setting will hold a formal meeting between the manager, parent(s) and the mediator to ensure that it is dealt with comprehensively. The parent(s) has the right to be accompanied if required.
- This mediator should be acceptable to both parties, listen to both sides and offer advice. A mediator can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Representatives who we deem appropriate to act as mediators may be:
 - one of our managers from one of our company settings
 - our company area manager, and/or director /nominated person
 - a local council representative from the early years team
 - a social worker
- The mediator keeps all discussions confidential. They can hold separate meetings with the settings personnel and the parent(s), if this is decided to be helpful. When the mediator has concluded their investigations, a final meeting between the parent and the manager is held to reach a decision on the action to be taken to deal with the complaint.
- The setting will make a record of the meeting and document any minutes, decisions and/or actions. All of the parties present at the meeting should review the accuracy, sign the record and a copy will be sent to the parent(s). All parties should maintain confidentiality at all times.
- This will signify the conclusion of stage 3 of the procedure. Stage 3 is the final stage for concluding complaints relating to our Terms and conditions, childcare fees and/or invoices.

Stage 4

- If the matter cannot be resolved, then parents have the right to raise the matter with Ofsted. Parents can contact Ofsted at any time they have a concern, including at all stages of the complaint's procedure.
- In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection authority for nurseries in England who have a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to. It risk assesses all complaints made and may visit the setting to carry out a full inspection where it believes requirements are not met.
- The details to contact Ofsted with regard to a complaint is:
0300 123 1231
open 08:00 to 18:00, Monday to Friday.
Alternatively, you can email them at:
enquiries@ofsted.gov.uk.
- Ofsted details are displayed on our setting's notice board in the entrance.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed, and the settings manager works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint is followed by appropriate action.

Records

- A record of complaints will be kept in the setting. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, result of any investigations and any information given to the complainant including a dated response/ outcome. The outcome of all complaints is recorded in the complaints folder.
- Parents will be able to access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Requests must be made in writing. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.
- For further information on how we handle records please refer to our Data Protection & Record keeping policy and procedure.

Conflict Resolution with Parents and Aggressive Behaviour policy

- We believe that we have a strong partnership with our parents and an open-door policy to discuss any matters arising (if applicable).
- If a parent has any concerns or queries they wish to raise with the setting then we direct them to follow the complaints procedure.
- In the case of a parent emailing, calling or using social media to complain (directly or indirectly) the setting will advise them by directing them to use the correct procedure for raising a complaint.
- We have a zero tolerance on abusive calls, emails, notifications, social media statements and face to face confrontation.

Abusive calls, emails and notifications

- The responder receiving any abuse will ask the person to follow the complaints policy. We will endeavour to resolve any issue raised.
- If the abuse continues the responder will end the conversation and seek advice.
- Any forms of abuse will be logged as an incident on NIAB with an outline of the conversation.
- If the abuse persists the manager may seek legal action by the company's representation. All evidence will be kept and recorded until the matter is resolved.
- If slanderous or abusive messages appear on any social media sites, we will address these immediately with a request to remove such content. If slanderous/ abusive messages continue we will seek legal action against the complainant.

Inappropriate and/or aggressive behaviour

In the event that any person inside the setting starts to act in an aggressive manner, our policy is to:

- Direct the person away from the children and into a private area, such as the office (where appropriate).
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children.
- Remain calm and professional in order to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour.
- If the aggressive behaviour continues or escalates, we will ask the person to leave the premises immediately. Contact the police in order to ensure the safety of our staff team, children and families. Record the incident number provided by the police when raising a case.
- If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue following our complaints procedure.
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken.

Termination of childcare place

- Any form of intimidation, harassment, aggressive or abusive behaviour from a parent or carer is not tolerated. This could result in the withdrawal and cancellation of all services for the child/ren with immediate effect. Upon cancellation the parent must collect their child immediately.
- In these circumstances we clarify that the childcare place was terminated on the basis of unacceptable behaviour by an adult. The safety and wellbeing of our staff is paramount. In all cases we endeavour to try and find a positive, fair and/or reasonable outcome.
- Parents will receive an outcome in writing by a member of the management team.
- Management will provide support and reassurance to any staff member involved in such an incident.
- Management will signpost parents to organisations/professionals that can offer support if applicable.

Anti-bribery Policy

Legislation

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

- There is full defence if it can be shown that there are adequate procedures in place to prevent bribery.
- At our setting we have adopted this policy to ensure that we have adequate procedures in place that are proportionate to the bribery risks we face.
- It is our policy to conduct all of our business in an honest and ethical manner. We take a zero-tolerance approach to bribery and corruption and are committed to acting professionally, fairly and with integrity in all our dealings wherever we operate. We are also committed to implementing and enforcing effective systems to counter bribery.

What is a bribe?

- A bribe is a financial or other advantage offered or given:
 - To anyone to persuade them to or reward them for performing their duties improperly.
 - To any public official with the intention of influencing the official in the performance of his/her duties.

Gifts and hospitality

- A 'gift' is defined as any item, cash, goods, or any service which is offered for personal benefit at a cost, or no cost, that is less than its commercial value.
- You should consider the following if a gift is offered:
 - Whether it is appropriate to accept it:
 - Decline gifts unless to do so would cause serious embarrassment.
 - Discuss the position with the manager or owner if the gift clearly has a potential value in excess of £25.
- Parents may wish to thank our staff for looking after their children with gifts. Gifts at Christmas and graduation ceremonies is perfectly understandable. Managers are responsible for deciding if this gift is appropriate to accept and/or if it should be shared with the wider team. If in any doubt discuss this with the area-manager.
- The setting will not accept gifts from service providers. This may be deemed as a bribe to maintain a contract. The setting will remain transparent and open at all times.
- If a parent has any concerns and/ or queries they should follow our complaints procedure.

