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UCL Day Nursery Safeguarding Children Policy

The Designated Safeguarding Co-ordinator (DSCO) at the nursery is: CATHERINE BURTENSHAW (Nursery Manager)

Policy Aim
At UCL Day Nursery our aim is to provide a safe and secure environment for children protecting them from harm and where a concern of abuse is highlighted that it is appropriately responded to in line with this policy.

The nursery aims to:

- Ensure that children are never placed at risk while in the charge of nursery staff
- Ensure that confidentiality is maintained at all times
- Ensure that all staff are alert to the signs of abuse, understand what is meant by safeguarding and are aware of the different ways in which children can be harmed including by other children i.e. bullying, discriminatory behaviour
- Ensure that all staff are familiar and updated regularly with child protection issues and procedures
- Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and kept informed of all updates when they occur
- Keep the child at the centre of all we do
- Regularly review and update this policy.

Safeguarding and promoting the welfare of children, for the sake of this policy is defined as:

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

(Definition taken from the HM Government document ‘Working together to safeguard children’)

UCL Day Nursery will support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children’s health and development. Safeguarding is a much wider subject than the elements covered within this single child protection policy, therefore this document should be used in conjunction with the other nursery policies and procedures.

Our nursery will work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect and to be safe from any abuse in whatever form.

Our policy is consistent with the government guidance- “What to do if you think a child is being abused”, a guide for professionals and with the Camden Councils multi agency safeguarding children board guidelines.

**Role of the designated person**

It is the responsibility of the designated safeguarding coordinator (Catherine Burtenshaw) to work with staff and parents to actively safeguard children and make referrals to the appropriate agencies should there be a concern that a child is at risk of harm or if a disclosure is received.

In her absence the following people can be contacted within the setting: Anna Simpkins (Site Manager 2-5’s) Zehra Bukowski (Site Manager baby unit)

We will safeguard children in the following ways:

- Rigorous Recruitment and selection process. This will include at least 2 satisfactory references, an enhanced CRB disclosure and proof of identity.
- Thorough induction for staff and a student induction whereby they will be informed of their roles and responsibilities with regard to child protection.
- All new staff will be on a six month probation period, where they will receive regular reviews with a member of the senior team.
- The designated person will undertake in-depth child protection training and all other staff will undertake in house training and external training.
- All staff will undertake regular supervision and appraisal.

UCL Day Nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Nursery Manager at the earliest opportunity.

**The legal framework for this policy is based on:**

- Safeguarding Vulnerable Groups Act 2006
Practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff will often be the first people to sense that there is a problem. They may well be the first people in whom children confide about abuse. The nursery has a duty to be aware that abuse does occur in our society. This statement lays out the procedures that will be followed if we have any reason to believe that a child in our care is subject to welfare issues including physical, sexual, emotional abuse or neglect.

Our prime responsibility is the welfare and well-being of all children in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. All staff will work as part of a multi-agency team where needed in the best interests of the child.

Types of abuse
Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them, or by failing to act to prevent harm. Children may be abused within a family, institution, or community setting by those known to them or a stranger. This could be an adult or adults, another child or children.

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

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

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

**Sexual abuse**

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

**Neglect**

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. This is not a definitive list; we are aware and would respond to other types of abuse.

(Definition taken from the HM Government document ‘Working together to safeguard children 2010’)

**Recording suspicions of abuse and disclosures**

Staff should make an objective record (supported by the Nursery Manager/Designated Safeguarding Coordinator (DSCO)) of any observation or disclosure using the child protection concern record attached within this policy appendix 1. This will include:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Exact position and type of injuries or marks seen
- Exact observation of an incident including any other witnesses
- Name of the person to whom the concern was reported, with date and time; and the names of any other person present at the time.
- Any discussion held with parent (where deemed appropriate).

These records should be signed by the person reporting this, dated and kept in a separate confidential file.
If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure in not forced or words put into the child’s mouth. As soon as possible after the disclosure it is vital details are logged down accurately.

It may be thought necessary that through discussion with all concerned the matter needs to be referred to the integrated access team and Ofsted, and/or a CAF needs to be initiated. Staff involved may be asked to supply details of any information they have concerns with regard to a child. The nursery expects all members of staff to co-operate with the integrated access team and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make comment either publicly or in private about a parent’s or staff’s supposed or actual behaviour.

**Professional Disagreements (see section 33 in safeguarding file)**

A disagreement may arise between practitioners about the interpretation of the known facts, about the nature and severity of risk to a child and/or about the most appropriate means to reduce the risk.

It is important that a professional discussion takes place to identify areas of agreement and disagreement.

Any practitioner can make a referral to children’s social care service if they are in disagreement with the DSP and feel the child is at risk.

Disagreement may arise at the referral stage when the referrer feels that there is clear evidence that a child is at risk, but children’s social care feels that the matter does not meet the criteria for assessment. If the referrer is unhappy about the response of children’s social care they should discuss the matter with the settings DSP who will raise the issue with the Team Manager in children’s social care.

**How to make referrals to Children’s Social Care**

Where there are safeguarding concerns, we will contact the area Integrated Access Team to seek advice and support or to make a referral through children’s social care that form part of the integrated access team. In those very rare emergencies which require an instant response, we will contact the Police on 999.

The referral should be made to the Integrated Access Team in the area where the child lives. If uncertain, contact any of the Integrated Access Teams who will be able to assist and advise.

| Contact family services and social work (MASH) |
| Multi-agency Safeguarding Hub (Camden Council) |

**Website:**

[www.camden.gov.uk/safeguarding](http://www.camden.gov.uk/safeguarding)

**Phone:**

020 7974 3317, 020 7974 6600 or 020 7974 4094 (9am to 5pm). Out of hours: 020 7974 4444

**Details:**

The multi-agency safeguarding hub (MASH) is the front door service for
children in need services provided by social workers and other professionals, including child protection. It also provides an out of hours service and a social work service at the Royal Free Hospital and University College London hospitals. Visits by appointment only please.

Concerns regarding Domestic Abuse
‘Working together to safeguard children – section 23’
We have a duty of care to safeguard all of the children in the setting and if a parent/carer or member of staff discloses that they are being subject to Domestic Abuse or we have reason to believe a child may be at risk in the home we will report our concerns to Children’s Social Care Services.

Informing parents
Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the BSCB does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

Confidentiality
All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the BSCB.

Support to families
- The nursery takes every step in its power to build up trusting and supportive relations among families, staff and volunteers within the nursery
- The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interests of the child
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate under the guidance of the BSCB with the condition that the care and safety of the child is paramount; we will do all in our power to support and work with the child’s family.

Supporting children on a child protection plan
We will work in a multi-agency capacity to support children who are subject to a child protection plan including attendance at meetings and if any presenting concerns reporting them to the allocated Social worker and if they are not available on that day we will contact their team manager

Staffing and volunteering
It is the policy of the nursery to provide a secure and safe environment for all children. The nursery will therefore not allow an adult to be left alone with a child who has not received their enhanced DBS disclosure clearance.
All staff working in the setting will attend safeguarding training, and receive initial basic training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery.

- We provide adequate and appropriate staffing resources to meet the needs of children
- We abide by Ofsted requirements in respect of references and Criminal records checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the nursery or has access to the children
- All college students will have enhanced DBS disclosures conducted on them before their placement starts
- Volunteers, including students, do not work unsupervised
- We abide by the Safeguarding Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern
- We have procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the nursery, so that no unauthorised person has unsupervised access to the children
- All visitors/contractors will be accompanied whilst on the premises, especially when in the areas the children use
- All staff have access to a whistle blowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
- All staff will receive regular supervision meetings where opportunities will be made available to discuss child protection training and any needs for further support
- The deployment of staff within the nursery allows for constant supervision and support.

Mobile Phone & Camera Use
No mobile phones are allowed to be used within the main nursery by staff, parent/carers or visitors. Further details in relation to Mobile phones and cameras can be found in the mobile phone and camera use policy.

Under 18’s
(This will also relate to trainees, students and volunteers)

- Under 18’s are afforded the protection of this policy
- It will be wholly inappropriate for relationships between staff and anyone under the age of 18 who is within our setting. Should this relationship become of a sexual nature it could be constructed as abuse of power over the young person.

No babysitting policy
To ensure children are treated equally and no favouritism is shown, UCL Day Nursery operates a no babysitting policy. By operating a no babysitting policy we are actively safeguarding our staff and all the children in our care.

**Persons in a position of trust**

As part of regular supervisions, staff will be asked to declare if they have committed, been investigated for, convicted of or have pending any offence or act. This includes any Convictions / Cautions for Assault, Violent Offences, Sexual Offences and Drug Related Offences. Employees are also made aware during supervision that if they commit a crime or are accused of committing a crime they must inform the Manager or Deputy Manager immediately who will then follow the appropriate procedures in line with Ofsted and working together to safeguard children guidance as outlined within company policy and procedure.

If an allegation is made against a member of staff, we will follow the HM Government guidance in ‘Working together to safeguard children – section 22’ The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation then this should be reported to the owner or Deputy Manager instead.

- If a concern arises against a person in a position of trust, that raises a query as to their suitability to work with children we will take the person to one side and inform them an allegation has been made against them.
- We will not at this point tell the person the nature of the allegation.
- The individual will be suspended without prejudice, pending an investigation.
- We will ensure someone in the organisation is designated to offer support to the member of staff.
- If the parent of the child is not already aware of the concern we will immediately inform them (ensuring where possible that confidentiality of all parties is maintained)
- We will contact M.A.S.H using the above numbers
- We will then inform Ofsted of the concern and our action to date
- We will co-operate fully at all times with any external investigation which may include multi agency “position of trust coordination meeting” and will take on board any advice given in relation to the allegation.
- If the allegation is founded we will also refer their name to the secretary of state for possible inclusion in the list of people banned from working with children.
- If the case is unfounded we will follow advice given by the principle officer for Children’s Social Care and the Child Protection Officer for Early Years.
- Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice
- All enquiries/external investigations/interviews will be documented and kept in a locked file
- All records will be kept until the person reaches normal retirement age or for 10 years if that is longer. This will ensure accurate information is
available for references and future CRB questions and avoid any unnecessary re-investigation

- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents.
- The above process is only to be followed when concerns arise around “Persons in a position of trust

Referral to ISA

As a professional childcare setting we are under a legal duty to notify the ISA (Independent Safeguarding Authority) of relevant information, so that individuals who pose a threat to vulnerable groups can be identified and barred from working with these groups.

UCL Day Nursery Staff After-Hours Babysitting Policy

To ensure children are treated equally and no favoritism is shown, UCL Day Nursery now operates a no babysitting policy. By operating a no babysitting policy we are actively safeguarding our staff and all the children in our care.

UCL Day Nursery staff members, volunteers, or others affiliated with the facility are NOT allowed to babysit/home care enrolled children after hours; it crosses from the professional to the personal and has far reaching consequences in terms of Safe Guarding, public liability and confidentiality

Exception: If the employee, volunteer or affiliated individual has a pre-existing relationship prior to the child’s enrolment to UCL Day Nursery with the child and his/her family (i.e. relative, family friend, etc.), babysitting is not forbidden.

If there is no pre-existing relationship prior to the enrolment of the child, with the child and his/her family, babysitting outside of Nursery hours is strictly forbidden.

If an employee, volunteer or affiliated individual engages in caring for enrolled children outside of Nursery hours, that person will be in breach of their contract and this could result in disciplinary action.

If a parent/carer engages in babysitting with employee, volunteer or affiliated individual to UCL Day Nursery that parent/carer will be in breach of their contract and could result in their child’s place may be withdrawn.
Terms and Conditions. The Nursery reserves the right to terminate any Child’s enrolment, or restrict access to parent/guardian or child, at any time without notice, in consideration of the protection of other children and staff, and the well-being and smooth operation of the Nursery. Any disruption caused by a parent or child that is deemed inappropriate or not conducive to a nursery environment, or undermines the reputation of the Nursery, or its staff, will be cause for termination at the discretion of the Nursery Manager.
UCL DAY NURSERY SAFEGUARDING RECORDING SHEETS

November 2014
<table>
<thead>
<tr>
<th>DATE/TIME/YEAR</th>
<th>WHO YOU TALKED TO AND WHAT ABOUT e.g. phone call, conversation, observation, meeting</th>
<th>ACTION REQUIRED AND BY WHOM</th>
<th>ACTION COMPLETED</th>
<th>SIGNATURE / PRINT NAME</th>
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If you have concerns about a child, complete this form / discuss the concerns with the DSO as soon as possible.

If the child has an existing injury upon arrival at nursery e.g. a bruise, use a body map to identify the position and be specific about the size, and colour of the bruise on the body.

If a child has made a disclosure, do not promise to keep it a secret. Tell the CPO immediately and write down everything the child has told you.

*N.B. At all stages confidentiality is crucial.*

<table>
<thead>
<tr>
<th>Child’s Name:</th>
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<td>Address</td>
<td>Post code</td>
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<td>Telephone Number:</td>
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<td>Person with parental responsibility:</td>
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<td>Existing injury / Incident</td>
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<td>Date concern noted:</td>
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<td>Staff member’s signature:</td>
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<td>Date passed on to DSO designated safeguarding officer:</td>
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<td>Action taken</td>
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<th>Time:</th>
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<td>Date:</td>
<td>Parent / Carers Signature:</td>
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</table>
# UCL DAY NURSERY SAFEGUARDING

## CHILDREN –

## ACCIDENT / INCIDENT FORM

If you have concerns about a child, e.g. illness, or injury complete this form / discuss the concerns with the DSO/ Duty Manager as soon as possible.

If the child has an injury at nursery e.g. a bruise, use a body map to identify the position and be specific about the size, and colour of the bruise on the body.

If a child has made a disclosure, do not promise to keep it a secret. Tell the CPO immediately and write down everything the child has told you.

*N.B. At all stages confidentiality is crucial.*

<table>
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<th>Child's Name:</th>
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<td>Person with parental responsibility:</td>
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<td>Date concern noted:</td>
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<td>Staff member’s signature:</td>
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<td>Date passed on to DSO designated safe guarding officer:</td>
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<td>Action taken:</td>
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<td>Date:</td>
<td>Time:</td>
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<td>Date:</td>
<td>Parent / Carers Signature:</td>
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**Record sheet**

**DATE**..........................

**Name of child**...........................................  **D.o.B.** ...........

**Nature of concern**: (Please give full details of the nature of the concern, ensuring that you record dates, times, frequencies, as appropriate and any relevant conversations with the child.)

**Initial action taken**: (this section might include details of initial enquiries of the child, consultation with the DSO, contact with practitioners on SafetyNET plus any contact with or explanations from parents / carers etc.)

**Any additional information / comments:**

**Recommended action**

**Date and time of notification of DSO** ..............................................

**DSO’s Name and Signature**...............................................................

**Name and signature of person making report**.................................

**Position**...........................................  **Date of report**..............

This report to be filed separate from the child’s learning records by the DSO.
Body Maps

Child's name…………………………………….. Date of Birth…………………………Date…………

Name and signature of person making report……………………………… Position…………….
UCL STAFF POLICY ON CHILDREN WITH RAISED TEMPERATURES

Staff must follow the following procedures

Where temperature taken reads: 37.8 – 38.2 degrees with no obvious symptoms

- Record first temperature taken on sick child form
- Inform management at all times
- Take temperature again within 30 minutes and record again
- Inform management of any changes that may have happened
- If symptoms start to show and temperature has risen management must be informed immediately and parents called
- If no symptoms and temperature remains the same take temperature again within 30 minutes

If there is no changes within the hour monitoring inform management so they can assess and call parents to pick up child if necessary.

Where temperature taken reads: 38.2 degrees or above with no obvious symptoms

- Record first temperature taken on sick child form
- Inform management straight away
- Phone parents and warn them of the temperature and tell them that you will monitor and assess in 15 minutes

If there is no change after the 15 minutes monitoring, inform management and call parents to collect their child ASAP

Where temperature taken reads over: 38.0 degrees with obvious symptoms

- Inform management
- Call parents to collect immediately
- If parents are unable to collect immediately, inform to management whom will assess and supervise until child is collected if necessary.

Where temperature taken reads over: 39.0 degrees

- Inform management immediately and notify parents to collect their child immediately
- Management will always supervise the child in a separate room away from the other children, until the child goes home/ Management will always assess if medical intervention is required at any time.

A child with a temperature must be clear of their temperature without the assistance of medication for at least 24 hours before returning to nursery.
Each case is to be assessed on an individual basis by the child’s keyworker and management in order ascertain the best treatment/action needed at any given time.

**UCL TEMPERATURE AND SYMPTOMS FORM**

<table>
<thead>
<tr>
<th>TIME</th>
<th>SYMPTONS</th>
<th>TEMP</th>
<th>TAKEN BY STAFF</th>
<th>VARIFIED BY MANAGEMENT</th>
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**TREATMENT GIVEN**

**ACTION TAKEN**

**PARENTS CALLED**

(Please log times of calls to parents and response)

**SIGNED BY PARENT**

.................................
UCL Day Nursery Health and Sickness Policy

Parents are required to complete a medical form for their child on admission to the nursery.

1 Illness

Parents are asked not to bring a child who is ill to the Day Nursery. Under no circumstances are sick children accepted into the nursery, if a child appears to be ill parents will be asked to take the child home. The nursery has an obligation to other children to minimise risk of infection.

Parents/carer’s must report any contagious diseases to the nursery at the first possible chance. The nursery has a duty of care to protect against the spread of contagious illnesses, in order that we can do this efficiently parents will be asked to ensure their child is collected immediately or as soon as reasonably possible once they are notified by the nursery that their child is sick.

Parents are asked to ensure that they are contactable at all times. If parents are aware that they will be non contactable or will be unable to collect their child within an hour of notification from the nursery, parents must ensure that another emergency contact is available to staff.

To protect against the spread of contagious illnesses parents will be asked to exclude their child from the nursery until they are considered fit to return.

Procedures

- A child with vomiting or /and diarrhoea should not return to the nursery until they have been clear of the symptoms for 48 hours.
- A child with a fever must be clear of fever for at least 24 hours before returning to nursery. If a child shows signs of a temperature at nursery staff will follow the
- Any child prescribed antibiotics must not return to nursery for 48 hours the after first dose. The nursery will then administer any antibiotics required during the course of the day, once parents/carer’s have signed the medicine consent form.
- If a child becomes sick during the day at nursery parents will be asked to come and collect immediately. Please ensure that your child is collected as soon as possible.
- Any child has who has been sent home from the nursery unwell must stay at home for at least one day, to ensure they are well enough to return.
### 2 Infectious Diseases

The policy on exclusion from the Day Nursery on account of infectious diseases is based on current advice from the North East & Central London Health Protection Unit. With some contagious illnesses in which guidelines say exclusion is not necessary (ie, conjunctivitis and Hand foot and mouth and chicken pox) we have followed the Health Authority guidelines and advice, that asks to ensure that a full risk assessment be carried out in order that we have the resources to eliminate the risk of further infection to children and staff at nursery. Because of the age of the children and the nature of the care we deliver we cannot fully guarantee this, so we have no other option other than to exclude the child until infection is no longer a risk to others. *(Using Prevention and control of communicable Diseases Guide School administrators, Nurses, Teachers and Child care providers.2008)*

### 3 Medication

The nursery will only administer medication that has been prescribed and which is clearly labelled with the child's name on. Any child receiving medication must be excluded from the nursery for the first 48 hours of it being prescribed.

Staff will follow the following guidelines for administering medicine:

- All parents are required to sign written consent instructions for staff on the “Administration of Medication” consent forms.
- Staff must sign “Medicine Administered” form, stating dosage and time of dosage of medicine administered. This must be done immediately after administering medication.
- Only a staff member of the nursery can administer the medication to the child.
- All records of medication given will be kept and filled for further reference in the child’s personal file.
- All medication is locked away in the medical cabinet out of the reach of children.
- Parents must sign the “Medicine Administered” form at the end of each day.

### 4 Following Accident or Injury

If appropriate the Officer-in-Charge will ask that the child be taken home following an accident or injury.
UCL DAY NURSERY SICKNESS EXCLUSION TIMES

- **CHICKEN POX** - Five days from appearance of rash and not developing new lesions.
- **CONJUNCTIVITIS VIRAL OR BACTERIAL** - Until 24 hours after discharge has cleared
- **DIARRHOEA and/or VOMITING** - Until 48 hours after diarrhoea and/or vomiting have stopped
- **GERMAN MEASLES** - Five days after the appearance of the rash
- **GLANDULAR FEVER** – No exclusion necessary-exclude only if feeling unwell.
- **HAND, FOOT AND MOUTH** – Until blisters have cleared completely
- **PARVOVIRUS (SLAPPED CHEEK SYNDROME)** – Until symptoms have cleared
- **HEPATITIS A** – Five days from onset of jaundice
- **HEPATITIS B** – Exclude until symptom-free
- **HEPATITIS C** – No exclusion necessary
- **IMPETIGO** - Until lesions have healed, unless they can be covered
- **MEASLES** - Five days after the appearance of the rash
- **MUMPS** Five days after onset of swelling, if well
- **ATHLETE’S FOOT** - Exclusion from barefoot activities until certified free from infection
- **RINGWORM OF SCALP OR BODY** - Until adequate treatment instituted, and provided lesions are covered
- **SCABIES** - Until treated (2 treatments one week apart)
- **THREADWORM** - Until adequate treatment instituted
- **THRUSH** - Until adequate treatment instituted
- **VERRUCAE (Plantar Warts)** - Exclusion from barefoot activities until certified free from infection
- **WHOOPING COUGH** - Seven days from onset of paroxysmal cough doctor’s certificate of freedom from infection and fitness to return is required.
- **HEAD LICE** – until adequate treatment instituted
UCL DAY Nursery Social Networking Policy

Introduction
Social networking activities conducted online outside work, such as blogging (writing personal journals to publicly accessible internet pages), involvement in social networking sites such as Face book, My space or Twitter and posting material, images or comments on sites such as You Tube can have a negative effect on an organisation’s reputation or image. In addition, UCL Day Nursery has a firm commitment to safeguarding children in all aspects of its work. This policy has been written to set out the key principles and code of conduct that we expect of all members of staff with respect to their responsibilities in connection with the use of social networking sites.

Key Principles
Everyone at UCL Day Nursery has a responsibility to ensure that they protect the reputation of the nursery, and to treat colleagues and members of the nursery with professionalism and respect.

It is important to protect everyone at UCL Day Nursery from allegations and misinterpretations which can arise from the use of social networking sites.

Safeguarding children is a key responsibility of all members of staff and it is essential that everyone at UCL Day Nursery considers this and acts responsibly if they are using social networking sites out of nursery. Anyone working in the nursery either as a paid employee or volunteer must not communicate with children via social networking.

Updating of blog on a social networking site whilst at work is not permitted.

Aims
To set out the key principles and code of conduct expected of all members of staff, students and volunteers at UCL Day Nursery with respect to social networking.
To further safeguard and protect children and staff.

Code of Conduct for Everyone UCL Day Nursery – Social Networking
The following are not considered acceptable at UCL Day Nursery:

- The posting of any communication, or images which links the nursery to any form of illegal conduct or which may damage the reputation of the nursery. This includes defamatory comments.
- The disclosure of confidential or business-sensitive information; or the disclosure of information or images that could compromise the security of the nursery.
- The posting of any images of employees, children, parents or anyone directly connected with the nursery whilst engaged in nursery activities.

In addition to the above everyone at UCL Day Nursery must ensure that they:
Do not make any derogatory, defamatory, rude, threatening or inappropriate comments about the nursery, or anyone at or connected with the nursery (please read section 2.1 of the UCL Harassment / Bullying Policy).
Staff must not make indirect suggestive comments associated with the nursery on their social networking sites e.g. “I have had a bad day at work” as any parent or carer may be able to read this.

In order to maintain professional boundaries staff should not accept invitations to be friends with parents and carers.

Use social networking sites responsibly and ensure that neither their personal/professional reputation, nor the nurseries reputation is compromised by inappropriate postings.

Are aware of the potential of on-line identity fraud and to be cautious when giving out personal information about themselves which may compromise their personal safety and security.

Potential and Actual Breaches of the Code of Conduct

In instances where there has been a breach of the above Code of Conduct, the following will apply:

Any breaches of this policy will be fully investigated. Where it is found that there has been a breach of the policy this may result in action being taken under the Disciplinary procedure.

A breach of this policy will be considered to be a serious disciplinary offence. The Management will take appropriate action in order to protect the nurseries reputation and that of its staff, parents, children and anyone else directly linked to the nursery.

I can confirm that I have read the attached social networking policy and that I understand and agree to adhere to it. I have also received a copy of this policy to add to my personal Policies & Procedures file.
ACCEPTABLE USE (of camera’s & mobile phones) POLICY Statement of intent

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used in turn eliminating the following concerns:
1) Staff being distracted from their work with children.
2) The inappropriate use of mobile phone cameras around safeguarding children.

Aim
Our aim is to:
- Have a clear policy on the acceptable use of mobile phones and cameras, that is understood and adhered to by all users of the nursery.

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

Mobile Phones
- The Nursery allows staff to bring in personal mobile telephones and devices for their own use.
- Users bringing personal devices into nursery must ensure there is no inappropriate or illegal content on the device.
- All staff must ensure that their mobile telephones/devices are left inside their bag throughout contact time with children. Staff bags should be placed in the lockers, staffroom or office unless requested by the Manager to move them to another appropriate location.
- Mobile phone calls may only be taken at staff breaks or in staff members’ own time, unless prior arrangement with the manager.
- If staff have a personal emergency they are free to use the setting’s phone or make a personal call from their mobile in the designated staff area of the setting, i.e. staff room or office.
- If any staff member has a family emergency or similar and required to keep their mobile phone to hand, prior permission must be sought from the Manager and the mobile phone should be placed appropriately within the nursery.
- Staff (will need to) ensure that the Manager has up to date contact information and that staff make their families, children’s schools etc. aware of emergency work telephone numbers. This is the responsibility of the individual staff member.
- All parent helpers/students will be requested to follow the same guidelines required by staff.
- During group outings staff will have access to their own personal phones, which is to be used for emergency purposes only.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Nursery Manager or Leader.
Concerns will be taken seriously logged and investigated appropriately in conjunction with the safeguarding children policy.

The Manager or Leader in her absence reserves the right to check the image contents of a member of staffs mobile phone should there be any cause for concern over the appropriate use of it.

Should inappropriate material be found then our Local Authority Designated Officer (LADO) will be contacted immediately. We will follow the guidance of the LADO as to the appropriate measures for the staff member’s dismissal.

**Camera’s**

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

Only the designated nursery camera is to be used to take any photo within the setting or on outings.

Images taken on this camera must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.

All staff are responsible for the location of the camera; this should be placed within the lockable cabinet in the office when not in use.

The camera must be locked away at the end of every session.

Images must only be down-loaded by a member of the nursery team

Photographs should then be distributed to members of staff (key person) to record in children’s learning journeys.

Under no circumstances must cameras of any kind be taken into the bathrooms without prior consultation with the Manager or Leader.

If photographs need to be taken in a bathroom for the purpose of learning, two members of staff will be present at all times.

Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

The policy was modified and adopted on (d):

........................................................................................................

Review Date: ........................................................................................................

Signed: ........................................................................................................
UCL DAY NURSERY BITING POLICY

1 Introduction

1.1 Biting is fairly common amongst young children and it is one of the things that worries adults the most. Biting is often very painful and frightening for the child who is bitten. It can also be frightening for the child who bites, because it upsets the child and makes adults very angry. Biting can make the child who bites feel very powerful because of the strong reaction that it brings. This power can be frightening for the children because they need to feel secure that their feelings can be controlled. It happens for different reasons with different children and under different circumstances. The first step in learning to control it is to look at why it may be happening.

2 Why children bite

2.1 Exploration: Babies and toddlers learn by touching, smelling, hearing and tasting. If you give a baby a toy, one of the first places it goes to is the mouth. Tasting or "mouthing" objects is something that all children do. Children this age do not always understand the difference between gnawing on a toy and biting someone.

2.2 Teething: Children begin teething around the ages of 4 to 7 months. Swelling gums can be tender and can cause a great deal of discomfort. Babies sometimes find relief from this discomfort by chewing on something. Sometimes the object they chew is a real person! Children this age do not truly understand the difference between chewing on a person or a toy.

2.4 Cause and effect: Around the age of 12 months, babies become interested in finding out what happens when they do something. When they bang a spoon on the table, they discover that it makes a loud sound. When they drop a toy from their cot, they discover that it falls. They may also discover that when they bite someone, they get a reaction.

2.5 Attention: Older toddlers may sometimes bite to get attention. When children are in situations where they feel that they are not receiving enough attention they often find a way to make others sit up and take notice. Being ignored is not fun! Biting is a quick way to become the centre of attention - even if it is negative attention.

2.6 Imitation: Older toddlers love to imitate others. Watching others and trying to do what they do is a great way to learn things. Some children see others bite and decide to try it out themselves.

2.7 Independence: Toddlers are trying so hard to be independent "Mine" and "me do it" are favourite words. Learning to do things independently, making choices, and needing control over a situation are part of growing up. Biting is a powerful
way to control others. If you want a toy or want a playmate to leave you alone or move out of your way, it is a quick way to get what you want.

2.8 Frustration:
Young children experience a lot of frustration. Growing up is a struggle. Drinking from a cup is great, yet nursing or sucking from a bottle is also wonderful. Sometimes it would be nice to remain a baby! Toddlers do not always have good control over their bodies. A loving pat sometimes turns into a push. Toddlers cannot always express themselves. They sometimes experience difficulty in asking for things or requesting help. They have not yet learned how to interact with others. At times, when they are unable to find the words to express their feelings, they resort to hitting, pushing, or biting.

2.9 Stress:
A child's world can be stressful too. A lack of interesting things to do, or insufficient interaction with adults is stressful situations for children. Children also experience traumatic events in their lives, such as bereavement, moving to a new home, or even starting a new nursery. Biting is one way to express feelings and relieve tension. Young children are not always able to fully understand what they are feeling. THEY JUST ACT!

3 What we can do
3.1 Use the WHO, WHAT, WHEN and WHERE method to pinpoint the problem
- **Who** was involved?
- **What** happened before or after? How was the situation handled?
- **When** did the biting occur?
- **Where** did it happen?

3.2 Try prevention
- If you determine that the biting occurs as the result of exploration or teething you may want to provide the child with a teething ring.
- If the child seems to bite when tired or hungry, you may want to look at your daily routine to be sure that s/he is getting enough sleep and nourishment
- Try to keep group play to short periods and small groups. Watch for situations where two children might want the same toy. For example, if the biting occurs when two children are fighting over a toy telephone, you may want to purchase a second one or perhaps try to distract them before a potential biting situation arises. It is not always possible to make very young children share. Toddlers do not necessarily have the skills to negotiate or understand another child's perspective.
- Children in this situation need close adult supervision, especially if they are known to bite. However even the best supervision, unless it is one-to-one will not prevent some children from getting bitten.
- If attention seems to be the main reason for biting, try to spend time with the child and praise them when they are doing more positive things. If the child is experiencing a stressful family or care giving situation, you will want to make everyday life as supportive and normal as possible. Predictable meals and bedtimes and extra time with a loving adult can help. Often, experiences like rolling, squishing, and pounding play dough or relaxing and splashing in the water play are a great way to relieve tension.
3.3 Teach new behaviours

When a child bites, show the biter with your voice and facial expression that biting is unacceptable. Speak firmly and look directly into the child's eyes. Explain that biting is not acceptable in a way that is easy for the child to understand and appropriate for their age. When a child bites the adult needs to say firmly "We do not bite, biting hurts" and remove her/him immediately from the situation. Whenever the child is out of control, for everyone's safety including their own, you may need to isolate them until they calm down. Insist on a 'time out' or 'cooling off period' for a while but keep him/her with an adult. You may also want the child to help wash, bandage, and comfort the victim. Making him/her a part of the comforting process is a good way to teach nurturing behaviour. When the child is ready, s/he should be reintroduced to the group. You might say something like "You were very cross when Susan took your truck-if you feel cross, tell me and I will help you" The child needs you to understand his/her feelings and adult support to enable them to manage them differently. Feelings are very hard for young children to control.

3:4 Points to Remember

Even if attention is not part of the initiating problem, it is very likely to be part of the reaction which makes the problem continue. Therefore it is extremely important that the child experiences positive adult attention for behaviour that you want to encourage e.g. sharing or hugging. If the difficult behaviour is frequent then you may have to “invent a situation for praising the child. Look for an opportunity to make a fuss of the child for doing something that involves a positive interaction with other children. Such responses from the adult are an essential part of moving the children in the right direction. Clear consistent boundaries are only half the answer. Lavish praise for the good behaviour is the other half. It provided clear guidance on what it is that you want from the child.
UCL Day Nursery Missing Children Policy

What is a missing child?
The Association of Chief Police Officers (ACPO) defines a missing person as ‘Anyone whose whereabouts is unknown whatever the circumstances of disappearance. They will be considered to be missing until located and their well-being or otherwise established’ (ACPO 2005).

Not all children who are missing should be considered to be vulnerable but some children who experience certain life events could be more at risk of not receiving health and education services. They include:
- Children living in women’s refuges
- Children in families fleeing domestic abuse
- Children of homeless families
- Children of refugees and asylum seeking families
- Children in new immigrant families, who may not have a fixed address
- Children who have left early years provision suddenly and without notification

1 Locating Missing and Lost Children
These protocols do not replace Child Protection Procedures. If the child you are looking for is at risk of, or thought to be at risk of, significant harm you must follow the Camden Councils Child Protection Procedures (2007).

2 Recording actions
Information known or received, people spoken to, decision and actions – and the reasons for taking them, should be recorded contemporaneously. If the child is subsequently reported missing to the police, or is found to be a victim of crime, full records will be required.

2.1 The procedures will support services in recording key actions which will identify the reasonable enquiries which they have made.

3 Assessing a child’s vulnerability: immediate response
Assessing vulnerability requires a combination of professional knowledge and experience of child welfare issues and knowledge of local circumstances.

Considering the following questions could assist the process. If in doubt a practitioner should always consult with managers.

4 Key Questions to consider
- Have there been suspicions in the past concerning this child and family members, which together with any sudden disappearance from service provision is worrying?
- Was there a significant incident prior to the child’s unexplained absence from services?
- Is there a history of mobility without full explanations as to why?
- Are there issues raised by the child or by their family’s immigration or asylum status?
- Has there been school or local authority intervention in relation to older siblings’ attendance e.g. visits by Education Welfare Service, parenting contracts etc?

5 Referral to Pre School Missing Children Team
This can be found at the end of this document

6 Key legislation
6.1 Promote co-operation - Children Act 2004, Section 10 requires each local authority to make arrangements to promote co-operation between the local authority, each of their relevant partners and such other persons or bodies,
working with children in the local authority’s area, as the authority consider appropriate. Relevant partners are also under a duty to co-operate with the local authority in the making of those arrangements. The arrangements are to be made with a view to improving the wellbeing of children in the authority’s area – which includes protection from harm or neglect alongside other outcomes. This section is the legislative basis for Children’s Trust partnerships.

7.1. **Duty to Safeguard and Promote the Welfare of Children - Children’s Act 2004, Section 11** requires a range of organisations to make arrangements for ensuring that their functions, and services provided on their behalf, are discharged having regard to the need to safeguard and promote the welfare of children.

7.32 **DCSF - Early Years Foundation Stage 2007 – Welfare Requirements**
The specific areas that the requirements cover are:
- Safeguarding and promoting children’s welfare
- Suitable people
- Suitable premises, environment and equipment
- Organisation
- Documentation

7.3 **DCSF - Childcare Sufficiency Duty - 2008**
- Assesses the availability of childcare for parents wanting to access training and employment
- Ensures that there are sufficient places to meet demand

7.4 **Working Together to Safeguard Children 2010** sets out how individuals and organisations should work together to safeguard and promote the welfare of children.

7.5 **Section 55 of the Borders, Citizenship and Immigration Act 2009** came into force on 2 November. It brings immigration officials in line with other agencies that work with children, including youth offending teams and police, whose duty to safeguard is set out under Section 11 of the Children Act 2004. Immigration officials have a duty to consider the need to safeguard and promote the welfare of children while performing their immigration, asylum, nationality and customs functions in the UK.

**References**

Statutory guidance (revised) for local authorities in England to identify children not receiving a suitable education (Jan 09)

http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00202/


The Children Act 2004. Section 10

http://www.dcsf.gov.uk/everychildmatters/about/guidance/dutytocooperate/

The Children Act 2004 Section 11

http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00042/

Working Together to Safeguard Children

http://www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/safeguardingchildren/workingtogether

Borders, Citizenship and Immigration Act 2009
Missing Pre-School Children: Checklist Guidance notes for Practitioners in Early Years Education, Childcare and Pre-School Health

What is a missing child?
The Association of Chief Police Officers defines a missing person as ‘Anyone whose whereabouts is unknown whatever the circumstances of disappearance. They will be considered to be missing until located and their well-being or otherwise established’ (ACPO 2005).

Which children are we concerned about?
Some families may choose not to engage with services and they have a right to do this. However, we know that persistently not engaging can be a factor of concern in cases of abuse and neglect. Although we want to know about all children thought to be ‘missing’, we are most concerned about those who are vulnerable, or at risk and in need of services. It also includes pregnant women who are not engaging with services. In the case of pregnant teenagers there will be two children we may be concerned about.

When should the checklist be completed?
There are no time scales attached to this screening process. Practitioners will need to make a judgement about how long they spend looking for a child. This will be based on experience and knowledge of the local community, and following any agency-specific guidance where this exists. All Early Years Practitioners are advised to follow the ‘Pathway for Children who go missing from Early Years Provision’. It is important that every effort is made to contact the family and at least one visit made to the home address.

Agency checks
The checklist provides common sources of information but it is not exhaustive. There will be other sources not included but you can add these to the form. It is not expected that a single agency can obtain all the information. Involved practitioners will need to talk to each other to agree and gather appropriate information to their service. Some telephone numbers of city-wide services are given but you will have better knowledge of local services.

Non-professional sources of information
Practitioners will use their judgement about the appropriateness of approaching non-professionals for information about missing children. If in doubt, discuss this with your colleagues, supervisor or manager. Do what is reasonable.
Once you have completed your form

Once you have carried out appropriate local searches fax the completed form to the CAMDENS Safeguarding Children Service on 0207 974 4095. For advice please contact the Early Years Advisory Team on 0207 974 6891. We will carry out further checks where possible and then contact you to discuss what action needs to be taken. We would also like to know which children initially ‘lost’ have been ‘found’ by using the checklist – so fax these to us too. If you wish to check that your fax has arrived ring one of the above numbers.

What happens next?

As a minimum we will keep a record of all children currently missing so that ongoing checks can be made and the children tracked where necessary. Further efforts will be made to trace those children felt to be at risk, involving Social Care and the Police. If the child should ‘turn up’ again in your area, please let us know.

Remember

- Routinely record and amend children’s details at routine contacts
- Remind parents to let you know of any changes of address etc.
- Do what you can within your own agency and contact other involved agencies for their support in the search
- Do what is reasonable in terms of your search and time-scales
- Contact us if you’re not sure

Responsibilities of practitioners

- To make all reasonable attempts to locate the child
- To liaise with other agencies known to be involved with the child/family
- To maintain accountability for the case throughout the search

Responsibilities of the Safeguarding Service

- To search additional databases for information about the child/family
- To advise the practitioner on further steps to be taken
- To maintain a record of missing pre-school children notified to the service
- To pass information to the appropriate agencies if the child remains ‘missing’
- To identify, monitor and report on the trends in missing pre-school children data and determine an appropriate response

If the child you are looking for is thought to be suffering or is at risk of suffering significant harm you must follow the CAMDEN’S CHILD Protection Procedures identified and re-engaged with Early Years p.

Practitioner checklist to locate missing pre-school children

Please use in conjunction with the accompanying guidance notes

Gather as much information as possible using the checklist below. If you are still unable to locate the child please fax this form to the Safeguarding Children Service on Fax: 2736239. For advice please contact the Early Years Advisory Team on 2734926.
<table>
<thead>
<tr>
<th>Practitioner details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td><strong>Agency</strong></td>
</tr>
<tr>
<td><strong>Phone</strong></td>
</tr>
<tr>
<td><strong>Phone</strong></td>
</tr>
<tr>
<td><strong>Email</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child(ren)'s details (Include school age siblings’ details)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family name</strong></td>
</tr>
<tr>
<td><strong>First name</strong></td>
</tr>
<tr>
<td><strong>DOB</strong></td>
</tr>
<tr>
<td><strong>Address</strong></td>
</tr>
<tr>
<td><strong>Postcode</strong></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
</tr>
<tr>
<td><strong>Language</strong></td>
</tr>
<tr>
<td><strong>Immigration status</strong></td>
</tr>
<tr>
<td><strong>School/Nursery</strong></td>
</tr>
<tr>
<td><strong>GP</strong></td>
</tr>
<tr>
<td><strong>NHS no</strong></td>
</tr>
<tr>
<td><strong>Other</strong></td>
</tr>
</tbody>
</table>
Practitioner retains responsibility for the case throughout and maintains records according to agency protocols.

Practitioner becomes aware that child is missing

- Practitioner undertakes local search using guidelines and completes missing preschool children checklist.
- Practitioner faxes/posts checklist to Safeguarding Children Service.

Safeguarding Children Service enters child’s details on Missing Pre-School Children Database and carries out further database searches (EMS, Care First, Headcount etc).

- Child Found
  - Information passed to practitioner
  - Safeguarding Children Service involvement ends
  - No further action
  - Practitioner seeks further information and search continues

- Child NOT Found
  - Safeguarding Children Service contacts practitioner to agree next steps
  - Child believed to be out of country
  - Further information required

Child reaches school age
- Information passed to Children Missing from Education team

Safeguarding Children Service carries out periodic checks of existing

Child believed to be elsewhere in country
- Practitioner makes referral to Social Care and/or Police

Concerns about risks to child

Safeguarding Children Service involvement ends
UCL Day Nursery Evacuation Procedure

55 Gordon Square Basement-baby and toddler Unit

When you hear the fire alarm bell ringing continuously **ACT IMMEDIATELY**. All staff in the Day Nursery are emergency/fire wardens for their own area. All staff should be aware of fire risks in their area and other areas the location of fire extinguishers and emergency exit doors. Areas must be checked daily in accordance with the Fire risk assessment document.

On sighting a fire or suspecting a fire:

1. Sound the fire alarm by breaking a fire call point.
2. Ensure that the children and adult visitors are out of the building.
3. If it is safe to do so, use an appropriate fire extinguisher or blanket to put it out. Do not put yourself at risk.
4. Security will attend automatically when the fire alarm sounds, if possible alert them also by dialling 222. Call the main nursery building straight away for assistance.
5. The Pre-school will immediately settle the children in their building for a song or circle time with two staff, and then at least two staff and the chef will immediately go to help to evacuate baby toddler unit,

If there is a fire/emergency the person in charge of the Day Nursery on that particular day will be in charge of the evacuation.

When the fire bell sounds:

Fire and Emergency Warden A **(Kate Burtenshaw)** (or, in her absence, Fire Emergency Warden B **(Zehra Bukowski)** and Emergency Warden C **(Louise Johnson)**) will take both children and staff signing in and out books and all parents contact details stored in the back of children signing book.

All staff must take all children from the bathroom and the main rooms out of the Day Nursery.
12 babies in each room and 4 members of staff (Students training will be additional)

1. Up to six babies will be put into each wheeled evacuation cot and wheeled out to the front of the building and into the garden. To then be assisted by Pre- School staff and named volunteers from the Institute of Education building up stairs.

2. If the fire is such that it prevents evacuation to the front then alternative exit routes are through the rear of the building by the staff room.

3. The last person out will check the room for any remaining children and bring with them the register closing the door behind them.

Fire and Emergency Warden C (Louise Johnson) (or, in his absence, Fire and Emergency Warden D) (Stacey Nazujuk) to be responsible for checking all rooms, bathroom and garden are empty and to close the doors before leaving.

Ensure that the Way out through the front door is clear, then take Children/staff out through either door marked FIRE EXIT

Slowly and carefully take the children/staff up the stairs either side of the front of the nursery, and assemble at the Institute of Education assembly point on Woburn Square. Once registers have been taken and Emergency marshals have cleared it with the Head Fire Marshall at Institute of Education, the staff and children will make their way over to 50 Gordon Square. Fire and Emergency Warden A (or, in her absence Fire and Emergency Warden B) to stop traffic in Gordon Square and ensure that the road is clear. All staff, children, visitors and students then walk carefully across the road to the agreed assembly place of safety UCL Day Nursery, Pre School unit 50 Gordon Square, Gordon Square. Where senior staff will contact all the parents, either by phone or E-mail using the pre schools phones, communications, and personal mobile phone’s.

IF NORMAL FIRE EXITS ARE BLOCKED BY SMOKE OR FIRE ALTERNATIVE ROUTES MUST BE USED. Take all children/staff through this door and follow the signs marked FIRE EXIT to the right then up the stairs through the door Until you reach the front of the building and go out through the main front door.

Walk carefully across the road to the Assembly point at UCL Day Nursery 50, Gordon Square. Wait at the place of safety until further notice. NB: As the attendance record reflects the true number of children in the nursery, at the start of the morning and in the afternoon, it is important that every child is marked in as they arrive and out as they leave.
UCL Day Nursery Toddlers and Pre-School Evacuation Procedure

50, Gordon Square

Basement-Pre school.

When you hear the fire alarm bell ringing continuously ACT IMMEDIATELY. All staff in the Day Nursery are emergency/fire wardens for their own area. All staff should be aware of fire risks in their area and other areas the location of fire extinguishers and emergency exit doors. Areas must be checked daily in accordance with the Fire risk assessment document.

On sighting a fire or suspecting a fire:

1. Sound the fire alarm by breaking a fire call point.

2. Ensure that the children and adult visitors are out of the building.

3. If it is safe to do so, use an appropriate fire extinguisher or blanket to put it out. Do not put yourself at risk.

4. Security will attend automatically when the fire alarm sounds, if possible alert them also by dialling 222.

If there is a fire/emergency the person in charge of the Day Nursery on that particular day will be in charge of the evacuation.

When the fire bell sounds:

Fire and Emergency Warden A (Kate Burtenshaw) (or, in her absence, Fire and Emergency Warden B (Anna Simpkins) will take both children and staff signing in and out books and all parents contact details stored in the back of children signing book.

All staff must take all children from the bathroom and the main rooms out of the Pre-School Units.

Fire and Emergency Warden C (or, in her absence, Fire and Emergency Warden D) to be responsible for checking all rooms, bathroom and garden are empty and to close the doors before leaving.

Ensure that the Way out through the front door is clear, then take Children/staff out through either doors marked FIRE EXIT (one being the main entrance via the Office and the other nearest the baby Unit via the staff room.)

Slowly and carefully take the children/staff up the stairs either side of the front of the nursery. Fire and Emergency Warden A (or, in her absence Fire and Emergency Warden B) to stop traffic in Gordon Square and ensure that the road is clear. All staff, children, visitors and students then walk carefully across the road to the agreed assembly place of safety UCL Day Nursery, baby and toddler unit 59 Gordon Square Gordon Square, Where senior staff will contact all the parents, either by phone or E-mail using the baby units phones communications, and personal mobile phone's.
Fire and Emergency Warden A (or, in her absence Fire and Emergency Warden B) to do a head count of children, staff, visitors and students.

Wait at the assembly point until further notice.

If the Nursery is unable to re-enter the building then senior staff will notify all parents.

If necessary, when you leave the building ask for help with babies from the staff in the safety office.

(Upstairs)

**IF NORMAL FIRE EXITS ARE BLOCKED BY SMOKE OR FIRE ALTERNATIVE ROUTES MUST BE USED.**

This also applies to children/staff that may be outside in the garden area.

Fire and Emergency Warden A (or, in her absence Fire and Emergency Warden B) will take both Children and staff signing in and out sheets.

All children from the Baby, Toddler and Pre-School Units to leave through the back door via the garden, into the garden area and to proceed through the gate at the rear of the garden marked **FIRE EXIT**.

Ensure that the way out is clear and follow the path round to the door marked FIRE EXIT, Fire and Emergency warden A(or, in her absence, Fire and Emergency Warden B) to smash the emergency fire exit glass with the hammer provided then carefully pull the lever back to release the door.

Take all children/staff through this door and follow the signs marked FIRE EXIT to the right then up the stairs through the door.

Until you reach the front of the building and go out through the main front door.

Walk carefully across the road to the Assembly point at **UCL Day Nursery .59, Gordon Square.**

Wait at the place of safety until further notice.

**NB:** As the attendance record reflects the true number of children in the nursery, at the start of the morning and in the afternoon, it is important that every child is marked in as they arrive and out as they leave.

Any visitors/students or agency staff in the building must be shown the fire /evacuation routes when they arrive.
In the event unexpected circumstances that would require the nursery to shut at short notice, the senior staff, (Emergency warden A and B) would contact all parents via, E-mail or Telephone, if the parents are unable to be contacted two at least two members of staff will stay with the uncollected children, keeping in line with statuary ratio requirements at all times (3 year olds 1-8, 2 year old 1-4, and under 2’s 1-3) until parents are contacted.

In the event of a major incident near by

In the event of a major incident near by, (Emergency warden A and B) would assess the situation, and perform a risk analysis’s, follow advice from Emergency service’s as to the procedure that is need to be followed in each event, (parent’s would be informed at all times as to which procedure we are following I.E whether we are advised to evacuate and to where to which place of safety we are intending to go, or whether we are advised not to leave the building.)
POLICY ON HEALTH AND SAFETY IN THE NURSERY

It is our policy to provide a safe and healthy environment for all our staff, children, parents and other users of the nursery.

- All the staff are aware of the importance of implementing health and safety initiatives and will do their best to ensure injuries do not occur to the children, themselves or other users.
- It is our intention to ensure that there is a qualified First Aider on the premises.
- The First Aid box is always readily available and fully stocked to requirements_________________________ is responsible for restocking first aid boxes. The First Aid boxes are kept in the marked cupboard in Office in Each play room and the Kitchen and nappy changing area
- Only prescribed medicine may be administered to the children in our care. A medicine book will be available to record details provided by parents/carers, recording the times of dosage of medicines to be given to their child. The book is to be signed and is kept in the office. All medicines are locked away in the medical cabinet out of the children’s reach.
- If a child becomes ill whilst in our care, we will take every step to contact parents/carers, if this is not possible we will ensure that the child receives the best care and seek alternative responsible measures if necessary until parent/carer arrives. Parents/carers are expected to co-operate with us by not bringing children to the nursery if they have a temperature, any infectious or contagious illness or significant injury that will impair the child’s ability to be actively involved in the nursery environment. Staff will also be asked not to attend work under the same circumstances.
- An accident book is available which must be filled in if any child or member of staff sustains injury whilst on the premises. Details of how, where, when and to whom the accident happened must be recorded by the member of staff who saw and dealt with the injury.
- The treatment given must also be recorded. Parents will then be given an accident form detailing the injury sustained and asked to sign the accident book on receiving the information.
- We will always act on advice given by agencies such as Ofsted, environmental health and the fire brigade.
FURTHER HEALTH AND SAFETY ISSUES

- No smoking on the nursery premises
- Dress code: smart and practical with sensible footwear.
- All electrical sockets must have safety plugs, no trailing and all electrical equipment is checked by the Institute's electricians prior to use.
- All fire exits are kept clear and are free of obstruction.
- All fire extinguishers are clearly labelled and checked regularly by the Institute's health and safety department. These checks are clearly logged on the extinguishers.
- Students are not allowed to be left with the children unsupervised and children must be supervised at all times.
- All cleaning fluids and other potentially dangerous objects must be locked away at all times.
- When entering the unsecured zone children must be escorted by a member of staff or parent/carer at all times.
- Children may not enter the kitchen unless supervised by a member of staff.
- The gate to the kitchen must be kept locked at all times.
- Out of date food will never be given to the children even if it has been bought in from home in their packed lunch.

North East and Central London Health Protection Unit Advice:

Best Practice Recommendations for General Cleaning

The school, nursery or other childcare setting (hereinafter referred to as “institution”) environment should be appropriately maintained to reduce the risk of cross infection. Appropriate cleaning methods and frequencies should be in place to minimise cross infection.

The contractor is to provide a daily cleansing service to ensure that the institution premises (especially toilet areas) are kept clean, safe and hygienic. Frequency of cleaning will depend on what extended services the institution provides (e.g. breakfast clubs, after school clubs etc.). It is advisable for toilets to be cleaned at least twice daily, including a lunch time clean.

A documented, regular cleaning programme must be in operation and colour coded systems should be used for all cleaning equipment (e.g. the national system recommends red for toilets, blue for general areas, green for kitchens etc.)

All chemicals should be handled and stored in accordance with manufacturer’s instructions and product safety data sheets. Any staff who handle chemical cleaners should be given instructions on their safe use, including the first aid measures required in the event of accidental ingestion, inhalation or contact with skin or eyes. Contractors should be aware of the requirements of Control of Substances Hazardous to Health (COSHH, 2002) Regulations.
A separate policy (including cleaning schedule) should be available in the event of an outbreak of infectious disease (most commonly an outbreak of diarrhoea and vomiting), and reporting mechanisms in place to enable prompt reporting to the relevant agencies (e.g. Health Protection Unit).

Cleaning contracts should include additional cleaning requested by North East and North Central London Health Protection Unit (NENCLHPU) in response to particular outbreaks of infection on the institution premises.

**Contractor should provide (in addition to routine cleaning):**

A regular deep cleaning programme (e.g. during each school holiday, or approximately 5 times a year)

Regular steam cleaning (e.g. every 6 months or every 2-3 months for high risk areas and as necessary)

Ability to increase cleaning frequency and employ correct methods, as requested, in response to an infectious disease outbreak.

**The institution must provide suitable cleaning facilities:** Designated cleaners sink should be available for cleaning activities (e.g. emptying dirty water from mop buckets/cleaning dirty equipment).

Suitable cleaning room/large cupboard with enough storage and shelving to enable safe, hygienic storage of equipment. Kitchen cleaning equipment should always be kept separate from the toilet cleaning equipment.

Where there is blood or body fluid contamination (e.g. spills of vomit or faecal material), equipment must be available to enable spills to be disinfected and cleared immediately by dedicated staff (not cleaning staff) and any contaminated surfaces cleaned and disinfected. Spill kits are available commercially.

Cleaning materials must be available for staff to use if needed outside of contractor’s times - including kits for dealing with blood and body fluid spillage appropriately. Staff should be trained appropriately.

Environmental surfaces and floors that are impervious to water and easy to clean should be in place.

**Top Tips for Cleaning**

- Overall, premises should be clean and well ventilated. All areas should be cleaned regularly as part of a documented cleaning policy and rota. Toilets and hand contact sites, such as toilet handles, taps and doorknobs are likely to be contaminated with germs and have a high risk of transferring infection. It is therefore essential to clean and disinfect these sites as frequently as is practical and especially when visibly dirty.
- Surfaces such as floors, walls and furniture generally offer a low risk of contamination and a low risk of germ transfer. To maintain this low risk, these surfaces should be regularly cleaned (e.g. daily), kept dry and well maintained.
- Any carpeted areas should be vacuumed daily as well as steam cleaned on a regular basis (e.g. every 6 months or more regularly if required).
- Environmental cleaning cloths should be non-shredding, ideally disposable, and used within a colour coded system. If reusable cloths have to be used they must be decontaminated after each use and at least once a day, and be routinely replaced. Cloths can be decontaminated by hot...
machine washing (at least 60°C) and then drying them as rapidly as possible either flat or hanging. If cloths cannot be decontaminated in this way they should be disposable and disposed of at the end of the session/day. Cloths/mops used to clean the toilet area must not be used in other areas.

- Ideally mops with removable heads should be used and arrangements made to have them washed at high temperatures in the washing machine (at least 60°C) at the end of each day. If not possible, mop heads should be cleaned using detergent and warm water, then rinsed with a disinfectant solution. The mop should then be wrung out until as dry as possible, then dried quickly (head-up) and stored with the mop head facing upwards (inverted or hanging). Mops should not be cleaned in a sink that is used for food preparation nor should they be left soaking in dirty water. All mop buckets should be easily cleanable (e.g. plastic) and cleaned, disinfected and dried after each use.
UCL DAY NURSERY KEY WORKER POLICY

The Key Person

At UCL Day Nursery we firmly believe that children thrive from a base of loving and secure relationships. This is normally provided by a child’s parents but when your child joins nursery this can also be provided by a key person and other significant adults within your child’s nursery life. A key person is a named member of staff with responsibilities for a small group of children who helps those children in the group feel safe, secure and well cared for. We believe the role is an important one and an approach that is set out in the EYFS which is working successfully in UCL Day Nursery. It involves the key person responding sensitively to children’s feelings and behaviours and meeting emotional needs by giving reassurance, care and supporting the child’s well-being. The key person supports physical needs too, helping with issues like nappy changing, toileting and dressing. That person is a familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child and parents or carers.

Records of development and care are created and shared by the key person, parents and the child. Small groups foster close bonds between the child and the key person in a way that large groups cannot easily do. These groups allow the key person to better ‘tune into’ children’s play and their conversations to really get to know the children in the group well. Children feel settled and happy and are more confident to explore and as a result become more capable learners.

Why Attachment Matters

What is attachment and why is it important for young children? Attachments are the emotional bonds that young children develop with parents and significant others such as their key person. Children with strong early attachments engage in more pretend play and sustain attention for longer. Their sense of who they are is strong. Children need to be safe in the relationship they have with parents or carers. They will develop resilience when their physical and psychological well-being is protected by an adult. Being emotionally attached to such an adult helps the child feel secure that the person they depend on is there for them. When children feel safe they are more inclined to try things out and be more independent. They are confident to express their ideas and feelings and feel good about themselves. Attachment influences a child’s immediate all-round development and future relationships.

At UCL Day Nursery we plan and organise our nursery environment to ensure that all children receive enjoyable and challenging new experiences which are tailored to meet their individual interests and needs.

Each child is allocated their own key worker before they begin their settling-in period at nursery. Prior to the settling-in period parents will be invited to a family group conference with the key worker, during this conference the key worker will gain as much knowledge as possible to settling in period specific to the child’s individual needs.

During settling-in period the key worker will spend lots of one to one time with the new child to
encourage the development of a positive attachment, which provides security for the child and helps with the settling-in process.

We have a low turnover of staff at UCL Day Nursery and we are also a small setting, which enables all staff to work very closely with all the children and co-operatively meet their all needs and requirements. Our aim is to help all the children build a close relationship (in their own time) with all the staff so they can remain happy and confident when their Key person is not present.

Key working Responsibilities

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

We recognise that parents hold key information and play a critical role in their child’s education. Therefore we understand the importance of their contribution, views and feelings with regards to their child’s development. We endeavour to support both the child and the parents.

It is important to distinguish between the administrative aspects of a key worker system and the development of an appropriate key person relationship and to recognise the value of both aspects of the key worker role.

- Keeping records of your key children’s developmental progress, contributing observations to records kept by colleagues and sharing records with parents (settling in observations / initial assessment / previous reviews / records and reports)
- Observing their key children and analysing the information gathered through observation (observations to be put into EYFS Assessment / evidence books)
- Planning experiences for individual children based on the observations of the child’s interests and developmental stages
- Shared working with the Nursery SENCO in writing individual education plans for their key children with special educational needs.
- Writing reports for parents and holding regular meetings to discuss progress.
- Communicating with parents on a daily basis in person and through daily log books (Baby Unit Only).
- Communicating with colleagues and other professionals.
- Planning key group times – these may include:
  - Eating times
  - Sharing stories
  - Singing and rhymes
  - Music and movement.
- Organising a co key person who is known to the parent and child.
- Ensuring smooth and planned transition when a child moves rooms and the key person changes, including the passing on of information on development and progress kept in key person files.
- Where possible staff cover is provided by those who are already familiar to the children.
- A secondary key person who is already known to the child is able to step in when the key person is absent.
- Practitioners have regular opportunities to reflect on their own emotional responses to the children and to their work as well as thinking about the children’s progress and
Important aspects of a key person relationship are:

- Developing secure trusting relationships with key children and their parents.
- Settling new key children into the nursery gradually, at the child’s individual pace (over at least 2 weeks).
- Working in partnership with parent’s. The key workers recognize that parents are the child’s first carers and educators and therefore their views and knowledge of their children are paramount in ensuring that we are able to provide the best possible care.
- Interacting with key children at a developmentally appropriate level (e.g. when working with young babies using reciprocal sounds, facial expressions and gestures.)
- Providing a secure base for each child by supporting their interests and explorations away from their key worker.
- Providing a secure base for the key children by being physically and emotionally available to them to come back to, by sitting at their level and in close proximity to them.
- Using body language, eye contact and voice tone to indicate that the key person is available and interested, gauging these according to the child’s temperament and culture.
- Understanding and containing children’s difficult feelings by gentle holding, providing words for feelings and empathy in a way suited to each individual child.
- Comforting distressed children by acknowledging their feelings, offering explanations and reassurances calmly and gently.
- Acknowledging and allowing children to express a range of feelings, for example anger, joy, distress, excitement, jealousy, love.
- Whenever possible is key workers settling their key children as they arrive each day.
- Key workers eating with their key children in small key groups.
- Holding key children who are bottle-fed on their laps to feed, maintaining eye contact and conversation.
- Changing and other personal care of their key child using sensitive handling and words that are familiar to them.
- Dressing and washing their key children, offering help as needed but also supporting their growing skills.
- Having regular opportunities to reflect on the emotional aspects of being a key worker, with a skilled, knowledgeable manager or colleague.
UCL Day Nursery settling in policy

Guidance for parents

Our aims

- To work closely with you
- To support your child in the move from home, family and familiar people, into the new community of the nursery
- To help your child make a strong attachment to her or his key person
- To help your child feel secure and confident at UCL Day nursery
- To work with you to help your child with any difficulties that might arise.

Helping your child to settle in.

We would like to welcome you and your child to UCL Day Nursery. We look forward to getting to know you and your child/children and have a happy and successful time at the nursery.

To help your child feel less apprehensive about being left in the nursery, your child’s keyworker will arrange a 'settling-in period' with you, a week or two weeks before your child's first proper day. Settling in is agreed between the parent and your child's Keyworker.

The period of time set aside for settling is two weeks. This has proved to be ample time to integrate a child into the nursery. However, the nursery will start to charge full child care rates on the commencement of the third week. Once a start date has been agreed and deposit paid, fees are due from that date.

Initially visits should be short (approx.1 hour), with the parents staying all the time. During this initial settling hour your child's keyworker will ask you to fill in a short information sheet about your child. On subsequent visits, parents will leave for short periods; this could be for a couple of hours, half a day, or a few short visits over a week, building up to a full session. All children are different and settling times are dependent on the child. It is vital that if settling is to work and your child to benefit from these sessions that when settling start and finish times are arranged that you work within them.

Children settle into Nursery in lots of different ways. Some children will confidently move into the Nursery as soon as they come in. Other children may be nervous and anxious about leaving their parent/carer. Most children will be somewhere in between.

Please be reassured and try not to worry if your child experiences difficulties – it is a very normal part of a child’s development to be anxious, nervous or angry about starting nursery. We also recognise that many parents will find this a difficult and sometimes upsetting process. We hope that we can use our experience to support you and your child in whatever way suits you.

Please remember that we require all parents and carers to help their children settle in. No matter how confident you feel your child is we will insist that you follow our settling in
procedures. In our experience, all children benefit greatly when the nursery works closely with the family on settling in.

The settling-in period

Different children need different amounts of time to settle in. We recommend that you plan for two weeks to support your child. Some parents have asked us to give an idea of what the process will be like. It is different for every child, but we have given a rough outline of what to expect at the end of this policy. The settling in period is this time when you are here with your child in the Nursery. It is a time for your child to get to know his or her key person - with the reassurance of having you here too. As the relationship develops, your child will be able to trust that:

- the key person and the other staff in the nursery are able to meet her or his needs
- they can be helpful, comforting and deal positively with any problems
- they can provide interesting experiences which make it worthwhile to come to Nursery.

The settling in process gives you a chance to look at:
- what type of nursery this is
- how the staff work
- the kinds of experiences we offer the children.

You will be able to see how we:
- play with children
- talk with them
- have fun together
- set boundaries for children
- deal with difficult behaviour.

You are always welcome to ask about how we work and how we deal with particular situations.

In our experience, settling in takes about two weeks (although it will vary greatly from one child to another). Our aim is to settle children in at their own pace – when children are ready to move away from their parents, we will encourage and support this. We have found that in the long run, this means more settled and happier children – and parents!

The process often goes like this:

1. **Your child spending time in the Nursery room with you.** During this time, you are available to support your child, to ease the transition for your child from home to Nursery, and to help staff get to know your child. At this stage it might be best to be available to your child but not too interesting! In other words, it might be best to avoid getting deeply involved in your child’s play at this time. This allows members of staff to make a judgment about engaging your child in experiences. However, you are the parent and we will support you in judging how to handle this for the best. We are aware that both you and your child may be feeling stress at some points, and your child may not appear to be on “best behaviour”. Please don’t worry about this – it is all part of the process. As adults, if we try to relax as much as possible and remain confident, this will help the children.
2. **Your child spending time in the Nursery room whilst you are in another part of the building.** It will be up to you and the key person to discuss when your child is ready for this step. This means that your child has the opportunity to explore the nursery room and have her or his needs met by the key person and the rest of the staff. This might be for quite a short period of time at first, and then for longer stretches of time. During this time, please help yourself to tea and coffee. It is very important that you say clearly to your child that you will be leaving the nursery room. It’s tempting to nip out when your child is busy, but if your child turns round a few minutes later to find you have unexpectedly gone, she or he may be really distraught. It is essential that you do not leave the building without talking with your key person first.

3. **Finally, it is for you to judge—with the support of the key person—when your child is ready to be left in the nursery with the staff.** Your child might be very sad at the moment of parting, but if the settling in process has gone well she or he will be able to manage this with the support of the key person and other members of staff. If your child continues to be upset after you have gone, please be reassured that we would contact you and **would not** put your child through an ordeal. It is still important for you to say goodbye to your child clearly, so that your child knows what is going on and can express how he or she feels about it. Some parents find it easiest to set a limit on how long they will stay at dropping-off time, for example “I’ll read two books with you and then it will be time for me to go.” It is up to you how you manage this, but please do ask for support or advice if it will be helpful. It is not uncommon for a child to settle very well into the nursery, and then unexpectedly a few weeks later to find it difficult to come in. This might be for any one of a variety of reasons, and again we will offer our support or help if you would like it.

5. **At any stage of the process—**if you would like to talk to someone, or need ideas, or support, or help ... then please talk to your key person, or the manager. It is best to arrange to do this in a private space – not in front of your child.

As a staff team, we are committed to working closely and supportively with parents and carers. We look forward to developing a relationship with you.
UCL DAY Nursery Partnership with Parents Policy

We recognise that parents hold key information and play a critical role in their child’s education. Therefore we understand the importance of their contribution, views and feelings with regards to their child’s development. We endeavour to support both the child and the parents and will aim to include parents at all stages of their child’s education, offering support and guidance and arranging time for the parent/s to discuss their child’s progress.

Our aim is to work in partnership with parents to support and encourage the children to feel safe and secure in an enabling environment which values the diversity and equalities of all our families.

This will ensure that the children develop a sense of belonging and it supports emotional wellbeing and enables the children to learn and develop and become lifelong learners. At UCL Day Nursery we operate an Open Door Policy that encourages parent partnership. Parents are welcomed into the Nursery at all times and the Manager’s office door is quite literally "open" (unless a private interview is already taking place) and Parents are always welcome to call in. The Manager makes every effort to be around the Nursery between the start and the end of day for informal contact.

We work in close co-operation with Parents in order to ensure high standards of care and academic achievement for all of our children. By working in close partnership with Parents we nurture the development of trust, respect, confidence, independence, self esteem and the desire to learn.

Communication is very important with Parents. This ensures that we receive the correct and relevant information. To enhance this we have Parent interviews twice a year. These are good opportunities to discuss any concerns and to see how your child is progressing.

We have a variety of systems which we use to communicate with Parents; these include a newsletter, memos and parents notice board.

We are also a committee run group and all parents are welcome to join.

We are committed to the highest possible level of Partnership and are always open to new suggestions on how we can improve our systems.


*Positive Contribution, Enjoying & Achieving, Being Healthy & Economic Well-Being.*

**We achieve this by:**
- Liaise with parents on a daily basis both verbally, written, or a parent can request a children’s diaries. (All babies have diaries)
- This will ensure continuity between home and nursery,
- Make all parents aware of the nursery’s systems and policies,
- Ensure that parents are informed on a regular basis about their child’s learning, development and progress.
- Ensure opportunities for parents to share their skills and interests with the nursery.
- Involve parents in shared record keeping about their own child’s developmental progress, either formally or informally.
Have meetings with parents soon after the child has started at the nursery to get knowledge of the children’s learning and development.

Two year check will follow a complete initial assessment, using both parent and staff knowledge.

Ensure that all parents are fully informed about meetings, training and developments within the nursery.

Consult with parents about the times of meetings and discussions to ensure suitable timings.

Encourage parents to meet with staff when their child leaves for school to help form a smooth transition.

Welcome the contributions of parents, whatever form these may take.

Make known to parents the system for registering queries, complaints or suggestions.

Provide information for parents about ‘The Early Years Foundation Stage 2012’ and how the nursery supports this.
Policy for Late Arrival of Children

The Day Nursery opens at 8.30 am on Monday to Friday.

Parents or carers should try to ensure that their child arrives no later than 10.00am each day. This enables staff to settle the child into the routine and also ensures that there is plenty of time for children to participate in the morning activities.

Entry to the nursery is via the main door into the office and is accessed using the entry code. The code will be given to parents when their child starts at the nursery. However the code will only operate from 8.30 am until 10.00am each morning in 50 Gordon Square. After this time, access can only be gained by knocking on the front door or ringing the bell on the entry system, where by a member of staff will open the door. Please note that the entry system buzzer can only be heard in the office and not the main nursery area. The entry system operates throughout the day in 55 Gordon Square/ Baby unit.

Children will not be admitted between the hours of 11.00 am and 2.30pm as this is the period of time when children are having lunch and settling down for a sleep.
Policy for Late or Non-Collection of Children

Children may be collected from the nursery at any time from 4.00 until 5.20pm. Parents should try to avoid collecting children between 3.30pm and 4.00pm unless by prior arrangement as this is the nursery tea-time.

The UCL nursery closes at 5.20pm and the building is then used by The Birkbeck University, who operate an evening nursery until 9.00pm. All children registered with the UCL nursery must be collected by 5.20pm. Parents should allow time to speak to their child’s keyworker in the evening, when they arrive, before the nursery closes.

If a parent is aware that they may be late, they should contact the nursery manager. Friends or relatives will not be permitted to collect children on parents behalf unless by prior arrangement in writing and then only if known to staff or using the ‘password’ system.

Persistent late collection of children will result in the following procedure being implemented.

- Manager will discuss the lateness issue with the parent.
- Manager will give a verbal warning.
- Manager will issue a written warning and discuss the possibility of terminating the child’s registration at the nursery, should the lateness continue.
- Manager will give written notice to the parent of termination of their child’s registration at the nursery.

The Nursery Manager will monitor all persistent lateness and the above procedure will be implemented at the Manager’s discretion.

Non-Collection of Children

In cases where a child has not been collected by 5.30pm, the following procedure will be implemented.

- The Manager or Senior member of staff will attempt to contact the parents by telephone.
- If they are unable to contact the child’s parents then they will try to contact the emergency contact person on the child’s file.
- Attempts to contact either the parent or emergency contact person, should continue for up to one hour after the nursery closes.
If all attempts to make contact with a child’s parent or emergency contact fail, then the manager or senior staff member should contact The Duty Officer for The London Borough of Safe Guarding Children’s Team on 020-7974-1134.

UCL Day Nursery Lost Children Policy

All children should be registered in and out of the nursery as they arrive or leave the nursery, and a list should be taken on outings. It is very important to check the number of children regularly, particularly during outings.

External doors and gates should be kept locked at all times, and if a member of staff finds an unlocked or unsupervised open door or gate then a head count should be done immediately.

In the unlikely event that staff suspect that a child is lost, or has ‘escaped’ the nursery the following procedure should be followed:-

- All staff and the manager should be immediately notified.
- A least two members of staff should search the nursery and surrounding area, making sure they are contactable by mobile phone.
- All remaining children should be gathered in one area for ‘special time’, where a head count should be taken and a story or song time begun. It is important that all the staff stay calm and the building is kept secure for the remaining children.
- If the child is not located immediately then call UCL security on 222, tell them what has happened and they will come over to assist immediately then connect the call to the Police.

The police will want to know:

- The address of the setting.
- The next of kin of the child.
- A detailed description of the child, including age, sex, working down from head to toe including as much clothing description as possible.
- Who is looking for the child, where are they, their mobile phone numbers.

Staff should continue to search (until told otherwise by Police) Always consider Ofsted and the welfare requirement ratios for the children still at the setting. Consider regrouping and staff deployment

- The parent /care would need to be contacted using contact details held. Continue calling until contact is made. Inform Mark West ( Security Manager) on 45994 or 07899 681 331 and Geoff Prudence in Estates on email: g.prudence@ucl.ac.uk phone: +44 20 7679 1201 internal-phone: 41201

Once the child is found,

The manager (Kate Burtenshaw) will in form Ofsted of the incident and it’s out come in writing,
A risk assessment must always be carried out to make sure this does not happen again.

UCL Day Nurseries Local offer for Special Educational Needs and Disabilities (SEND)

1. How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?
When your child first joins the setting we encourage you to discuss any areas of concern with us at the earliest opportunity. We would identify children with special educational and health needs through observation and children’s assessments. The staff are fully trained and able to identify where children may need some support. If have any concerns you can raise these and get advice from the key person, manager and the SENCO. The nursery has an open door policy so you can come and speak to us at any time. Your child’s key person will give regular feedback and communicate with you each time your child is in. The nursery has a SEND policy in place that all staff and parents are made familiar of this when joining the setting. We have good connections with the Camden councils integrated children’s services Early Years Team who can provide advice and guidance to the setting and parents. We will do our best to cater for all special educational needs, seeking appropriate training for staff, to enable them to meet your child’s needs. We have accommodated many children’s needs since we have been open.

2. How will the early years setting staff support my child?
The trained SENCO’s on each site and the manager will oversee the education. A key person will be assigned to the child and carry out the day to day care of the child as well as support the learning and development of the child; they will be working with the child on a daily basis. A co key person will also be allocated in the event of the primary person on annual leave or off sick for any reason. The role of the key person is to carry out observations, liaise with the parents each time the child is in, plan for the child and support targets on the child’s Individual Educational and Health Care Plan. (An Educational Health Care EHC plan will replace a Statement of special educational needs and disabilities. The EHC plan is a single plan that shows the support that a child will need for education in school as well as support from health and care services. Schools will work closely with parents/carers and professionals to use services available through the Local Offer and in accordance with the special educational needs and disabilities Code of Practice.)

In addition to this, the manager and SENCO will liaise when necessary and encourage you as parents to participate in meetings along with other professionals that are involved and have contact with your child. We are pro-active in seeking staff relevant training that will help us to meet the individual needs of children. We find that having regular communication between the setting, parents and other agencies means we can effectively accommodate children with Special Educational Needs and help them develop in the best possible way we can.

3. How will the curriculum be matched to my child needs?
We are committed to ensuring that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development. We look at each child’s
individual needs and adapt activities accordingly making them accessible and inclusive to make the child feel included in the group. We will put an plan in place for your child, so that the key person can facilitate your child’s individual needs and development, helping your child to achieve and learn.

4. How will both you and I know how my child is doing and how will you help me to support my child’s learning?

We recognise that parents hold key information and play a critical role in their child’s education. Therefore we understand the importance of their contribution, views and feelings with regards to their child’s development. We endeavour to support both the child and the parents and will aim to include parents at all stages of the assessment process, offering support and guidance and arranging time for the parent/s to discuss their child’s progress. Any outside agencies that are involved in supporting the child’s learning and development will also be included. We have an open door policy, we will listen to parent’s views, taking into account their knowledge and experiences; allow parents to access their child’s individual learning records/EHC at any time, and encouraging them to also be working on the same targets at home, giving you guidance on how to do this. We will also ensure that parents are aware of local services. For all our children in our baby unit, and those with an EHC in our Toddlers and Pre-School a communication diary can be provided for the carer and the key person to have regular communication. The parents will be given the opportunity to contribute with new targets when it comes to changing the targets for the EHC. Training for the parents can be sourced to help give them a better understanding and guidance on their child’s needs.

5. What support will there be for my child’s overall wellbeing?

Any child within our setting will receive the daily high standard of care that we give all children. Daily care needs such as feeding, changing, toileting etc. will be met. We will also provide any additional care that is needed to meet the individual needs of children with Special Educational or specific care needs on a daily basis. We have visual timetables, signs and symbols to help communicate with the children. Our staff are fully trained or on training and the child’s key person will be qualified. Staff will willingly attend specific training if required to enable them to meet any child’s specific needs.

6. What specialist services and expertise are available at or accessed by the setting?

We believe that a strong multi-agency approach is the most effective way to support a child or young person with SEND. This is why we work closely with experienced professionals such as the Speech and Language Therapy team, Family Support Service, and Physiotherapists amongst others. We encourage outside agencies to observe the child interacting within the nursery setting and we attend all key worker meetings.

7. What training are the staff supporting children and young people with SEND had or are having?

We have at least one member of staff on each site is trained and experienced as a SENCO and regularly attends SENCO Support meetings and Inclusion update meetings. The staff that are chosen to work with children with SEND will be best suited in experience and knowledge. They will be qualified, paediatric first aid trained and have a sound knowledge of children’s development. Many of our staff have undergone Makaton training and use it on a daily basis within the classroom. Most of our staff have also had Behaviour Management training. We actively promote new training sessions and will seek out training in any specific areas that are required.
Staff are regularly observed by members of management, and regular general and SENCO supervisions are carried out with staff.

8. How will my child be included in activities outside the classroom including school trips?
Activities and Nursery trips will be accessible for all children and we liaise with parents/carers to implement any specific arrangements that might be needed to meet the needs and safety of individuals. On occasions an additional member of staff may be assigned to support an individual child. Risk assessments are carried out regularly to help identify where additional support maybe required. We fully encourage outdoor learning for all children and we make full use of our outdoor spaces and local area.
Parental consent is requested for activities outside the nursery grounds and thorough risk assessments carried out before any trip and activity. Our outings policy is shared with parents on admission.

9. How will the setting prepare and support my child to join the setting, transfer to a new setting or school?
We offer two weeks settling before your child is due to start so that your child and family can get to know key staff and familiarise yourselves with the environment and routine. This also gives us a chance to discuss any specific requirements that your child or you may need. We understand that this maybe be an apprehensive time for you, as well as your child, so all of our settling in sessions are completely free of charge, and you can have as many as you feel necessary. During this time you and your child will build a relationship with an assigned Key worker and Co-key worker. We can provide visual aids of key staff and photos of key areas within the setting to support the transition into nursery life.
If your child is moving from another setting, we can make visits and liaise with their current key workers to keep their routines consistent. When the time comes for your child to go to school, we liaise with your child’s new school and can invite new teachers to come into nursery and meet with your child and keyworker. We are always available to talk with parents and discuss any concerns they may have about impending transitions.

10. How are the setting’s resources allocated and matched to children’s special educational needs?
You can apply for an Inclusion Bursary Fund. We allocate our budget to provide additional resources and adapt the environment accordingly, this may include an Individual Needs Assistant to support your child with their day to day activities.
You can also apply for 2 year old funding (Early Years Education Entitlement-EYEE.) All the funding is applied for via Camden Council.

11. How is the decision made about what type and how much support my child will receive?
Observations and assessments carried out by the child’s key worker will identify what type of support the child needs. This will then be discussed with the SENCO and the child’s parents in order to determine the desired next steps in the child’s development. This is known as an Individual Education Plan. This will be monitored closely by the key worker, overseen by the SENCO and discussed with parents. If the child needs extra support we will refer them to the
Early Year’s Service, who will assign a Support Worker to coordinate the relevant professionals, your family and make sure your child has a clear and effective plan of support.

12. How are parents involved in the setting? How can I be involved?
We understand that parents, carers and family life play a fundamental part in a child’s education and development. It’s also vitally important that we hear your views, ideas and personal observations. We discuss each child’s Individual Next Steps with their parents/carers and agree on appropriate targets together. Further to the daily feedback we have with all parents and carers, we hold two Parent’s Evenings per year. This gives staff and parents/carers the opportunity to ask questions, discuss progress and offer feedback. We offer an ‘open door’ policy so that all parents/carers are welcome to spend some time seeing how their child interacts within the nursery setting. We welcome all parents to come in and play and welcome help at special events and outings.

13. Who can I contact for further information?
Once your child has started the nursery, your first point of contact will be your child’s Key person or SENCO. They will be able to offer guidance and signpost you to other professionals. We also have a list of drop-in sessions and support groups at the local Children’s Centre on our parent’s notice boards. If you would like more information on how our setting can support you and your child and what else we can offer, please contact the relevant Nursery Manager.

Catherine Burtenshaw
0207 679 7461

Disclaimer:
This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.
Date of publication 17/10/2014

Feedback
This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email nursery@ucl.ac.uk

Find out more about support for children and young people with special needs and disabilities: www.camdencouncil.gov.uk/localoffer
UCL Day Nursery Special Educational Needs and Disabilities (SEND) policy

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.
Children have a learning difficulty if they:
- Have a significantly greater difficulty in learning than the majority of children of the same age,
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:
(a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
(b) for children under two, educational provision of any kind.

Special Educational Needs and Disability Policy

This SEND policy details how this UCL Day Nursery will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and/or a disability, and those needs are made known to all who are likely to teach them. UCL Day Nursery will use its best endeavours to ensure that early years practitioners in the Nursery are able to identify and provide for those children who have special educational needs to allow children with special educational needs join in the activities of the setting together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the children with whom they are educated.

UCL Day Nursery will have regard to the Special Educational Needs and Disability Code of Practice 2001 when carrying out its duties toward all children with special educational needs and ensure that parents are notified of a decision by the Nursery that SEN provision is being made for...
their child. Partnership with parents plays a key role in enabling children with SEN to achieve their potential. UCL Day Nursery recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children’s education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate where able in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

(SEND) in the Early Years
All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children’s progress and share a summary with parents. In addition, the ‘Early Years Outcomes’ is an aid for practitioners, including child minders, nurseries and others such as inspectors, to help them to understand the outcomes they should be working towards.

Under the provisions of the Children and Families Act 2014, the designations of Early Years Action and Early Years Action Plus have been replaced by SEN support, a graduated approach to supporting children with SEN or disabilities.

In assessing the progress of children, practitioners use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding of the world
- expressive arts and design
The EYFS framework includes two specific points for providing written assessments for parents and other professionals – when the child is aged two and at the end of the reception year – which are detailed below.

**Progress check at age two**

When a child is aged between two and three, we will review progress and provide 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
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

It will 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.

Health visitors currently check children’s physical development milestones between ages two and three as part of the universal Healthy Child Programme. From 2015, it is proposed to introduce an integrated review that will cover the development areas in the Healthy Child Programme two-year review and the EYFS two-year progress check. The integrated review will:

- identify the child’s progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and development
- enable appropriate intervention and support for children and their families, where progress is less than expected, and
- generate information which can be used to plan services and contribute to the reduction of inequalities in children’s outcomes

**Identification, Assessment and Provision in Early Education Settings**

The Government’s Early Learning Goals sets out what most children will have achieved by the end of the foundation stage/school reception year. Children will progress at different rates during the foundation stage. By the end of this stage some children may still be working towards the goals. Such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress.

**Graduated response**

Monitoring of individual children’s progress throughout the foundation stage is essential. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children in the particular early education setting.
The key test for action is evidence that the child’s current rate of progress is inadequate.

**Adequate progress**

Adequate progress can be defined in a number of ways. It might, for instance, be progress that:
- closes the attainment gap between the child and the child’s peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child’s previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil’s behaviour.

Once practitioners have identified that a child has special educational and health needs, UCL Day Nursery will put in place an **Individual Education Plan.** If this support does not enable the child to make satisfactory progress the SENCO may need to seek advice and support from external agencies. This form of intervention is referred to as **Notification of Child this would be to Camden’s Integrated Children’s Services.**

The parents would be encouraged to contribute their knowledge and understanding of their child and raise any concerns they may have about their child’s needs and the provision that is being made for them, is an essential initial step.

**The SENCO**

In UCL Day Nursery the SENCO’s are Thushi Ragulan 2-5’s and Louise Johnson baby unit. Each SENCO will have responsibility for:
- ensuring liaison with parents and other professionals in respect of children with special educational needs
- advising and supporting other practitioners in the setting
- ensuring that appropriate Individual Education Plans are in place
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.

The SENCO will take the lead in further assessment of the child’s particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO will also ensure that appropriate records are kept including a record of children with an IEP and **Education and Health Care Plan.** The child’s designated key worker will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

If practitioners in consultation with parents conclude that a child may need further support to help them progress, staff should seek the help of the SENCO. The SENCO and colleagues will collect all known information about the child and seek additional information from the parents. In some cases, outside professionals from health, social services or the education psychology service may already be involved with the child. If external professionals have not already been working with practitioners, the SENCO should contact them if parents agree.
Promoting positive behaviour Policy

All staff take responsibility for ensuring that UCL Day Nursery is a safe environment for both the children and adults in which the positive behaviour policy can operate successfully.

Aim

- To promote positive behaviour, helping children’s social development and emotional wellbeing.
- To ensure that all children feel safe and secure in the nursery school.
- For all staff to have consistent expectations and approaches to children’s behaviour.
- To enable staff to support children to behave appropriately.
- To help children develop an awareness of our expectations and Know/learn how to behave appropriately.
- For parents to know there is a consistent and fair approach.
- To help children become confident individuals who have appropriate self respect and who are able to establish effective relationships with their peers and with adults.

Aims into practice

A strong network of relationships

We work consistently to ensure that each child has a strong relationship with their key person. In turn the key person can help the child develop a wider network of relationships with other children and the wider staff team. Warm, caring, emotionally attuned relationships set a very positive climate for children’s social and emotional development and help to promote self discipline and positive behaviour.

Key people will:

- Work closely with the child’s parent/carers
- Work closely with each key child, starting with the settling-in procedure, to help each child feel safe, secure, valued and feel that someone knows about them as a unique child.
- Be aware of and seek out children who don’t approach them.
- Relate positively to each key child every day.
- Make time to listen to and take an interest in each child every day.
- Make sure children treat living things, property and their environment with care and concern.

All staff (including volunteers and students) will:

- use positive strategies and language for handling any conflict by helping children find solutions in a way which is appropriate to the children’s ages and stages of development for example telling the child what we would like them to do instead of addressing the unwanted behaviour i.e “show me you kind hands” rather than “don’t hit”, by using distraction techniques, spending time to talk to the child to get to the route of the problem that is causing the unwanted behaviour or by withdrawing the child from the situation
- Strive to be “emotionally attuned” to children, valuing and accepting their emotions and feelings e.g. “I can see you’re sad about that, shall I help you for a moment” rather than “don’t cry, you’re a big girl now”.
How Staff Deal with Conflict

Experiencing and managing conflict is an important part of growing up and early education. Our aim is to help children to learn the skills they need to manage conflicts, through guidance and modelling. We help them to see what was wrong and how to cope more appropriately.

- Encourage children to be assertive and to say/sign "no" clearly, say "I don't like that", etc. Where a child appropriately asserts “no” and the other child responds, it is not usually necessary for an adult to get involved.
- Think developmentally: if a child is at an early stage of development, then sharing resources will be very challenging. Ways to support include making sure that we have enough resources for everyone; setting up experiences for 2 or 3 children, to avoid large groups crowding round; model language/approaches like “me next”; “can I have a turn”; “you can have it next, when I've finished”.
- Model sharing and learning. Show children that we actively listen to the ideas, needs and wants of others. Show simple approaches to sharing like “I'll do one, you do the next.” Support and promote open-ended experiences that promote collaboration, e.g. block play.

If a conflict needs adult intervention to be resolved, our approach is:

- Listen to both children.
- Encourage children to say how they feel (“it hurt” … “I’m sad” etc.)
- Ask the children how they could solve the problem and try to find a solution based on their ideas. If necessary, impose a solution and explain why.
- If a child has hurt another, ask them to find a way to help the other child feel better. This could involve saying sorry, comforting the other child or agreeing to be friends. Avoid a situation where a child expresses a grudging “sorry”. For some children saying ‘sorry’ will not be appropriate.
- If a child has been hurt or is distressed, then initially focus attention on that child. Deal with the behaviour of the other child next.
- State the behaviour you would like to see i.e. ‘Sonya feel’s happy when you share the bike with her’. If necessary, state a clear boundary. “Remember, no hitting in nursery.”
- If necessary move one child away from the other's play.
- It is important to spend time settling the children back into positive play – don’t deal with an incident and walk away too soon.
- Where possible, notice positive behaviour shortly afterwards and praise it. "I can see you are playing nicely now, that's good to see you sharing.”

At UCL DAY Nursery:
- Do not use physical punishment, such as smacking or shaking. Children are
never threatened with these.

- Do not shout or raise our voices in a threatening way to respond to children’s behaviour
- Avoid creating situations in which children receive adult attention only in return for undesirable behaviour
- Do not use techniques intended to single out and humiliate individual children.
- Only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. (logged in Accident Incident log)
- Never exclude a child from nursery

Some children will need individual support with contributions from a range of professionals; this may involve a child having an Individual Behaviour Plan. The Nursery SENCO, will play a key role in supporting these strategies. Some children who are at the early stages of learning English can be supported by staff with Bilingual skills.

**Involving parents**

It is important to involve parents because:

- They know their own children best. They may be able to help us to understand why their child is finding a particular situation difficult, and help us to manage it.
- Parents need a clear picture of how their child is managing in nursery. It is important to talk to parents about difficulties their child might have, but be clear that the reason is to share information, and not because we want them to tell their child off again, or because we are blaming them. We work in partnership with the children’s parents. Parents are regularly informed about their children’s learning and well being by their key worker. Staff work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause, and to decide jointly how to respond appropriately

**Keeping children safe**

It is a core responsibility of the nursery school to ensure that children are safe and secure. Challenging behaviour and difficulties with social situations are an ordinary part of child development – our job is to help children work some of these problems through in a supportive atmosphere, where there are clear boundaries, so that they develop positive attitudes to each other and to learning.

**Professional Development**

- Staff are kept up to date with legislation and research and thinking on handling children’s behaviour. We familiarise new staff and volunteers with the setting expectations and its rules for behaviour
- The Nursery Manager and both site managers will seek advice and guidance on appropriate training from the LA as required

Refer to

Statutory Framework EYFS – Managing Behaviour [3.50]
NO SMOKING POLICY

As a nursery we recognise that many people around us smoke, whilst we recognise that it is a matter of choice for adults we do not wish for the children in our care to be exposed to this.

We also recognise that our staffs have a right to be able to have a rest from work in a smoke free zone. The nursery is therefore a strictly smoke free zone. No-one is permitted to smoke at any time on the nursery premises. Any member of staff wishing to smoke must do so away from the nursery grounds, thus reducing the risk of the children seeing a member of staff smoking.

In addition to this anyone smoking within the vicinity of the nursery area will kindly be asked to move away from any area that may expose the children to the sight or smell of cigarettes.

PROCEDURES

All parents/carers are informed of this policy when they first join the nursery.

- All staff are informed at their induction and are required to abide by this policy.
- All the other users of the nursery will agree and abide by this policy; once again they will be advised of this when they first join the nursery.
- Staffs will ensure that smoking is not permitted within the vicinity and ask that the person doing so will move to another area.
OUTINGS POLICY

All parents or main carers of children who attend the Day Nursery will at registration have completed a form giving nursery staff consent to take their children off of nursery premises for the purpose of exercise or an excursion approved by the Nursery Manager.

In the absence of the completed form a child will not participate in trips. For excursions requiring the use of public transport, additional permission will be sought by staff.

Nursery staff must follow the procedure below when taking a child off of nursery premises.

1. **Spontaneous or short outing**
   
   A. Request permission to take children on a short trip from Nursery Manager or, in her absence, the Deputy Manager.
   
   B. Ensure that, if there are to be children remaining at the nursery, sufficient staff also remain there to care for them.
   
   C. Adult to child ratios apply 1:2 when off the premises; each member of staff will therefore be responsible for up to two named children.
   
   D. Staff are not allowed to take a child out alone. There must be a minimum of two adults.
   
   E. Staff should enter the following details in the outings book: The location and duration of the outing, means of transport if any and the names of children for whom each member of staff is responsible.
   
   F. Ensure the Nursery Manager or Deputy Manager is informed of the duration of the trip. A badge should be pinned to each child's clothes indicating:

   | (i) | the name and address of the Nursery |
   | (ii)| the name and telephone number of emergency contact |

   G. When ready to leave staff should ensure that they are carrying their mobile telephone, inform the Nursery Manager or Deputy Manager and sign themselves and children out of the nursery.
   
   H. On returning staff should inform the Nursery Manager or Deputy Manager and sign themselves and children back into the Nursery. On occasions throughout the year the nursery
may organize excursions involving the entire nursery or a larger group of children. In such cases the procedure may vary as below.

2

Organised trips (including trips requiring Transport)

2.1 Planning for the trip

a) The transport used should be a bus or coach used only for private hire.

b) The Nursery Manager should ensure that the company used:

(i) Is reputable (i.e. is licensed, recommended to the nursery etc)

(ii) has experience of day trips involving small children has appropriate seat belts etc
UCL Day Nursery – policy on opening in the event of suspension of public transport services

1. The statement of Day Nursery Information and Regulations, made available to all parents before they contract to use the UCL Day Nursery (also in the Information for Parents), defines the Nursery’s normal arrangements for opening and closing. These arrangements are circumscribed by the requirements of the Children Act (1989) and the registration requirements prescribed in accordance with the Act by Ofsted, the UCL Day Nursery’s registering authority.

2. The provisions of the Children Act (1989) and the registration requirements of Ofsted prescribe, among other things, (a) strict staff-child ratios which must be adhered to at all times and (b) an Officer-in-Charge (i.e. the Day Nursery Manager) who is supernumerary to requirements.

3. The ability of the Day Nursery to operate therefore depends on two invariable factors: (a) the presence at the Nursery of a number of Nursery Officer staff sufficient, according to the staff-child ratios, to provide care for the number of children due to attend the Day Nursery on any particular day; and (b) the presence at the Nursery of either the Manager or the Deputy Manager. Unless a sufficient number of Nursery Officer staff and either the Manager or the Deputy Manager are present, the Day Nursery, according to its terms of registration, is not permitted to operate a service.

4. In the event of disruption to public transport services caused by industrial action, etc, the above conditions still apply.

5. Policy on opening and closing the Nursery in the event of public transport strikes is therefore dictated inevitably by the ability of the current staff of the UCL Day Nursery to use alternative means of travel to work when the public transport services they are normally using are not operating. It follows that the policy is necessarily subject to review in the event of any staff changes in the Day Nursery. The Day Nursery management will inform parent users of the Nursery of any changes in the current policy and procedure described in paragraphs 6 and 7 below.

6. Subject to the presence at the Nursery of a sufficient number of Nursery Officer staff and either the Manager or the Deputy Manager, the Day Nursery undertakes to provide a normal service, in the event of suspension or, in the case of (d), simultaneous suspension of the following public transport services:

- The Nursery is open for approximately 49 weeks per year. It is closed at normal UCL closure periods, usually one week at each of Christmas and Easter, plus three bank holidays. It may also be necessary, depending on staffing levels, to close the Nursery for up to four weeks during the summer vacation.

- The Nursery is open from 8.45 a.m. to 5.20 p.m. each day, Mondays to Fridays,
(a) London Underground or,
(b) over ground rail or,
(c) bus or,
(d) over ground rail and bus.

7 However, the Day Nursery will be unable to open in the event of simultaneous suspension of the following public transport services:

(a) London Underground and over ground rail or,
(b) London Underground and bus or,
(c) London Underground, over ground rail and bus.

8 When a proposed disruption of public transport services on a specified future date or specified future dates is announced, parents using the Day Nursery are asked to inform the Manager/Deputy Manager as soon as possible whether or not they would wish to make use of the Nursery on the date(s) in question. It is important for the Manager/Deputy Manager to know in advance how many children can be expected to attend the Nursery on such date(s).

The running costs of the Day Nursery, including staff salaries, are met by income derived from Nursery fees paid by parents. The terms of reference of the Day Nursery Management Group prescribe responsibilities for the Management Group in respect of financial matters. In exercising these responsibilities the Management Group aims to achieve a balanced budget annually. In order to minimise annual increases in Nursery fees paid by parents, the Management Group does not normally make provision in the Nursery budget for loss of fee income resulting from the unexpected temporary closure of the Nursery.