



Monkleigh Primary School Nursery

Policies and Procedures Handbook 1



Welcome

Here at Monkleigh Primary School Nursery we ensure we have sets of well-developed policies and procedures which are central to providing high-quality provision. In addition to policies and procedures all staff sign to agree to the Staff Code of conduct.

The development of appropriate policies and procedures underpins our legal responsibility to ensure the welfare of children, staff and parents. We ensure that all policies and procedures fully incorporate equal opportunities within our framework.

A carefully formulated set of policies and procedures will be constantly evolving. The policies in this publication meet the requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) in England.

What are Policies and Procedures?

A policy is a collectively agreed statement of beliefs. It is a course of action recommended or adopted by an organisation. Policies inform procedures.

A procedure is a way of doing something; a written method or course of action to be taken in particular circumstances.

A comprehensive set of policies and procedures should demonstrate a professional approach to processes and practice as well as, where applicable, compliance with the requirements of law. It is essential to have robust and clear policies and procedures which staff can understand, follow and implement to ensure high-quality provision.

Policies and procedures enable nurseries to plan and provide evidence that sound practice is taking place. For example, a policy on parental partnership formulated by staff and parents demonstrates the Nursery's commitment to working with parents for the benefit of the children's care, welfare and early learning.

Policies and procedures set a baseline, underpinning decisions made every day and a reference point for all practice in the Nursery. They form the core processes upon which parent partnerships are based. When parents consider placing their child in a Nursery, the policies and procedures outline for them the underlying ethos behind that particular Nursery. How parents feel a Nursery's beliefs and ethos fit with their own beliefs will determine whether they send their child to the Nursery.

Child Protection and Safeguarding Policy

Please refer to our separate Child Protection and Safeguarding Policies



Online Safety Policy

Monkleigh Primary School Nursery has an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents (See flowchart, Appendix 7).

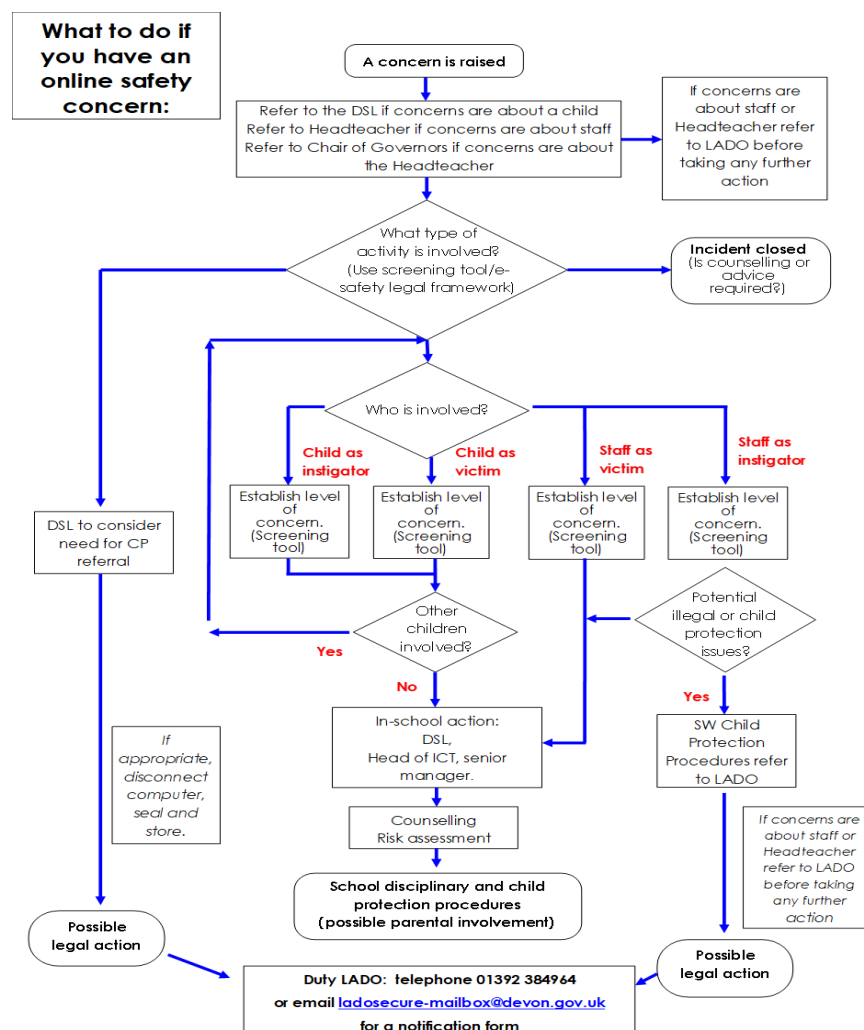
Monkleigh Primary School Nursery will also provide advice to parents when pupils are being asked to learn online at home and consider how best to safeguard both pupils and staff.

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Monkleigh Primary School Nursery follows all guidance from 'Safeguarding Children and Protecting Professionals in Early Years Settings – Online Safety Considerations for Managers'

Staff use the UKCIS Education for a Connected World Framework.

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.





EYFS Online Safety Policy

1. Policy Statement

This policy sets out how our early-years setting keeps children safe when using digital technology. Online safety is an essential part of safeguarding and child protection. We ensure that children, staff, volunteers, and families understand safe and appropriate use of technology, both within the setting and at home.

Online safety is embedded in our safeguarding culture and follows:

- **The EYFS Statutory Framework**
- **Keeping Children Safe in Education (KCSIE)**
- **Working Together to Safeguard Children**
- **UK GDPR & Data Protection Act 2018**
- **Local safeguarding procedures and Prevent Duty requirements**

2. Aims

Our online-safety approach aims to:

- Protect children from harmful online content, contact, and conduct
- Ensure safe and appropriate use of digital devices
- Support children's early digital literacy and safe behaviours
- Provide staff with clear guidance on acceptable use
- Work in partnership with parents/carers to promote safe online habits

3. Roles & Responsibilities

Designated Safeguarding Lead (DSL)

- Leads online-safety practice
- Responds to online-safety concerns
- Maintains incident logs
- Ensures staff training is up to date
- Liaises with external agencies when required

Staff & Volunteers

- Follow acceptable-use rules
- Supervise children closely when using technology
- Report concerns immediately to the DSL
- Model safe and responsible online behaviour

Parents/Carers

- Support safe online behaviour at home
- Follow the setting's guidance on sharing images and information
- Report online concerns that may affect children's wellbeing



4. Use of Technology in EYFS

Digital technology is used **purposefully, sparingly, and always under direct adult supervision**. Children do not access the internet independently.

We use technology to:

- Support learning through age-appropriate apps and resources
- Capture observations for assessment
- Communicate with parents/carers through secure platforms

We do **not** allow:

- Unsupervised internet access
- Use of personal devices by children
- Staff using personal devices to photograph or communicate about children

5. Acceptable Use Agreements (AUA) Children (EYFS)

AUA is delivered through simple rules and visuals:

- “Ask an adult for help”
- “Only adults use the internet”
- “We keep our information private”
- “We use devices carefully”

Staff & Volunteers

Staff agree to:

- Use only setting-approved devices
- Follow data-protection rules
- Never share images of children on personal accounts
- Report any online-safety concerns immediately

Parents/Carers

Parents agree to:

- Use images of their own child responsibly
- Not share photos containing other children
- Support safe online behaviour at home

6. Filtering, Monitoring & Security

We maintain robust technical and procedural controls:

- Age-appropriate filtering and monitoring systems
- Password-protected devices
- Secure storage of digital records
- Regular review of online-safety risks
- Immediate reporting of breaches or concerns



7. Teaching Online Safety in EYFS

Online safety is taught through:

- Stories, role-play, and guided conversations
- Simple rules about asking for help and staying safe
- Activities that build early digital awareness
- Reinforcement of safe behaviour during supervised device use

Key messages include:

- “Adults help us online”
- “We don’t click without checking”
- “We keep personal information private”

8. Responding to Online-Safety Concerns

Online-safety concerns are treated as safeguarding issues.

Procedure

- Staff report concerns to the DSL immediately
- DSL records the incident and assesses risk
- Parents/carers are informed when appropriate
- External agencies (e.g., police, social care) are contacted if needed
- Actions and outcomes are logged securely

Concerns may include:

- Exposure to inappropriate content
- Cyberbullying
- Online grooming or contact
- Data breaches
- Misuse of devices

9. Mobile Phones & Personal Devices

- Staff personal phones are stored securely and not used in EYFS areas
- Staff do not use personal devices to photograph or communicate about children
- Visitors follow the setting’s mobile-phone policy
- Children do not bring personal devices into the setting

10. Data Protection & Image Use

We comply with **UK GDPR** and ensure:

- Personal data is stored securely
- Digital records are password-protected
- Images are used only with parental consent
- Images are not shared publicly without permission
- Parents are informed about how digital data is used



11. Social Media

The setting:

- Does not use personal social-media accounts for communication
- Uses official channels responsibly and professionally
- Does not post identifiable images of children without consent
- Encourages parents to use social media safely and respectfully

12. Staff Training

All staff receive annual safeguarding and online-safety training, including:

- Safe device use
- Recognising online risks
- Reporting procedures
- Prevent Duty awareness
- Data-protection responsibilities
- DSLs receive enhanced training.

13. Links to Other Policies

This policy should be read alongside:

- Safeguarding & Child Protection Policy
- Behaviour Policy
- Mobile Phone & Device Policy
- Data Protection Policy
- Acceptable Use Agreements
- Monkleigh Primary School Online Safety Policy
- Prevent Duty Risk Assessment

14. Review

This policy is reviewed annually or sooner if:

- New statutory guidance is issued
- Technology changes
- An incident highlights the need for revision

Additional Resources

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/> Safer Internet Centre <http://www.saferinternet.org.uk/>



Screen Use and Digital Technology Policy

At Monkleigh Primary School Nursery, we recognise that digital technology is part of the world in which children are growing up. When used appropriately, technology can support communication, creativity, inclusion and learning.

However, young children also need plentiful opportunities for face-to-face interaction, conversation, physical activity, outdoor play, imaginative play, exploration and hands-on experiences.

We therefore take a balanced and considered approach to screen use. Screens will never replace high-quality interactions between children and adults or the rich, play-based experiences that are fundamental to children's learning and development.

We have regard to the Statutory Framework for the Early Years Foundation Stage (EYFS) and current government guidance regarding screen use for children under five.

We aim to:

- Keep screen use in the setting limited, purposeful and age appropriate.
- Prioritise play, movement, exploration and face-to-face interaction.
- Ensure technology is used because it enhances an experience rather than simply occupying or entertaining children.
- Support children to begin developing healthy relationships with digital technology.
- Protect children from inappropriate online content and other digital risks.
- Work in partnership with parents and carers to support healthy screen habits.
- Ensure screen use does not interfere with children's sleep, physical activity, communication, relationships or opportunities to explore the real world.
- Support children to begin understanding how to use technology safely.

Our Approach to Screen Use:

- Screen use within the setting will be intentional, limited and purposeful.
- Screens will not routinely be used as a passive activity, distraction or method of managing children's behaviour.
- Before using a screen with children, practitioners should consider:
 - Why are we using the screen?
 - What will it add to the child's experience?
 - Could the same purpose be achieved more effectively through a real-life or hands-on experience?
 - Is the content appropriate for the child's age and developmental stage?
 - Can an adult share and discuss the experience with the child?
 - Is the child still receiving sufficient opportunities for movement, conversation, play and exploration?
 - Where there is no clear benefit to using a screen, a non-screen activity will be chosen instead

Children Under 2:

We recognise current government guidance that screen use for children under 2 should be avoided wherever possible, other than shared activities that encourage bonding, interaction and conversation.

Babies and children under 2 will therefore not routinely be provided with screen-based activities within the setting.

Exceptions may include purposeful shared experiences such as:

- Video calling a parent, carer or family member where appropriate.
- Looking at photographs together with an adult.



- Using technology to support a specific communication or accessibility need.
- A brief, adult-supported experience where there is a clear developmental purpose.
- Screens will not be used to entertain or occupy babies.

Children Aged 2–5:

Government guidance advises parents and carers to try to keep children's total screen time to around one hour per day or less where possible. We recognise that this refers to a child's overall screen use and may include screen time experienced at home. For this reason, we will not treat one hour as an entitlement or target for screen use within the setting. Screen use within the setting will be considerably more limited and will only take place where practitioners have identified a meaningful purpose. Appropriate Uses of Technology Appropriate use may include:

- Looking closely at photographs or videos connected to children's current interests or experiences.
- Exploring something children cannot easily experience directly, such as watching an animal hatch or seeing inside a volcano.
- Taking photographs of children's constructions, artwork or discoveries.
- Using a digital microscope.
- Creating photographs, animations, music or recordings.
- Listening to music or appropriate audio content.
- Calling family members or other appropriate people as part of a meaningful experience.
- Using maps or images to investigate places children are interested in.
- Supporting communication and language.
- Using assistive technology to support a child with SEND.
- Looking up the answer to a child's question together where this extends their learning.
- Using technology creatively rather than simply consuming content.

Where possible, adults will participate in screen-based experiences with children and use conversation, questioning and shared attention to extend learning.

Passive Screen Use:

Passive screen use will be kept to an absolute minimum. Televisions, tablets, interactive whiteboards and other screens will not routinely be used to show programmes or videos simply to occupy children. Children will not routinely watch television programmes, cartoons or lengthy online videos during the day.

Screens will not be used:

- As background entertainment.
- During free play without a clear purpose.
- To routinely settle children.
- As a reward or punishment.
- To keep children occupied while practitioners complete other tasks.
- As a substitute for interaction with an adult.
- As a replacement for outdoor play, physical activity or first-hand experiences.



Screens During Meals and Snacks:

Screens will not routinely be used during meals and snack times.

Mealtimes are important opportunities for:

- Conversation.
- Social interaction.
- Developing communication and language.
- Building relationships.
- Recognising hunger and fullness cues.
- Learning appropriate eating behaviours.

Children will therefore be encouraged to focus on eating and interacting with the people around them.

Physical Activity and Sedentary Behaviour:

We recognise the importance of physical activity for children's health, development and wellbeing. Screen-based activities will not unnecessarily increase the amount of time children spend sedentary.

Children will be provided with frequent opportunities throughout the day to:

- Move freely.
- Play outdoors.
- Run, climb and balance.
- Develop gross motor skills.
- Participate in energetic play.
- Explore their environment physically.
- Periods of sedentary activity will be broken up with opportunities for movement wherever appropriate.

Screen Use Before Sleep:

Where children sleep or rest at the setting, screens will not routinely be used immediately before sleep. We will support calm, screen-free routines around sleep and rest periods.

Adult Interaction:

Where children are using screens, practitioners will aim to make the experience interactive.

Adults may:

- Talk about what children can see.
- Introduce new vocabulary.
- Ask appropriate questions.
- Respond to children's comments.
- Encourage children to make connections with their own experiences.
- Extend the digital experience into real-world play and exploration.
- For example, rather than simply watching a video about minibeasts, children might watch a brief clip before going outside with an adult to search for minibeasts themselves.



Children with Special Educational Needs and/or Disabilities:

For some children, technology may support:

- Communication.
- Visual timetables.
- Choice making.
- Emotional regulation.
- Accessibility.
- Independence.
- Understanding routines.
- Participation in learning.

Reasonable adjustments will therefore be made where screen-based or assistive technology is beneficial to an individual child. The needs of the individual child will take priority over arbitrary screen-time limits where technology forms part of appropriate SEND support. Healthy Digital Habits. Practitioners will help children begin to develop positive habits around technology.

Children will gradually learn that:

- Screens are only one of many ways to learn and have fun.
- Devices can be put away when they are no longer needed.
- It is important to move our bodies and play.
- We should talk to an adult if something on a screen worries or frightens us.
- Not everything seen online is necessarily appropriate or reliable.
- Technology should be used safely and respectfully.
- These messages will be introduced in an age-appropriate way.

Staff Use of Screens:

Practitioners are important role models. Staff will therefore be mindful of their own use of phones, tablets, laptops and other screens around children.

Devices used for observations, registers, communication or other professional purposes will be used efficiently and will not unnecessarily interfere with staff interaction with children. Staff should not become so focused on completing electronic observations, photographs or administrative tasks that meaningful interaction with children is reduced. Personal mobile phone use will follow the setting's mobile phone and safeguarding procedures.

Partnership with Parents and Carers:

We recognise that families will have different approaches to technology and screen use.

We will work respectfully with parents and carers and may share information about:

- Current government recommendations.
- Healthy screen habits.
- Age-appropriate content.
- Online safety.



- Screen-free mealtimes.
- Balancing screens with physical activity and play.
- Supporting sleep routines.
- Watching and interacting with children rather than leaving them to use screens alone.

We recognise that the impact of screen use depends not only on how long children spend using screens but also what they are doing, why they are doing it, who they are with and what other experiences screen use may be replacing.

Monitoring Screen Use:

Monkleigh Primary School Nursery will periodically review how screens are being used.

Leaders will consider:

- How frequently screens are being used.
- How long children are using them.
- The purpose of screen-based activities.
- Whether children are actively engaged or passively watching.
- Whether adults are interacting with children during screen use.
- Whether technology genuinely enhances children's experiences.
- Whether screen use is displacing play, movement, conversation or outdoor experiences.
- Where screen use is found to be unnecessary or excessive, practice will be reviewed.

Staff Training:

Staff will be kept informed about current government guidance and the setting's expectations for appropriate screen use. Online safety and appropriate use of technology will form part of safeguarding discussions and staff induction where relevant.

Monitoring, Evaluation and Review:

This policy will be reviewed annually or sooner where:

- Statutory EYFS requirements change.
 - Government screen-use guidance is updated.
 - New safeguarding or online safety guidance is published.
 - The setting introduces new technology.
 - A concern or incident indicates that practice should be reviewed.
- The EYFS Leader is responsible for ensuring that this policy is understood and implemented consistently.

Key References

- Statutory Framework for the Early Years Foundation Stage (EYFS) – effective from 1 September 2026
- Department for Education – Help for Early Years Providers: Screen Use
- Department for Education and Department of Health and Social Care – Screen Use by Children Aged Under 5
- Best Start in Life – Screen Time Guidance for Under 5s
- UK Chief Medical Officers' Physical Activity Guidelines
- Department for Education – Online Safety Guidance for Early Years Practitioners



Class Dojo EYFS Policy

1. Introduction

This policy outlines how Class Dojo is used within the Early Years Foundation Stage (EYFS) to support communication, celebrate learning, and promote positive behaviour. It ensures safe, consistent, and purposeful use of the platform by staff and families.

Class Dojo is a digital communication tool used to share learning, send reminders, and strengthen home–school partnerships. In EYFS, where parental engagement is central to children’s development, Class Dojo plays an enhanced role in sharing day-to-day learning experiences.

2. Aims of Using Class Dojo in EYFS

- Strengthen communication between school and home.
- Provide regular insight into children’s learning through photos, videos, and updates.
- Support positive behaviour through age-appropriate recognition systems.
- Ensure safe, GDPR-compliant use of digital communication.
- Maintain professional boundaries and clear expectations for staff and parents.

3. EYFS Content Expectations

Teachers will use Class Dojo to share:

- **Frequent photo updates** showing continuous provision, play-based learning, outdoor exploration, and key moments.
- **Short video clips** where appropriate (e.g., phonics demonstrations, singing, celebrations).
- **Weekly learning celebration posts** summarising key skills, themes, and experiences.
- **Reminders** about events, PE days, trips, or home learning activities.

Content will always reflect the EYFS ethos of play, exploration, and holistic development.

4. Behaviour and Dojo Points in EYFS

Class Dojo points may be used to reinforce early learning behaviours such as:

- Kindness and sharing
- Listening and attention
- Being ready to learn
- Independence
- Helping others
- Perseverance

Points are used positively and never as a punitive measure. Behaviour concerns will **not** be discussed via Class Dojo messaging.

5. Teacher Responsibilities

EYFS staff must:

- Post regular updates during agreed working hours (e.g., 8:00–5:00 or school-defined quiet hours).
- Respond to parent messages within the school’s agreed timeframe (commonly up to 3 working days).
- Ensure that parents/carers know that any urgent matters should be communicated to the School Office.
- Avoid discussing sensitive or personal matters via Class Dojo; instead arrange a phone call or meeting.
- Ensure posts comply with photo permissions and safeguarding requirements.



- Never post images of children without parental consent or of children who must not be photographed (e.g., those in local authority care).
- Maintain professional tone and boundaries at all times.

6. Parent/Carer Responsibilities

Parents and carers must:

- Check Class Dojo regularly for updates and reminders.
- Use messaging for **brief, non-sensitive queries** only.
- Contact the school office for absences, safeguarding concerns, behaviour issues, or confidential matters.
- Not share Class Dojo photos or videos on social media or external platforms.
- Follow the school's Parent User Agreement and digital conduct expectations.

7. Safeguarding and Data Protection

- Class Dojo is GDPR-compliant and stores data securely.
- Only authorised staff and parents/carers can access class content.
- Images and videos will be used responsibly and only with appropriate permissions.
- Staff will follow safeguarding policies when posting content or responding to messages.
- Children's data will be removed when they leave the school or no longer use the platform.

8. Communication Protocols

- Teachers will not respond to messages outside working hours.
- Urgent matters must be directed to the school office.
- Messages should be concise and related to school routines or learning.
- Teachers may disable messaging during holidays or weekends.

9. Monitoring and Review

- Senior leaders may monitor Class Dojo usage to ensure consistency and safeguarding compliance.
- This policy will be reviewed annually or sooner if required due to updates in technology, safeguarding guidance, or EYFS practice



Intimate Care Policy

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

All children have the right to:

- assistance that respects their privacy and dignity
- feel safe and comfortable with the adults providing their care
- should be encouraged to engage in the care procedure, know what's happening and give permission at each stage
- have their feelings about the care they receive recognised and respected
- be encouraged and supported to work towards becoming independent where possible.

We insist on completion of our Intimate Care Permission Forms during the application stage to Nursery. Parents/Carers communicate their child's routines and support needs on this form. Qualified staff members will always record care that has been provided and this is sent home to parents and carers. Please refer to Nappy Changing in Section 2 for further information.

Staff at Monkleigh Primary School Nursery work with parents or carers to develop an individual plan for the care of their child.

This should include information about the child's:

- likes and dislikes
- routines
- support needs.

Information is updated, in collaboration with parents or carers, on a regular basis.

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

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis. First aid treatment which must be carried out by a qualified first aider.

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

- Promoting consistent and caring relationships through the key person system in the Nursery and ensuring all parents understand how this works
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. first aid training, specialist medical support
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappies will be changed or intimate routines take place behind closed doors
- Conducting thorough inductions for all new staff to ensure they are fully aware of all Nursery procedures relating to intimate care routines
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training



- Ensuring all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the Nursery
- Conducting working practice observations on all aspects of Nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines
- Conducting regular risk assessments on all aspects of the Nursery operation including intimate care and reviewing the safeguards in place. The Nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.
- If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, please see the manager at the earliest opportunity

Safe and Respectful Care

The safe care and practice policy may complement the Intimate Care Policy.

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

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

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

If a parent or member of staff has concerns or questions about safe care and practice procedures or behaviour they consider inappropriate, including between staff members, they are urged to see the Headteacher or EYFS Leader at the earliest opportunity. Management will challenge inappropriate behaviour in line with the disciplinary or whistleblowing procedures. If the concern relates to the Headteacher or EYFS Leader then parents should contact **Ofsted 0300 123 1231** or **the local authority children's social care team 0345 155 1078**.



Sleep and Rest Policy

Monkleigh Primary School Nursery recognise that sleep and rest are essential for children's health, wellbeing, growth and development. We are committed to providing a safe, comfortable and nurturing environment where children can rest or sleep according to their individual needs.

We work in partnership with parents and carers to ensure sleep arrangements are tailored to each child whilst following current safer sleep guidance and best practice.

The safety and welfare of children are paramount at all times.

Individual Sleep Needs

Every child is unique and has their own sleep routine, preferences and requirements.

- When a child joins the setting, parents/carers will be asked to provide information about:
- Their child's usual sleep routine.
- Preferred sleep times.
- Comforters or sleep associations.
- Any medical conditions affecting sleep.
- Any advice received from health professionals.

Sleep routines are reviewed regularly with parents and updated as children's needs change.

Safer Sleep Practice

To reduce the risk of sleep-related accidents and promote safer sleep:

- Babies are always placed on their backs to sleep unless there is written medical advice stating otherwise.
- Children are provided with a safe and suitable sleep space appropriate to their age and stage of development.
- Sleep mats, cots and sleep equipment are regularly checked and maintained.
- Children are never left unsupervised whilst sleeping.
- Sleeping children remain within sight or hearing of staff at all times.
- Babies and children are not permitted to sleep in car seats, bouncy chairs, highchairs or similar equipment.
- Bibs are removed before sleep.
- Children are not put to sleep with bottles.
- Sleep areas are kept clean, safe, calm and free from hazards.
- Pillows, duvets, cot bumpers, weighted blankets and soft toys are not used with babies.
- Comforters may be used where appropriate and agreed with parents.

Preparing Children for Sleep

Before a child is settled to sleep, staff will ensure:

- The child is comfortable and settled.
- Nappies have been checked and changed where necessary.
- Appropriate clothing is worn for the room temperature.
- The child has access to their comforter if required.
- The sleep environment is calm, safe and comfortable.
- Individual routines and preferences are respected.

Children may be supported to sleep through gentle reassurance, cuddles, quiet stories or other agreed methods that meet their individual needs.



Sleep Environment

The sleep environment will:

- Be clean, safe and well maintained.
- Be adequately ventilated.
- Be maintained at a comfortable temperature.
- Be monitored closely during periods of hot weather.
- Provide a calm atmosphere that supports rest and relaxation.
- Be arranged to allow effective supervision of sleeping children.

During periods of hot weather or heatwave conditions, additional measures may be implemented to reduce the risk of overheating.

Sleep Monitoring

Children who are sleeping will be monitored regularly in accordance with the setting's safer sleep procedures.

Staff will:

- Observe children's breathing.
- Monitor colour and overall wellbeing.
- Check children are comfortable and not overheating.
- Ensure bedding remains safe and secure.
- Record sleep checks and sleep times.
- Take immediate action if any concerns arise.

Any concerns regarding a child's sleep, breathing, health or wellbeing will be reported immediately to the manager and parents informed where appropriate.

Sleep Records

A sleep record will be maintained for children who sleep at the setting.

Records may include:

- Time settled to sleep.
- Sleep checks completed.
- Time woken.
- Duration of sleep.
- Any observations or concerns.

Sleep information will be shared with parents and carers as appropriate.

Staff Knowledge and Training

All staff receive information, training and guidance relating to safer sleep practices.

Staff understand:

- Current safer sleep guidance.
- Safe sleep positioning.
- The importance of preventing overheating.
- Appropriate supervision requirements.
- Individual sleep needs and care plans.
- How to respond to concerns regarding a child's wellbeing.

Managers regularly monitor practice to ensure procedures are consistently followed.



Partnership with Parents and Carers

Parents and carers are informed of the setting's safer sleep procedures upon registration.

We believe effective communication between families and practitioners is essential to ensuring children's sleep needs are met safely and consistently.

Parents are encouraged to discuss:

- Changes to routines.
- Sleep concerns.
- Medical needs.
- Developmental changes affecting sleep.

Sleep arrangements will always be discussed and reviewed in partnership with families.

Whilst parental wishes are taken into consideration, the setting will always act in the best interests of the child's health, wellbeing and developmental needs.

Rest Opportunities for Older Children

Not all children will sleep during the day; however, all children will have opportunities to rest and relax.

Quiet activities may include:

- Reading books.
- Listening to stories or calming music.
- Looking at books independently.
- Relaxing in a quiet area.

Children will never be forced to sleep or prevented from resting when they are tired.

Review

This policy will be reviewed annually, following any significant incident, or whenever safer sleep guidance is updated.



Whistleblowing Policy (For Local Authority Maintained Schools only)

Policy Date: January 2016
Version Date: September 2016

For further advice and guidance in relation to this policy, please contact HR ONE at hrdirect@devon.gov.uk or on 01392 385555.

	Policy	Whistleblowing Policy	
	Ratifying body	FGB	
	Reviewed by	FGB	July 2026
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	Cycle	ANNUAL	
	Review Date	July 2027	

Note: This policy should be made easily accessible to all staff. Ensure all staff are aware of where this policy is available. It is recommended that a copy is placed on the school's website.

This policy is subject to copyright.

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1.0 Introduction

- 1.1 The Public Interest Disclosure Act 1998 was enacted to ensure a climate of greater frankness between employers and workers so that irregularities can be identified and addressed quickly and to strengthen employment rights by protecting responsible workers who blow the whistle about wrongdoing or failures in the work place. The policy set out in this document applies those statutory provisions to Monkleigh Primary School Nursery.
- 1.2 Employees are often the first to realise that something wrong may be happening within the school. However, they may feel unable to express their concerns either because they feel that speaking up would be disloyal to their colleagues or to the school or because they fear harassment or victimisation. In these circumstances, it may be easier to ignore the concern than to report what may just be a suspicion of malpractice.
- 1.3 Monkleigh Primary School Nursery is committed to doing things correctly with the highest possible standards of openness and accountability as is shown in the school's Code of Conduct which is available on the Monkleigh Primary School Website. In line with that commitment it encourages employees and others with serious concerns about any aspect of the school's work to come forward and voice those concerns. It recognises that certain cases will have to proceed on a confidential basis. This policy makes it clear that employees can do so without fear of reprisal and is intended to encourage and enable employees to raise serious concerns within the school rather than overlooking a problem or publicly disclosing the matter.
- 1.4 This policy has been discussed with the relevant trade unions and professional organisations and has their support. Seeking advice from, and being represented by, your trade union may be the best course of action to raise any issue under this policy. The school recognises and endorses the role which trade unions and their officers play in this process.

2.0 Aims and Scope of this Policy

1.1 This policy aims to:

- provide avenues for employees ('you') to raise concerns
 - provide mechanisms for you to receive updates and feedback on any action taken
 - provide a mechanism for you to receive a written response detailing the outcome of the process.
- 2.2 This policy covers concerns that fall outside the scope of other procedures. It is not intended as recourse against financial or business decisions made by the school. Nor is it an alternative to well-established disciplinary or grievance procedures. It may, however, overlap with other policies for dealing with complaints.
- Concerns raised under the Whistleblowing Policy should be about something that is in the public interest and is or may be:
- unlawful or a criminal offence;
 - a breach of legal obligation (but not a personal contractual breach unless such breach involves a matter of public interest);
 - a miscarriage of justice;
 - mistreatment or abuse of a pupil/student or a member of the public for whom the school has a responsibility;
 - in disregard of legislation governing health and safety at work;
 - seeking undue favour over a contractual matter or a job application; or against the School's Financial Regulations;
 - has led to or could lead to a damage to the environment;
 - deliberately covers up information tending to show any of the above.



3.0 Safeguards

3.1 Harassment or Victimisation

Monkleigh Primary School Nursery recognises that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisal from those responsible for the malpractice. The school will take action to protect you when you raise a concern in good faith. It will not tolerate any resulting harassment or victimisation (including informal or indirect pressures) and will treat this as a serious disciplinary offence which will be dealt with under the appropriate procedures.

Any investigation into an allegation of malpractice will not influence or be influenced by any disciplinary or redundancy procedures which already affect you. If allegations of malpractice arise during a disciplinary process those allegations will be investigated at the same time as the disciplinary procedure.

3.2 Confidentiality

All concerns will be treated in confidence and the school will do its best to protect your identity if you do not want your name to be disclosed. If investigation of a concern discloses a situation which is sufficiently serious to warrant disciplinary action or police involvement then your evidence may be important. Your name will not however be released as a possible witness until the reasons for its disclosure at this stage have been fully discussed with you.

3.3 Anonymous Allegations

This policy encourages you to put your name to your allegation. Concerns expressed anonymously are much less powerful but they will be considered at the discretion of the school against the following criteria;

- the seriousness of the issues raised
- the likelihood of confirming the allegation from attributable sources
- the school's best interests
- the protection of the school's assets.

You should also bear in mind that if you do choose to raise a concern anonymously it will be more difficult for the matter to be investigated and for you to be provided with feedback. For this reason, where you wish to raise your concerns anonymously, this may best be done through your trade union.

3.4 Untrue Allegations

If you make an allegation in good faith but it is not confirmed by the investigation, no reprisals will be taken against you. If, however, you make malicious or vexatious allegations, disciplinary action may be taken against you.

PROCEDURE

4.0 How to Raise a Concern

- 4.1 Initially, you should raise your concerns by discussing the matter with the Headteacher. If you are a member of a Trade Union or Professional Association you may consider it useful to contact them for advice at the earliest opportunity.

If the concerns involve the Headteacher or it is not appropriate due to the nature of your concerns you should initially raise the concerns with the Chair of Governors or Vice Chair of Governors.

If you are employed within a voluntary controlled or community school and the concern relates to the Governing Body you can raise this with the Local Authority either via the Head of Education and Learning or the County Solicitor (who is the Monitoring Officer – detail on the role of the Monitoring Officer can be found at 6.0).

The individual receiving the concern will be referred to as the 'lead officer' throughout the remainder of the policy.



The lead officer will then liaise accordingly to ensure that the concern is properly investigated. If the allegations arise from a disciplinary matter, they will be investigated as part of the disciplinary investigation.

4.2 Alternatively, if you feel you cannot express your concerns as detailed above, you can raise your concern(s) externally to one of the bodies listed on the 'List of prescribed persons and bodies'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/431221/bis-15-289-blowing-the-whistle-to-a-prescribed-person-list-of-prescribed-persons-and-bodies-2.pdf

4.3 Where the concern relates to a child protection matter and you do not wish to raise it via the school, you should inform the Local Authority Designated Officer for Safeguarding (via email at ladosecure-mailbox@devon.gov.uk or on 01392 384964). If the concern requires Police or other agency/authority involvement, the whistleblowing process will be halted until the relevant agencies have completed any necessary investigations and confirmed that it is appropriate to continue with the Whistleblowing procedure.

4.4 Concerns can be raised orally but it is good practice for the concern to be recorded in writing at an early stage to ensure that all the details are correctly understood.

4.5 A written allegation should set out the background and history of the concern (giving names, dates and places where possible) and the reason why you are particularly concerned about the situation. It is preferable for you to record this in writing yourself. However, where the person to whom you voice your concerns writes these down, a copy will be sent to your home address or via your representative (see paragraph 4.7) to give you an opportunity to agree this as a correct record.

4.6 Although you are not expected to prove the truth of your allegation, you will need to demonstrate to the person contacted that there are sufficient grounds for your concern.

4.7 You may wish to seek advice from your trade union representative on how best to raise your concern. Where you wish to raise your concern anonymously this may be done through your trade union.

5.0 How the Nursery/school will respond

5.1 The action taken by the school will depend on the nature of the concern. After initial enquiries to assess the seriousness, the matters raised may;

- Be investigated by the school leadership, internal audit or through the disciplinary process
- Be referred to the Police
- Be referred to external auditors
- Need to be the subject of a referral to the National College for Teaching and Leadership
- Form the subject of an independent enquiry

5.2 If urgent action is required in response to a concern this may be taken before a full investigation is conducted.

5.3 Some concerns may be resolved by action agreed with you without the need for investigation or it may be that an investigation can be completed without the person(s) under investigation being aware of the process.

5.4 In any event within five working days of a concern being received, the school will write to you at your home address to:

- acknowledge that the concern has been received
- indicate how it proposes to deal with the matter
- give an estimate of how long it will take to provide a final response
- tell you whether any initial enquiries have been made, and
- tell you whether further investigation will take place, and if not, why not
- where appropriate, name an independent Support Officer to support you during any investigation.

5.5 Following discussion with you, where it is felt appropriate to appoint a Support Officer, that person will make contact with you, deal with all confidentiality issues, agree frequency of contact and explain their role to you, which is to:



- keep you informed about the progress of the investigation
- inform the Investigating Officer of any further issues you may have
- raise any concerns you may have about the conduct of the investigation
- take appropriate steps to support you in the workplace
- support you if you are required to give evidence at any criminal or disciplinary proceedings that arise from your concern.

5.6 If you wish to retain your anonymity you will need to nominate a representative and/or a contact address where correspondence may be directed in order to keep you informed.

5.7 The amount of contact between Investigating Officers and you will depend on the nature of the matters raised, the potential difficulties involved and the clarity of the information provided. If necessary, further information will be sought from you.

5.8 When any meeting is arranged, you have the right, if you so wish, to be accompanied by a trade union or professional association representative or a friend (who need not be associated with the school).

5.9 The school accepts that you need to be assured that the matter has been properly addressed. Accordingly, subject to legal and/or confidentiality constraints, the Headteacher (Chair/Vice Chair of Governors/Lead Officer) will ensure that you are provided with information about the outcome of any investigations and/or proceedings.

6.0 The Monitoring Officer – only applicable to staff employed in voluntary controlled and community schools

6.1 The Monitoring Officer is a statutory appointment under the provisions of section 5 of the Local Government and Housing Act 1989. They have overall responsibility for the maintenance and operation of this policy. The monitoring officer ensures that a central record is kept in such a way as to not jeopardise your confidentiality and it is their duty to ensure that the County Council acts lawfully.

6.2 The Monitoring Officer will ensure that;

- a record of all concerns raised under this policy is maintained
- the outcomes of any investigations are communicated to you by the Lead Officer
- the outcome is reported to the Council as necessary

At the end of the process it is important that the lead officer provides all information about the investigation to the Monitoring Officer.

7.0 Detriment

7.1 The school is committed to ensuring that an employee who makes an allegation in good faith suffers no detriment from doing so.

8.0 How the matter can be taken further

8.1 This policy is intended to provide you with a way to raise concerns within the school. The school hopes you will be satisfied by its response. If you are not you may wish to raise the matter with one of the following possible contact points;

- the local authority
- a diocesan authority (for Church schools)
- relevant professional bodies or regulatory organisations
- your trade union or professional association
- your solicitor or legal adviser
- the Police
- the Local Government Ombudsman
- the Health and Safety Executive
- 'Public Concern at Work' – Registered Charity



GENERAL INFORMATION

9.0 Consultation

This policy is provided following consultation with trade unions/professional associations and will apply to all employees. This policy is also for the Governing Body to consider for adoption. Should the Governing Body wish to make changes to this Policy, the required consultation must be undertaken with the County Officers of the recognised trade unions/professional associations.

This policy supersedes all previous whistleblowing policies.

10.0 Costs

The Financial Intervention Panel for Schools (FIPS) has determined the conditions and circumstances for meeting the costs of defending tribunal claims.

POLICY HISTORY

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
January 2016	New Policy Date of consultation with recognised Trade Unions – 2015	HR ONE	January 2016	
September 2016	Minor style and typographical changes	HR ONE	September 2016	
July 2019	Removed gsx from LADO email address	HR One		



Mobile Phone and Electronic Device Use

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

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

At Monkleigh Primary School Nursery we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the Nursery receive good quality care and education.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, or any other devices that can take pictures or record during working hours.

This policy should be used in conjunction with our online safety policy to ensure children are kept safe when using the Nursery devices online

Staff must adhere to the following:

- Mobile phones and Smartwatches are either turned off or on silent and not accessed during working hours
- Mobile phones and Smartwatches can only be used on a designated break and then this must be away from the children
- Mobile phones and smartwatches should be stored safely in staff at all areas and the staffroom at all times during the hours of your working day
- The use of Nursery device Ipad, must only be used for Nursery purposes and locked away in a cupboard when not in use.
- Passwords / passcodes for Nursery devices must not be shared or written down
- The Nursery device will not be taken home with staff and will remain secure at the setting when not in use. If a device is needed to be taken home due to unforeseen circumstances then the person taking this device home must ensure it is securely stored and not accessed by another individual and returned to Nursery as soon as practically possible

Parents and visitors use of mobile phones

When visiting the Nursery, you are asked to ensure that your mobile phone or device is stored securely in a closed bag. This is for safeguarding reasons.

Photographs and videos

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

We ask for individual permissions for photographs and video recordings for a range of purposes including: use on Class Dojo; for display purposes; weekly newsletter; for promotion materials including our Nursery website, brochure and the local press and the different social media platforms we use. We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey.

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



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

During special events, e.g. Christmas, we ask that photos are not posted on any social media websites/areas without permission from parents of all the children included in the picture.

At Monkleigh Primary School Nursery we use Ipads to take photos of the children. This is either for the use of the weekly newsletter, social media or our Learning Journey Floor book



Social Networking

Social media is becoming a large part of the world we live in and as such at Monkleigh Primary School Nursery we need to make sure we protect our children by having procedures in place for safe use.

We use Facebook and the Newsletter to share pictures of the activities the children have accessed at Nursery. In order to safeguard children we will:

- Ensure all children in the photographs or posts have the correct permissions in place from their parent/ carer
- Monitor comments on all posts and address any concerns immediately.

Staff use of social media

We require our staff to be responsible and professional as in our Code of Conduct, in their use of social networking sites in relation to any connection to the Nursery, Nursery staff, parents or children.

When using social networking sites such as Facebook, Instagram, Twitter, Snapchat etc.

- Not make comments relating to their work or post pictures in work uniform
- If a parent ask questions relating to work via social networking sites, staff should reply asking them to come into Nursery or contact the EYFS Leader. Staff should not engage in public or private conversations relating to the Nursery in any way.
- Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
- Report any concerning comments or questions from parents or other staff to the safeguarding lead
- Follow the staff code of conduct
- Not post anything that could be construed to have any impact on the Nursery's reputation or relate to the Nursery or any children attending the Nursery in any way

If any of the above points are not followed the member of staff involved may face disciplinary action, which could result in dismissal.

Parents and visitors use of social networking

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publicly or privately, information about any child on social media sites such as Facebook, Instagram and Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

We ask parents not to:

- Send friend requests to any member of Nursery staff
- Screen shot or share any posts or pictures from the Nursery on social media platforms (these may contain other children in the pictures)
- Post any photographs to social media that have been supplied by the Nursery with other children in them (e.g. Christmas concert photographs or photographs from an activity at Nursery)
- Share any concerns regarding inappropriate use of social media through the official procedures



Lone Working Policy

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

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

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

It is the responsibility of both the employee and their line manager to identify the hazards and minimise the risks of working alone.

Considerations when deciding on lone working include how lone workers manage with a variety of tasks such as talking to parents and supervising activities whilst maintaining the safety and welfare of children and ensuring that each member of staff required to work alone has the training and/or skills for the role; e.g. paediatric first aid certificate, child protection/safeguarding training and competency, food hygiene training and if children younger than school reception age are present; hold a level 3 qualification.

Employees/managers responsibilities when left in a room alone include ensuring:

- A risk assessment for staff working alone is completed
- Ratios are maintained
- There is someone to call on in an emergency if required
- The member of staff and children are safeguarded at all times (relating to additional policies as above).

Employees responsibilities when left in the building alone:

- To make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work
- To ensure they have access to a telephone at all times in order to call for help if they need it, or for management to check their safety if they are concerned
- Ensure that the building remains locked so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as is practicably possible.

Managements responsibilities when left in the building alone:

- To ensure staff working alone are competent and confident to carry out any safety procedures e.g. fire evacuation
- To ensure that the employee has the ability to contact them or a member of the team even if their lone working is outside normal office hours (i.e. access to a phone, contact numbers of someone they can call)
- To check that the employee has someone they can contact in the event of an emergency, and the numbers to call
- To ensure that employees have the ability to access a telephone whilst lone working
- If reporting in arrangements have been made and the employee does not call in, to follow it up.



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



Equality and Diversity Policy

	Policy	Equality & Diversity	
	Ratifying body	FGB	
	Reviewed by	FGB	July 2026
	Approved by	FGB	July 2026
	Ratified by	FGB	
	Cycle	Annual	
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1. Equality Statement

Monkleigh Primary School Nursery is committed to ensuring and promoting equality of opportunity for all children, staff, parents, and guardians irrespective of race, gender, disability, belief, sexual orientation, sex/gender identity (including gender reassignment), and age.

Our aim is to develop a culture of diversity and inclusion in which all those within the establishment's community can celebrate their identity and participate fully in experiences and learning. Enabling our children to take part as fully as possible, in every part of the establishment's life, by developing each child's self-confidence, recognising their strengths, and encouraging them to achieve their full potential.

We challenge discrimination through the positive promotion of equality through learning, tackling bullying, racism, and stereotyping, and by creating a safe welcoming environment that champions respect for all.

Our establishment has a firm belief that diversity is a strength that must be respected and celebrated by all of those who learn



with us and visit us.

2.Scope and Purpose

This Policy covers all individuals working at all levels, including staff, consultants, contractors, trainees, home-workers, part-time and fixed-term staff, volunteers, the governing board, casual workers, and agency staff. It also applies to the wider community such as children, job applicants, ambassadors, and parents/guardians.

The purpose of this policy is to set out our approach to promoting equality and diversity and how we will tackle discrimination and challenge social exclusion. It explains how we will put our commitment into action and comply with the law to ensure that equality and diversity are promoted in our establishment and that our staff, children, and community are not subject to, and do not commit, unlawful acts of discrimination.

3.Guiding Principles

This policy is a single policy that harmonises our aims to ensure equality for all those with protected characteristics, and the education and awareness for our establishment's community.

This unites our policies on

- English as an additional language
- Attendance
- Relational approaches and/or behaviour
- Anti-racism
- Accessibility
- Anti-bullying
- PSE and/or citizenship
- Pupil premium
- Relationships and sex education
- Safeguarding

This policy also combines previous establishment policies on

- Race
- Disability
- Gender

We are committed to developing cohesive communities both within our establishment's physical boundaries and within our local, national, and global environments. Our establishment embraces the aim of working together with others to improve children's outcomes, both educational and well-being, with the rights of the child in mind.

Our policy is inclusive of our whole establishment community; children, staff, governors, parents/guardians, visitors, and partner agencies whom we have engaged with, and who have been actively involved in and contributed to its development.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, and victimisation
- advance equality of opportunity and,
- foster good relations between groups

as outlined in the [Equality Act 2010](#) It explains how we will listen to and involve children, staff, parents/guardians, and the community in achieving better outcomes for our children.



Our establishment within the wider context

The national demographic presents an ever-changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation.

11.0 Legislation and our duties

Equality Act 2010

The [Equality Act 2010](#) protects people from discrimination and harassment. If someone thinks they have been discriminated against they may take their complaint to a court or Employment Tribunal (if they are an employee). The act also places duties on public authorities (including establishments) to be pro-active about addressing inequalities. The Public Sector General Duty (Section 149) states that a public authority must give due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other prohibited conduct.
- Advance equality of opportunity.
- Foster good relations between people.

‘Advance equality of opportunity’ means to remove or minimise disadvantage, meet people’s needs, take account of disabilities, and encourage participation in public life.

Failure to observe these public sector duties could result in a judicial review, but also put establishments at risk of discriminatory practice.

These duties apply to eight **protected characteristics**:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if they have, or has had, a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** – Transgender people may have the body of one gender but feel that they are the opposite gender. The word transgender is sometimes used interchangeably with terms such as gender-variant but usually has a narrower meaning and different connotations than gender variant, including non-identification with the gender assigned at birth. This relates to a person who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). Children as young as five may begin to show signs of [gender dysphoria](#) and therefore it is relevant in any establishment environment.
- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to staff and other adults.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including stillbirths), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of Additional Maternity Leave. Within education it also protects children who are pregnant.
- **Race** - A person’s colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent an



establishment from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.

- **Sex** – Sex refers to a person’s understanding and experience of their own gender identity, it is their internal sense of self. Everyone has a gender identity; for some people, it corresponds with the gender assigned at birth, and for some others, it does not. Gender identities are expansive and do not need to be confined within one collectively agreed-upon term. An individual’s appearance may not inform you or their gender identity. It is important to understand that one’s gender identity does not direct the way we are or the clothing we choose to wear.
- **Sexual orientation** - A person’s sexual orientation, is the part of their identity that relates to who they find attractive. Although it is in the name, the attraction to other people does not have to be sexual, it could be romantic, or connection-based. Some people are attracted to a particular gender or genders, some people are attracted to who the person is (their morals, values, humour, intelligence, etc.) and for some it is a combination of the two. Sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends ‘questioning’ or disclosing at any age. Establishments with a particular religious ethos cannot discriminate against non-heterosexual children or parents/guardians.

We understand that an individual’s gender identity and sexual orientation is individual to them.

The legal duties to eliminate harassment and foster good relations make it clear that establishments must address bullying and prejudice-related incidents, based on a protected characteristic, such as racism or homophobic bullying.

The expectation in law is not only for establishments to respond when an incident occurs, but to also take steps to prevent those incidents from occurring or escalating.

Because of its relevance to the duty to eliminate harassment and foster good relations, this means that establishments should [report incidents to the local authority](#), publish information on performance, and set objectives about bullying and prejudice-related incidents. What is published will vary according to establishment size, but it could include publishing basic data, supported by a narrative, about the number and type of incidents reported and dealt with.

We will take care not to publish any details that could identify specific individuals. An establishment can include relevant objectives in its development plan, and it should also refresh its equality objectives at least every four years.

For more information, please familiarise yourself with the DfE’s [Equality Act 2010 and schools guidance](#).

The Education and Inspections Act 2006

There are a number of statutory obligations on establishments with regards to behaviour which establish clear responsibilities to respond to bullying. In particular, section 89 of the [Education and Inspections Act 2006](#):

- states that every establishment must have measures to encourage good behaviour and prevent all forms of bullying amongst children. These measures should be part of the establishment’s behaviour or relational policy which must be communicated to all children, staff and parents/guardians.
- the headteacher can determine measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the establishment and are not under the lawful control or charge of a member of the staff of the establishment. These incidents should be [reported to the local authority](#).



Keeping Children Safe in Education

The DfE's guidance reiterates the expectations and obligations of establishments:

- All staff should be aware of systems within their establishment which support safeguarding and these should be explained as part of staff induction. This should include a behaviour policy that should outline measures to
- prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- To focus on key issues of concern and how to improve children's outcomes. Some children may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concerns will differ between establishments, but it is important establishments are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures.
- It is important that establishments consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

It also reminds us to recognise, by providing suitable CPD, the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation, and are confident they have the capability to support children.

Additional key points to note are that this guidance puts emphasis on having an online safety policy, LGBTQ+ inclusion policy and working closely with the local authority.

To familiarise yourself with the current guidance, please visit the [DfE's website](#).

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour, or communications, could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If staff feel that an offence may have been committed, they should seek assistance from the Police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety, or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

12.0 Responsibilities

Governing Board

- Ensure that the establishment complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the headteacher.
- Ensure all other establishment policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.



- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Establishments no longer require job applicants to complete a generic health questionnaire. Neither should they seek out past sickness records until they have made a job offer.
- Ensure that all staff and children are aware of the process for reporting and following up on bullying and prejudice-related incidents.

All staff

- Enact this policy, its commitments and procedures, and the responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Children

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the establishment's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on establishment premises.

13.0 Equality Objectives

Your Equality Duty has two parts: the “general” duty and “specific” duties. The general duty is the overarching legal requirement for establishments and means they must consider how their policies, practices and day-to-day activities impact on children and staff.

Establishments are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations.

There are two parts to evidencing this, and both are **legal requirements**. Annually publishing data on how the establishment is meeting its Equality Duty, such as attainment, attendance, racism/prejudice incident data for those who fall within a protected characteristic **and** every 4 years (you can do this more often), publish a review of your equality objectives.

If you belong to a Trust or MAT you may all share the same equality objectives. Three objectives will ensure you are covering key areas for development, without it becoming too big a task. We have given you some examples below of a handful of objectives:

- To narrow the gap in attainment between groups of children, for example girls and boys.
- To improve the attendance between groups of children, for example White British and Ethnically diverse children.
- Increase the participation of a particular group in establishment activities, such as girls or LGBTQ+ children in physical activity.
- Reduce prejudice-related bullying and the use of derogatory language.
- Improve knowledge, skills and attitudes to enable children to appreciate and value difference and diversity, for example



increasing understanding between pupils from different faith communities.

- Improving the participation and engagement of different groups of parents, guardians, and communities.
- To improve the attendance and attainment of Gypsy, Roma, Traveller, and Showmen (GRTS) children or to improve the number of applications to secondary school of GRTS children (if primary).
- To improve Cultural Exchange within the establishment through the development of a Cultural Champions group.
- To develop an English as an additional language (EAL) intervention programme to enhance EAL children's attainment.
- To improve the KS3 curriculum, to ensure it is inclusive and reflects all children within the establishment.
- To monitor and analyse achievement by race, gender and disability, and act on any trends or patterns in the data that require additional support for children.
- To promote inclusion by ensuring that all publications, graphics, and our website represent our whole community.
- Monitor and track incidents of bullying, prejudice and racism, including reporting incidents to the local authority. Reviewing the common themes, using data to understand the link between incidents and irregular attendance, and adjust our curriculum and intervention in response.
- To develop an intervention programme for assailants of incidents and review the impacts of the programme on repeat incidents.
- Arrange an Equality committee, involving children, staff, parents/guardians and our community to contribute to policy making and reviews.
- Improving the collation of equality and diversity data in order to identify barriers to under-represented groups to recruitment and progression, advance equality of opportunity, and foster good relations amongst all groups within the regulator's workforce.

It is vital to have up-to-date data on attainment and attendance of key groups, as well as previous objectives to ensure your objectives meet the needs of your establishment.

Your objectives and data will be reviewed in a separate document, your Equality Duty Review. This review will give more in-depth information on your chosen objectives, such as rationale, actions and evidence. You need only outline your objectives within this policy, as the steps you will take to meet these objectives will be described later in your Commitment.

Your establishment's Improvement Plan should also have these objectives stated clearly. This will ensure that policies and your improvement plan are aligned.

Our establishment has two specific duties to assist us in meeting our general duty set out by the Equality Act 2010. They are:

- To publish information to show how we are complying with the Equality Duty. This must be updated at least **annually**.
- To prepare and publish one or more specific and measurable equality objectives at least every **four years**.

Further details on our rationale, evidence and action plan can be viewed in our Equality Duty Review document

14.0 Our Commitments

The primary aim is to enable all children and young people to take part as fully as possible in every part of the establishment's daily life.



Within our establishment we will take steps to promote and celebrate equality of opportunity, foster good relations, and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the establishment community.

We will achieve this by taking the following measures.

Culture and Ethos

- Our establishment ethos will clearly celebrate equality, diversity, and inclusion.
- We will actively encourage positive attitudes towards children and staff and expect everyone to treat others with dignity and respect.
- Staff will model respect and healthy relationships for the children, through their professional approach.
- The establishment will encourage Cultural Exchange through visitors, workshops, visits, trips and celebrating key cultural dates.
- Our establishment will take the approach of a Growth Mindset.
- We will ensure that all content on our website, parental/guardian newsletters, and letters are accessible, by embedding a translation app, such as Google Translate or Translate Press on our website and translating/adjusting correspondence to families.
- Our publications, website, and graphics will reflect all of our establishment's community.
- We will ensure that children develop an understanding of emotional literacy and how to manage conflict.

Relational Approaches

- The establishment will have a zero-tolerance approach to any racism, bullying and prejudice.
- The assailant of any such incident will receive intervention/education regarding the incident, including gaining an understanding of the nature of the incident, its impacts on their peers and the wider community, and learning how to apologise.
- All incidents of bullying, prejudice and racism, including prejudice towards sexual orientation, gender identity, religion and belief, disability, sexual harassment/sexism will be reported to the local authority.
- We expect that all staff will be role models for equal opportunities, deal with bullying and discriminatory incidents, and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, we will plan ongoing events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion, and an understanding of the effects of discrimination.
- We will ensure children, parents/guardians, and staff are consulted in the development and review of this policy and our equality objectives.
- We will regularly seek the views of children, parents/guardians, advisory staff and visitors to the establishment, to ensure that the establishment environment is as safe and accessible as possible to all users.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, what 'reasonable adjustments' mean in practice and the different forms of discrimination such as:



- Direct discrimination
 - Indirect discrimination
 - Harassment
 - Victimisation
 - Unconscious bias
 - Third-party harassment
 - Discrimination by association
 - Discrimination by perception.
- All allegations of discrimination and prejudice against staff and other adults that meet the harm threshold, as outlined in the [Keeping Children Safe in Education guidance](#), will be dealt with appropriately, by contacting the Local Authority Designated Officer ([LADO](#)) and reporting a BPRI to the local authority once the investigation has been completed.
 - We will maintain and update an equality page on our website to show how we are complying our public sector equality duty.
 - When drawing up policies, we will carry out an [equality impact assessment](#) (EIA) to ensure a policy does not, even inadvertently, disadvantage groups with protected characteristics.

Reasonable adjustments

- We will ensure that all the following is clearly outlined on our disability access plan:
 - We will take reasonable and necessary steps to meet children's needs by using a variety of approaches and planning reasonable adjustments for children with additional needs and disabilities. Enabling our children to take as full a part as possible in all activities.
 - Auxiliary aids and services will be provided for children, where reasonable adjustments are required.
 - We will seek the views of advisory staff and outside agencies and partnerships with other establishments where support is needed.
 - We will make reasonable adjustments to ensure the establishment's environment and its activities are as accessible and welcoming as possible for children, staff, and visitors to the establishment.
 - We are also committed to ensuring staff with additional needs or a disability have equality of opportunity.
 - We will provide a suitable space and time for prayer for Salat (Muslim daily prayer).
- Children in our establishment will not be disadvantaged in assessments and examinations due to their disability, additional need, or language barrier. We will ensure that appropriate access arrangements are in place.

Curriculum

- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We expect all staff to have high standards of attainment and aspirations for our children, promote common values, help children understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will ensure the curriculum is accessible to all children with special educational needs and disabilities (SEND) and those for whom English is not their first language.
- Through proactive planning, we will ensure that all children are able to take part in extra-curricular activities and residential visits, and we will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic or socioeconomics.
- When planning the curriculum and resources, we will take every opportunity to promote equality, diversity, and inclusion.
- Our whole curriculum will reflect our establishment's community. Each subject department will outline the



- steps they take to meet this commitment to the establishment annually, through their subject improvement plan.
- Our assemblies, literary programmes, and PSHE will explore
 - Racism
 - Discrimination and prejudice
 - Gender identity
 - Sexual orientation
 - Healthy relationships
 - Disability (including 'invisible' disabilities)
 - Mental health
 - Religion and belief,

ensuring a balanced approach to learning to inform children.

- We will ensure all our curriculum content is empathetic to children and staff of different backgrounds by:
 - Ensuring we discuss sex education and mental health curriculum content with parents/guardians from certain religious backgrounds and Travellers before it is delivered and providing alternatives if requested by families.
 - Understanding that parents/guardians have the [right to withdraw](#) their children from sex education and religious studies and we will work with parents/guardians in supporting their request. We will, however, arrange for learning to be sent home so that parents/guardians can deliver this content if they wish.
 - Outlining our curriculum and intent through our website.
 - Providing information to parents/guardians on key content that will be delivered. This is to ensure parents/guardians are able to confidently answer any questions their child might ask, following new learning.
 - Ensuring staff feel comfortable delivering content.

English as an Additional Language (EAL)

- We will ensure that a welcome/induction meeting has been arranged for any new EAL children.
- We will arrange for a **professional** interpreter for all meetings and parent evenings, for parents/guardians whose home language is not English. We will not use a child to interpret as key messages may not be relayed.
- We will ensure that we have discussions with new parents/guardians on what **safeguarding** and good **attendance** look like in our establishment
- Our establishment will have a clear strategy on how EAL parents/guardians and children can make a disclosure to the establishment – through their home language.
- Promote equality by ensuring curriculum content is accessible and scaffolded, by providing pre-teaching and/or intervention, and technology if suitable.
- We will use EAL proficiency assessments, to be reviewed at least termly, to monitor language acquisition progress and set targets.



- Complete an [EAL Information Collection form](#), to alert the Ethnic Minority and Traveller Achievement Service (EMTAS) of a new arrival and to arrange for a Bilingual induction programme.

Gypsy, Roma, Traveller and Showman (GRTS)

- *Sendco* is the establishment's GRTS ambassador and the key contact for parents/guardians and children.
- The establishment will clearly identify and publicise the support available to GRTS children.
- We will monitor the attendance and attainment of GRTS children, engaging with the local authorities [EMTAS](#) for support for children whose attendance and attainment is causing concern.
- We will work with our communities primary schools to ensure that all GRTS children are on an **enhanced transition** plan and hold parent forums for year 5 and 6 GRTS parents/guardians to discuss any concerns. (*if secondary*)
- We will work with our communities secondary schools to ensure that GRTS children are on **enhanced transition** plans and arrange for secondary schools to hold forums for year 5 and 6 GRTS parents/guardians to discuss any concerns. (*if primary*)
- Our establishment will actively build relationships with GRTS communities through
 - Celebrating Traveller history month in June.
 - Arranging Traveller awareness workshops for our children.
 - Contacting EMTAS to deliver Aspirational workshops to GRTS children.
 - Creating a communication plan with parents/guardians for all GRTS children. Ensuring that families know what to expect from the establishment and who they can contact easily.
 - Ensuring our curriculum is flexible to support the broad skill sets of GRTS children.
- Our establishment has zero-tolerance for any GRTS racism, including the use of words such as 'chav', 'pikey' and 'gypsy' (in a derogatory manner).

Training

- All staff will receive training and awareness of:
 - Bullying, prejudice and racism incidents
 - Equality, diversity, and inclusion
 - Extremism and radicalisation
 - Understanding gender identity and sexual orientation
 - Gypsy, Roma, Traveller and Showman
 - English as an Additional Language (EAL) children



- All new staff inductions will include training on equality, diversity, and inclusion – with a planned itinerary of when other training content will be delivered.

Monitoring

- We will monitor the progress and achievement of children by the relevant and appropriate protected characteristics. This information will help the establishment to ensure that individual children are achieving their potential, the establishment is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the [establishment improvement plan](#) and Equality duty review.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities, and promotions to ensure all staff have equality of opportunity. We will not ask [health-related questions](#) to job applicants before offering a job, unless it relates to an intrinsic function of the work they do.
- We will make reasonable adjustments such as providing auxiliary aids for our staff with disabilities or additional needs.
- Bullying, prejudice and racism related Incidents will be carefully monitored. Any common themes will be addressed in our curriculum, assemblies, and through workshops or intervention. We will engage with the local authority if they request our data as part of their county-wide audit.
- We will publish our data and reviews in line with our Equality Duty mentioned above.

15.0 Appendix

Definitions

BPRI	Bullying, prejudice and racism incidents
Cohesion	People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
Community	From the establishment's perspective, the term "community" has a number of meanings: • The establishment community – the students we serve, their families and the establishment's staff. • The community within which the establishment is located – in its geographical community, and the people who live and/or work in that area. • The community of Britain – all establishments by definition are part of it. • The global community – formed by European and international links.
Cultural exchange	The sharing of different ideas, traditions, and knowledge with someone who may be coming from a completely different background than your own.
DfE	Department for Education
Direct discrimination	Treating someone with a protected characteristic less favourably than others.
Discrimination by association	When a person is treated less favourably because they are linked or associated with a protected characteristic.
Discrimination by perception	When someone is discriminated against because it is believed they have a protected characteristic, whether or not they actually do.
Diversity	Recognising that we are all different. Diversity is an outcome of equality and inclusion
EAL	English as an additional language - a pupil whose home language is not English or who lives



	in a bilingual family.
Equality	This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
Gender Dysphoria	Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person “identifies” with, or feels themselves to be.
Growth mindset	That there is always scope for learning, improving, and understanding.
Harassment	unwanted behaviour linked to a protected characteristic that violates someone’s dignity or creates an offensive environment for them.
Inclusive	Making sure everyone can participate, whatever their background or circumstances. Ensuring everyone can experience the same experiences as any other child.



Sickness and Illness

At Monkleigh Primary School Nursery we promote the good health of all children attending. To help keep children healthy and minimise infection, we do not expect children to attend Nursery if they are unwell. If a child is unwell it is in their best interest to be in a home environment with adults they know well rather than at Nursery with their peers.

Our Procedures

In order to take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- If a child becomes ill during the Nursery day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time, we care for the child in a quiet, calm area with their key person, wherever possible
- We follow the guidance given to us by Public Health England (Health Protection in Schools and other childcare facilities) and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhea, measles and chicken pox, to protect other children in the Nursery, see link below.

http://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_Poster.pdf

- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to Nursery until they have been clear for at least 48 hours.
- We inform all parents if there is a contagious infection identified in the Nursery, to enable them to spot the early signs of this illness.
- We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection
- We notify Ofsted as soon as possible and in all cases within 14 days of the incident where we have any child or staff member with food poisoning.
- We exclude all children on antibiotics for the first 48 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell) This is because it is important that children are not subjected to the rigors of the Nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the Headteacher or EYFS Leader and is non-negotiable
- We make information about head lice readily available on our website and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice we would be grateful if they could inform the Nursery so that other parents can be alerted to check their child's hair.

Meningitis procedure

If a parent informs the Nursery that their child has meningitis, the Headteacher or EYFS Leader will contact the Local Area Infection Control (UKHSA HPT) Nurse for their area. The IC Nurse will give guidance and support in each individual case. If parents do not inform the Nursery, we will be contacted directly by the IC Nurse and the appropriate support will be given. We will follow all guidance given and notify any of the appropriate authorities including Ofsted if necessary.



Transporting children to hospital procedure

The EYFS Leader/staff member must:

- Call for an ambulance immediately if the sickness or injury is severe.
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital.
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Inform a member of the Senior Leadership team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

If a child has an accident that may require hospital treatment but not an ambulance, the onus is on the parent to take the child to hospital.

Where an appropriate car seat is not available ie a young baby, further guidance can be found at www.childcarseats.org.uk



Infection Control

At Monkleigh Primary School Nursery we promote the good health of all children attending through maintaining high hygiene standards and reducing the chances of infection being spread. We follow the Health protection in Children and Young People Setting Guidance which sets out when and how long children need to be excluded from settings, when treatment/medication is required and where to get further advice from.

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

We follow the guidance below to prevent a virus or infection from moving around the Nursery. Our staff:

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

In addition:

- The EYFS Leader retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the Nursery.
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the Nursery.
- Periodically each room in the Nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- The Nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating



Medication

At Monkleigh Primary School Nursery we promote the good health of children attending Nursery and take necessary steps to prevent the spread of infection (see sickness and illness policy). If a child requires medicine we will obtain information about the child's needs for this, and will ensure this information is kept up to date.

We follow strict guidelines when dealing with medication of any kind in the Nursery and these are set out below.

Medication prescribed by a doctor, dentist, nurse or pharmacist

(Medicines containing aspirin will only be given if prescribed by a doctor)

- Prescription medicine will only be given when prescribed by the above and for the person named on the bottle for the dosage stated
- Medicines must be in their original containers
- Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff who will then note the details of the administration on the appropriate form and another member of staff will check these details
- Those with parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
- The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed
- The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
- Parents must notify us IMMEDIATELY if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given.
- The Nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist.
- The parent must be asked when the child has last been given the medication before coming to Nursery; and the staff member must record this information on the medication form. Similarly, when the child is picked up, the parent or guardian must be given precise details of the times and dosage given throughout the day. The parent's signature must be obtained at both times
- At the time of administering the medicine, a member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. A second adult should ALWAYS witness the administration of medicine (It is important to note that staff working with children are not legally obliged to administer medication)
- If the child refuses to take the appropriate medication, then a note will be made on the form
- Where medication is "essential" or may have side effects, discussion with the parent will take place to establish the appropriate response.

Non-prescription medication

The Nursery will not administer any non-prescription medication containing aspirin

- The Nursery will only administer non-prescription medication for a short initial period, dependent on the medication or the condition of the child. After this time medical attention should be sought
- If the Nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse Nursery care until the child is seen by a medical practitioner
- If a child needs liquid paracetamol or similar medication during their time at Nursery, such medication will be treated as prescription medication with the *onus being on the parent to provide the medicine and complete and sign a non-prescription medication form daily.
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during



the day, the Nursery will make every attempt to contact the child's parents. Where parents cannot be contacted then the Nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the Nursery, the circumstances surrounding the need for this medication and the medical history of the child on their registration form. Giving non-prescription medication will be a last resort and the Nursery staff will use other methods first to try and alleviate the symptoms, e.g. for an increase in temperature the Nursery will remove clothing, use fanning. The child will be closely monitored until the parents collect the child

- For any non-prescription cream for skin conditions e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name
- If any child is brought to the Nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the Nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the Nursery, together with the times and dosage given
- The Nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.

Staff Medication

All Nursery staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or too unwell to meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy. If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability they must inform their line manager and seek

medical advice. The Nursery teacher and SLT will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept in the person's locker/separate locked container in the staff room or Nursery room where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored out of reach of the children. It must not be kept in the first aid box and should be labelled with the name of the member of staff.

Storage

All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children.

Emergency medication, such as inhalers and EpiPens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach.

Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children.

All medications must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.



When you speak to parents, please consider the following:

Getting a phone call from Nursery is always worrying for a parent - Avoid panicking them, get to the point calmly, quickly and sensitively and keep to the facts.

Before contacting parents, if appropriate, make sure you know:

- What the child's temperature is
- How they have been throughout the day
- What they have eaten
- If they have been drinking
- All the symptoms they are showing
- If you think they need Calpol, what dosage they should text to authorise administration
- If they do need to come and get them, reassure them that, in the meantime, their child is being well looked after and cared for.
- Never demand that they come and collect their child - Remember that parents aren't always able to get here straight away.
- If they are poorly with sickness or diarrhoea, explain that we follow the Guidance Control on Infections in Nurseries set out by the government and that we do need for them to be picked up as soon as possible.
- If a child is sent home with a potential contagious illness, make sure you make parents aware of the incubation period and how long they may need to stay away from Nursery.



Sun Safe Policy - Safeguarding children

Policy statement

Protecting the children within our care from the sun is something we take very seriously, therefore sun cream and sun hats are a vital way of preventing sunburn to reduce the risk of skin cancer in later life.

Our Sun cream policy is as follows:

Monkleigh Primary School Nursery recommend that 8-hour SPF50 sun-cream is applied before the child arrives for the day. If parents are concerned they should speak to the EYFS Leader in order to seek written permission for staff to help children to reapply their own named/provided suncream. The Nursery will not provide or hold their own sun cream.

Sun hats must be provided by all parents, every day. These should be either broad-brimmed or legionnaire style (to shade the face, neck and ears that can easily burn). Baseball caps are not suitable as they do not protect the neck and ears. Sun hats should be clearly named.

Procedure

We follow guidance from the met office weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Key persons will work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including more sensitive skin types and those that may be more tolerant to the sunshine, e.g. black and/or Asian colouring.
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun.
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Shade is provided in the form of our wooden shelter, gazebos, trees, outdoor classroom to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.
- Staff should lead by example by ensuring they are following our sun safe procedure with sun cream, sun hats and drinking plenty of fluids.



Solar UV Symbols

The strength of the sun's ultraviolet (UV) radiation is expressed as a 'Solar UV Index', a system developed by the World Health Organization.

The solar index does not exceed 8 in the UK (8 is rare; 7 may occur on exceptional days, mostly in the two weeks around the summer solstice). Indices of 9 and 10 are common in the Mediterranean area.

UV index	Exposure category	Protection required
1 2	Low	None. You can safely stay outside.
3 4 5	Moderate	Take care during midday hours and do not spend too much time in the sun unprotected.
6 7	High	Seek shade during midday hours, cover up and wear sunscreen.
8 9 10 11	Very high	Spend time in the shade between 11 and 3. Shirt, sunscreen and hat essential
11	Extreme	Avoid being outside during midday hours. Shirt, sunscreen and hat essential

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth and muscles.

Our body creates vitamin D from direct sunlight on our skin when we are outdoors. Most people can make enough vitamin D from being out in the sun daily for short periods with their hands or other body parts uncovered. Sun cream will stop the ultraviolet B (UVB) rays from reaching your skin, so part of your body should be uncovered and not have sun cream on. At Nursery we find the right balance to protecting children from sunburn as well as allowing the skin to access the sun for the vitamin D benefits, e.g. hands will be left without sun cream but children will be fully monitored to ensure no hands are burnt. The benefits will be discussed with parents and their wishes will be followed with regard to the amount of sun cream applied.



Promoting Positive Behaviour

At Monkleigh Primary School Nursery we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The Nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings. Monkleigh Primary School and Nursery has their set of core values – created by the pupils and staff - which will be introduced in an age and stage appropriate manner.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the Nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children
- e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children
- and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing self-regulation and empathy as appropriate to stage of development
- Have a named person who has overall responsibility for behaviour management – The EYFS Leader and Headteacher

The named person for managing behaviour (EYFS Leader and Headteacher) will:

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

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

Children who behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has



been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

When children behave in unacceptable ways:

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in Nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the Nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any inappropriate behaviour that has taken place.
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The EYFS Leader will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances we may remove a child from an area until they have calmed down.

Anti-bullying

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

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

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

At Monkleigh Primary School Nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way



- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behavior
- We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the Nursery
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.



Biting

At Monkleigh Primary School Nursery we follow a positive behaviour policy to promote positive behaviour at all times. However, we understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

Our procedures

The Nursery uses the following strategies to help prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict we do not disclose the name of the child who has caused the bite to the parents
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter. Log on CPOMS and inform parents/carers at the end of the day
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

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

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



Risk Assessment Policy

At Monkleigh Primary School Nursery we promote the safety of children, parents, staff and visitors by reviewing and reducing any risks.

Risk Assessments

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

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

A daily risk assessment and visual check is carried out to ensure the safety of all rooms and outside areas in the Foundation Stage Unit.

All staff are trained in the risk assessment process to ensure understanding and compliance.

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



Complaints and Compliments

At Monkleigh Primary School Nursery we believe that parents are entitled to expect courtesy and prompt, careful attention to their individual needs and wishes. We hope that at all times parents are happy with the service provided and we encourage parents to voice their appreciation to the staff concerned.

Policy Statement

We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

We welcome any suggestions from parents on how we can improve our services, and will give prompt and serious attention to any concerns that parents may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the Nursery.

Where any concern or complaint relates to child protection, we follow our *Safeguarding/Child Protection Policy.

We record all compliments and share these with staff.

Procedure

- All concerns and complaints will be dealt with courteously and promptly.
- Confidentiality of those concerned in the complaint (adults and children) will be maintained, with only those who 'need to know' being aware of their identity.
- If the issue remains unresolved or parents feel they have received an unsatisfactory outcome, then the parent should put the complaint in writing to the manager and proprietors.
- An investigation will be conducted and the parents kept informed.
- We would look at resolving the concern and agree a course of action with the parent.
- Written complaints are investigated and the outcome reported back to the complainant
- Verbal complaints will also be addressed and resolved promptly to reach a satisfactory outcome for both the complainant and the Nursery.
- All settings are required to keep a 'summary log' of all complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors.



School Resolution (Informal Stage)

If you are concerned or unhappy with the way the school, Nursery or a member of its staff has treated you, or you are concerned or unhappy with the way the school is operating its policies and procedures, then you can raise your concerns or make a complaint.

Usually the best way to deal with a concern or complaint is for the member of staff, headteacher or school governor to talk with you so that they can understand what your concern or complaint is about, and take any appropriate action to put things right. The school will determine who is most appropriate to carry this out depending on the nature of the concern.

The person dealing with your concern may also want to take the opportunity to explain what has happened from the perspective of the school or staff member involved. Low level concerns or complaints can be dealt with quickly and effectively by the headteacher or a governor using this approach, which is known as a 'School Resolution'.

This way of dealing with your concern or complaint means solving, explaining, clearing up or settling your concern or complaint directly with you. It will not result in conduct or capability action being taken against an individual member of staff, and the complaint will be closed after the process is completed.

Resolving your complaint in this manner can help to improve the service your community receives from the school.

How does the School/Nursery Resolution process work?

Once you have raised your concern or complaint, the person who is looking into it will contact you within 5 working days (in term time). They can arrange to talk to you face-to-face, on the telephone, or they can contact you by letter or email if you prefer.

For your part, you will need to:

- tell the school/Nursery what happened and how you felt about it
- say what action you would like to see taken as a result
- agree the process for resolving your concern or complaint

This School Resolution process is not about apportioning blame or about staff being dealt with through formal conduct or capability procedures – schools are centres of learning for everyone, and it is about learning from what has happened and working with you to make sure it doesn't happen again.

For its part, the school/Nursery will:

- listen to your concerns
- explain what can happen to resolve your concern or complaint
- confirm with you the process that will be followed and who will deal with it
- if necessary, carry out a more detailed investigation into your concern or complaint. This is called a 'School/Nursery Investigation' (see section on 'School Investigation' at the end of this document)
- provide information for parents and carers of children with SEND (Special Educational Needs and Disability) about how they can access support from The Devon Information Advice and Support service (this is a requirement in the SEND Code of Practice)

www.devonias.org.uk 01392 383080,
devonias@devon.gov.uk



What can I expect from the School/Nursery Resolution?

Most concerns or complaints are not likely to involve extensive or lengthy enquiries, and therefore you should expect an approach that is proportionate to the issue you have raised.

As the School/Nursery Resolution process is aimed at quickly resolving your concern or complaint and learning from it, it won't lead to conduct or capability proceedings against a member of staff. However, where appropriate, the member of staff might receive further support or training as a result.

If your concern or complaint is an expression of dissatisfaction with something the school has either done or not done, and not about somebody - for example, about the way the school operates its policies or is directed to fulfil its statutory obligations - then it will still be resolved using this 'School/Nursery Resolution' approach.

What happens next?

There are different ways of dealing with the concern or complaint using The School Resolution Process. These include:

- immediate resolution by providing information face-to-face or by telephone, as you choose
- a letter from the school/Nursery concluding the matter after proportionate consideration, explaining what has been done
- individual communication between you and the person your concern or complaint was about and/or a face-to-face meeting with the person your concern or complaint was about. The person your concern or complaint was about will need to agree to a face-to-face meeting taking place

When the named person has looked into your concerns you will receive further communication from the school within 10 working days of the original concern being raised. However, if the concern is complex, the person working on the School Resolution may contact you to let you know that more time is needed to look more fully into the matter.

What might happen as a result?

The school/Nursery could take the following actions to resolve your concern or complaint:

- give you information or an explanation to clear up a misunderstanding
- apologise on behalf of the school/Nursery
- learn from the issue, accepting that something could have been handled better and explaining what has been done to stop the same thing happening again
- arrange action by the headteacher to address an issue with a member of staff through support and development
- apologise on behalf of the person your concern or complaint was about but only if they agree to this
-



- arrange action by the Governing Board to address matters of policy or procedure

Mediation

Sometimes during the handling of a complaint, communication between parents and the school can become difficult. Mediation can be a very useful way of helping people to resolve their differences and find an agreed way forward. Both parties need to agree to mediation. The school (or the parent) may suggest mediation, if communication becomes a problem.

Mediation can be sought at any point during the processes of resolution and investigation. The mediation process is informal, impartial and voluntary, and aims to resolve conflicts to the benefit of all. It does not apportion blame and concentrates on developing a better understanding of each other's point of view and works to secure future relationships. For more information, please contact: 07966 474364.

For issues raised relating to SEND (Special Educational Needs and Disability) resources, specialist mediation is a requirement in the SEND Code of Practice. For more information please contact The Devon Information Advice and Support service: devonias@devon.gov.uk.

School/Nursery Investigation –

The Formal Complaints Procedure (Stage 1 and 2)

If the complaint is about the headteacher or one of the governors, then any letter of complaint should be addressed to the Chair of Governors c/o the school. If the complaint is about the Chair of Governors, then this should be addressed to the vice chair of governors.

Stage 1 will be carried out by the headteacher, a delegated member of staff or a governor in the school/Nursery. If the complaint relates to the headteacher the complaint will be investigated by a governor.

Although this is a formal investigation into your complaint, it will still be in the spirit of quickly reaching an effective outcome and maintaining positive and productive relationships. All parties need to work together to maintain productive relationships, and establish a way forward in partnership. This investigation may call for more information to be gathered before the person investigating can explain what has happened from the perspective of the school or the staff member involved. This way of dealing with your concern or complaint means solving, explaining, clearing up or settling your complaint directly with you, but doing so with a more detailed investigation than at a School Resolution level.

How does the School/Nursery Investigation process work?

Once you have raised your concern or made your complaint, the headteacher, member of staff or governor who is looking into it will contact you within 5 working days (term time). They can arrange to talk to you face-to-face, on the telephone or they can contact you by letter or email if you prefer.



For your part, you will need to:

- tell the school/Nursery what happened and how you felt about it
- say what action you would like to see taken as a result
- agree the process for resolving your concern or complaint
- agree timescales and pathways for communication

For its part, the school/Nursery will:

- listen to your concerns
- explain what can happen to resolve your concern or complaint
- confirm with you the process that will be followed and who will deal with it
- carry out a more detailed investigation into your concern or complaint
- produce and supply all parties with a written report of the findings
- ensure that any relevant findings are taken forward to influence school practice and policy

What can I expect from a School/Nursery Investigation

Some concerns or complaints may demand more detailed and perhaps time consuming enquiries, and therefore you should expect an approach that is proportionate to the complaint you have made. The person investigating your concern should keep in regular contact to keep you informed of progress on the matter.

Nevertheless, the School/Nursery Investigation process aims to quickly resolve your concern or complaint and identify any learning from it.

What happens next?

Your concern or complaint will be the subject of a proportionate investigation. This means that the amount of time dedicated to the matter will be in accordance with the seriousness of the matter.

At the conclusion, one of a number of things **may** follow. These include:

- resolution by providing information face-to-face or by telephone – as you choose
- a letter from the school/Nursery concluding the matter after a proportionate investigation and explaining what has been done
- if your complaint was about an individual, individual communication between you and that person. This is organised through the headteacher or the person dealing with your complaint
- a face-to-face meeting with the person working on your concern or complaint and/or the person your complaint was about. The person your concern or complaint was about will need to agree to a face-to-face meeting taking place

The School/Nursery Investigation should be completed within 10 working days when you will receive a letter explaining the findings and any actions that may need to happen as a result. However, in complex matters it may take longer. The person investigating will keep in regular contact with you to keep you informed of progress.

What might happen as a result?

The school/Nursery could take the following actions to resolve your concern or complaint and will provide feedback to you on such actions:

- give you information or an explanation to clear up a misunderstanding
- apologise on behalf of the school/Nursery
- learn from the issue, accepting that something could have been handled better and explaining what has been done to stop the same thing happening again
- arrange action by the governing body to address matters of school policy or procedure



- arrange feedback and support by the headteacher to address any issues arising about a member of staff and their actions or behaviour
- apologise on behalf of the person your complaint was about, but only if they agree to this

Appeal against the decision made following The School/Nursery Investigation (Stage 2)

The School/Nursery Investigation stage of this complaints procedure includes an appeal process should you not be satisfied with the outcome of the investigation. Following our initial investigation we will write to you to let you know of your right to appeal and you will have 20 working days to let us know if you would like to do so. (This does not include school holidays where there may be no one in school to respond to your request).

If you decide you would like to appeal, we will invite you to attend an appeal meeting and if the date is inconvenient we will provide an alternative date. You will also receive any paperwork that relates to the initial school investigation 7 days in advance of the appeal meeting.

Whilst this is part of the formal complaints procedure, we aim to make the meeting as informal as possible so that all parties can put forward their views in a positive and respectful manner.

When the appeal panel has considered all the information made available to them, they will make a decision and inform you in writing of the outcome within 5 working days.

Sometimes when a complaint is very complex, and has taken a lot of time, it may be that the governing body may have difficulty assembling an appeal panel that fits the criteria of having had no prior knowledge of your complaint. In this case you may request that the school source an independent appeal panel to hear the final stage of your complaint.

Following the appeal panel meeting the complaints procedure is complete. If you are still unhappy with the way the school has managed your complaint, you can submit a complaint to the Department for Education online at www.gov.uk/complain-about-school

Or write to:

School Complaints Unit
Department of Education
2nd Floor, Piccadilly Gate,
Store Street,
Manchester M1 2WD
National helpline: 0370 000 2288

Please remember that Monkleigh Primary School Nursery is committed to resolving your concerns wherever possible and that where this is proving complex, mediation is a powerful method of resolving matters. (see page 2)



Health and Safety

Fire Safety

At Monkleigh Primary School Nursery we make sure the Nursery is a safe environment for children, parents, staff and visitors through our fire safety policy and procedures.

The EYFS Leader makes sure that the Foundation Stage Unit is compliant with fire safety regulations, including following any major changes or alterations to the premises and seeks advice from the local Health & Safety officer as necessary.

The EYFS Leader has overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children termly or as and when a large change occurs, e.g. a large intake of children or a new member of staff joins the Nursery. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

The EYFS Leader checks fire detection and control equipment and fire exits termly as in the checklist below.

<i>Fire checklist</i>	<i>Who Checks</i>	<i>How Often</i>	<i>Location</i>
<i>Escape route/fire exits (all fire exits must be clearly identifiable)</i>			
<i>Fire extinguishers and blankets</i>			
<i>Evacuation pack</i>			
<i>Smoke/heat alarms</i>			
<i>Fire alarms</i>			
<i>Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside</i>			

Registration

An accurate record of all staff and children present in the building must be kept at all times and children/ staff must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the visitor's sign in App. These records must be taken out. The School Administrator is responsible for handling contact details via BROMCOM.

No Smoking Policy

Monkleigh Primary School Nursery operates a strict no smoking policy.



Fire drill procedure

On discovering a fire:

- Calmly raise the alarm by using the call point
- Immediately evacuate the building under guidance from the Early Years Leader or Reception Teacher
- Using the nearest accessible exit lead the children out, assemble at the top of the playground or if this exit is blocked by fire assemble on the school field.
- Close all doors behind you wherever possible
- Evacuate children from the nearest exit and if upstairs use fire escape stairs on either end of the building.
- When evacuating babies, All available support staff to support in evacuating babies.
- Support staff/management to go rooms where extra support is needed ie. babies/staff or child with additional needs
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service/police.

If you are unable to evacuate safely:

- Stay where you are safe
- Keep the children calm and together
- Wherever possible alert the EYFS Leader and School Admin Team of your location and the identity of the children and other adults with you.

The EYFS Leader or Headteacher is to:

- Pick up the printed register list
- Telephone emergency services: dial 999 and ask for the fire service
- In the fire assembly point area – check the children against the register
- Account for all adults: staff and visitors
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

Remember

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



At Monkleigh Primary School Nursery we make sure the Nursery is a safe environment for children, parents, staff and visitors by carrying out safety checks on a regular basis in accordance with the timescales set out in the Nursery checklists. These include daily checks of the premises, indoors and outdoors, and all equipment and resources before the children access any of the areas. The checks are recorded to show any issues and solutions. This policy should be read in conjunction with the fire safety, risk assessments, visits and outings and the equipment and resources policies.

All staff should be aware of potential hazards in the Foundation Stage Unit and monitor safety at all times.

Risk assessments

Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how will this be monitored and checked and by whom.

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

All staff are trained in the risk assessment process to ensure understanding and compliance.

All outings away from the Foundation Stage Unit are individually risk assessed. For more details refer to the visits and outings policy.

Hints and tips

Please refer to the Health and Safety Executive's 'Five Steps to Risk Assessment' for further support with the risk assessment process. The Five Steps to Risk Assessment publication and risk assessment templates can be downloaded from the Health and Safety Executive's website at www.hse.gov.uk

Electrical equipment

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

Dangerous substances

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

Hot drinks and food

Hot drinks must only be consumed in the kitchen.

Transport and outings

Monkleigh Primary School has a comprehensive documented policy relating to outings, which incorporates all aspects of health and safety procedures including the arrangements for transporting and the supervision of children when away from the Foundation Stage Unit.



Room temperatures

- Staff should be aware of room temperatures in the Foundation Stage Unit and should ensure that they are suitable at all times and recorded on the daily register. There is a thermometer in each room to ensure this is monitored
- Staff must always be aware of the dangers of babies and young children being too warm or too cold
- Temperatures should not fall below 18°C in the baby rooms and 16°C in all other areas
- Where fans are being used to cool rooms, great care must be taken with regard to their positioning.

Water supplies

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



Sustainability Policy

1. Policy Statement

Our setting is committed to embedding sustainability across all aspects of practice. We recognise our responsibility to reduce environmental impact, support children's understanding of caring for the planet, and contribute to national climate goals. We maintain a Climate Action Plan addressing biodiversity, climate education, decarbonisation, and climate resilience, and we review our progress annually.

2. Aims

This policy aims to:

- Promote environmentally responsible behaviour among children, staff, and families.
- Reduce the environmental footprint of our setting through sustainable operations.
- Provide meaningful, age-appropriate climate education.
- Protect and enhance natural spaces within and around the setting.
- Ensure the setting is prepared for climate-related risks.

3. Leadership & Responsibilities

- A **Sustainability Lead** is appointed to coordinate sustainability actions, monitor progress, and oversee the Climate Action Plan.
- All staff contribute to sustainable practice through daily routines, curriculum planning, and modelling environmentally responsible behaviour.
- The leadership team ensures sustainability is embedded in strategic planning, procurement, and staff development.
- Children are encouraged to participate in eco-initiatives, developing early green skills and environmental awareness.

4. Climate Action Plan (CAP)

Our CAP is reviewed annually and structured around the four national pillars:

4.1 Biodiversity

- Maintain and expand natural areas such as gardens, planters, bug hotels, and wildlife habitats.
- Provide regular outdoor learning experiences that connect children with nature.
- Monitor biodiversity improvements through simple observations and child-led nature surveys.

4.2 Climate Education & Green Skills

- Embed sustainability themes into everyday learning through stories, songs, play, and exploration.
- Teach children about recycling, water conservation, weather, seasons, and caring for living things.
- Use real-world eco-tasks (watering plants, sorting waste, litter picking) to build practical green skills



4.3 Decarbonisation

We commit to reducing our carbon footprint by:

- Minimising energy use through efficient lighting, heating, and appliance management.
- Reducing water consumption through mindful use and child-friendly routines.
- Cutting waste by prioritising reusable materials, reducing single-use plastics, and improving recycling systems.
- Reviewing food sourcing, reducing food waste, and exploring sustainable menu options.
- Choosing suppliers who demonstrate environmental responsibility.

4.4 Climate Adaptation & Resilience

We prepare for climate-related risks by:

- Ensuring safe outdoor play during heatwaves, storms, or poor air quality.
- Maintaining shaded areas and hydration routines in hot weather.
- Reviewing flood risks and ensuring emergency procedures are up to date.
- Monitoring indoor air quality and ventilation.

5. Daily Sustainable Practice

Sustainability is embedded in everyday routines:

- Use of recycled and natural materials in play.
- Encouraging children to turn off lights, save water, and care for resources.
- Composting where possible.
- Reusing packaging and repurposing materials for creative activities.
- Prioritising outdoor learning to foster environmental connection.

6. Procurement & Resource Management

- Purchase durable, repairable, and ethically sourced materials.
- Avoid unnecessary printing and reduce paper use.
- Choose cleaning products and consumables with lower environmental impact.
- Work with suppliers who demonstrate sustainable practices.

7. Community & Family Engagement

We work with families and the wider community to promote sustainability by:

- Sharing eco-tips, newsletters, and resources.
- Hosting nature days, recycling drives, or repair workshops.
- Participating in local environmental projects and initiatives.
- Encouraging families to adopt sustainable habits at home.



8. Staff Training & Development

- Staff receive ongoing training in climate literacy and sustainable practice.
- The Sustainability Lead shares updates, resources, and new guidance.
- Staff are encouraged to contribute ideas and lead eco-initiatives.

9. Monitoring, Evaluation & Reporting

- Progress is reviewed annually through the Climate Action Plan.
- Simple metrics (energy use, waste reduction, biodiversity improvements) are tracked.
- Findings are shared with staff, families, and trustees.
- Targets are updated based on progress and new opportunities.

10. Policy Review

This policy will be reviewed every 12 months or sooner if new national guidance is released. Updates will reflect emerging evidence, climate data, and best practice.

Agreed: July 2026

Review Date July 2027



Allergy and Anaphylaxis Policy

Purpose	To minimise the risk of any child suffering a serious allergic reaction whilst at Monkleigh Primary School and Monkleigh Primary School Nursery or attending any organisation related activity. To ensure staff are properly prepared to recognise and manage serious allergic reactions should they arise.
Links with other policies	Consider Health and Safety and Safeguarding
Review Frequency	3 yearly or if an incident occurs (near miss or reaction)
Date approved	July 2026
Date of next review	July 2027

The named staff members (at least 2) responsible for coordinating staff anaphylaxis training and the upkeep of the provider's anaphylaxis policy are:

Karen Reeves

Kate Emptage

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1. Introduction

An allergy is a reaction of the body's immune system to substances that are usually harmless. The reaction can cause minor symptoms such as itching, sneezing or rashes but sometimes causes a much more severe reaction called anaphylaxis.

Anaphylaxis is a severe, life-threatening allergic reaction. The whole body is affected often within minutes of exposure to the allergen, but sometimes it can be hours later. Causes can include foods, insect stings, and drugs.

Most healthcare professionals consider an allergic reaction to be anaphylaxis when it involves difficulty breathing or affects the heart rhythm or blood pressure. Anaphylaxis symptoms are often referred to as the ABC symptoms (Airway, Breathing, Circulation).

It is possible to be allergic to anything which contains a protein, however most people will react to a fairly small group of potent allergens.

Common UK Allergens include (but are not limited to):

Peanuts, Tree Nuts, Sesame, Milk, Egg, Fish, Latex, Insect venom, Pollen and Animal Dander.

This policy sets out how **Monkleigh Primary School and Monkleigh Primary School Nursery** will support children with allergies, to ensure they are safe and are not disadvantaged in any way whilst taking part in provider life.

2. Role and responsibilities

Parent Responsibilities

- On entry to the provider, it is the parent's responsibility to inform the EYFS Leader of any allergies. This information should include all previous serious allergic reactions, history of anaphylaxis and details of all prescribed medication.
- Parents are to supply a copy of their child's Allergy Action Plan (BSACI plans preferred) to provider. If they do not currently have an Allergy Action Plan this should be developed as soon as possible in collaboration with a healthcare professional e.g. GP/allergy specialist.
- Parents are responsible for ensuring any required medication is supplied, in date and replaced as necessary.
- Parents are requested to keep the provider up to date with any changes in allergy management. The Allergy Action Plan will be kept updated accordingly.

Staff Responsibilities

- Settings must ensure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods which is sometimes called complementary feeding or weaning. Training is provided for all staff on a yearly basis and on an ad-hoc basis for any new members of staff.
- Children must always be within sight and hearing of a member of staff whilst eating. Where possible, staff should sit facing children whilst they eat so they can prevent food sharing and be aware of any unexpected allergic reactions.
- Before a child is admitted to the setting the EYFS Leader must obtain information about any food allergies that the child has. This information must be shared by the EYFS Leader with all staff involved in the preparing and handling of food.
- At each mealtime and snack time EYFS Leader must be clear about who is responsible for checking that the food being provided meets all the requirements for each child.
- Staff (regular or cover) must be aware of the children in their care who have known allergies as an



allergic reaction could occur at any time and not just at mealtimes. Any food-related activities must be supervised with considerable caution.

- Staff leading trips¹ will ensure they carry all relevant emergency supplies. Trip leaders will check that all children with medical conditions, including allergies, carry their medication. Children must not leave the setting without staff carrying the child's medication.
- The EYFS Leader will ensure that the up-to-date Allergy Action Plan is kept with the child's medication.
- It is the parent's responsibility to ensure all medication is in date however the EYFS Leader will check medication kept at provider on a termly basis and send a reminder to parents if medication is approaching expiry.
- The EYFS Leader keeps a register of children who have been prescribed an adrenaline auto-injector (AAI) and a record of use of any AAI(s) and emergency treatment given.

Child Responsibilities

- Children are encouraged to learn about their allergies and be taught to ask an adult 'is this safe for me?'
- Children should be taught to let an adult know if they are feeling unwell.

3. Allergy Action Plans

Allergy action plans are designed to function as individual healthcare plans for children with food allergies, providing medical and parental consent for providers to administer medicines in the event of an allergic reaction, including consent to administer a spare adrenaline auto-injector.

Organisations should not be devising their own allergy action plans but requiring parents to provide the plan created by the GP or allergy clinic.

4. Emergency Treatment and Management of Anaphylaxis

What to look for:

Symptoms usually come on quickly, within minutes of exposure to the allergen.

Mild to moderate allergic reaction symptoms may include:

- a red raised rash (known as hives or urticaria) anywhere on the body
- a tingling or itchy feeling in the mouth
- swelling of lips, face or eyes
- stomach pain or vomiting.

More serious symptoms are often referred to as the ABC symptoms and can include:

- AIRWAY - swelling in the throat, tongue or upper airways (tightening of the throat, hoarse voice, difficulty swallowing).
- BREATHING - sudden onset wheezing, breathing difficulty, noisy breathing.
- CIRCULATION - dizziness, feeling faint, sudden sleepiness, tiredness, confusion, pale clammy skin, loss of consciousness.

The term for this more serious reaction is anaphylaxis. In extreme cases there could be a dramatic fall in blood pressure. **In younger children, anaphylaxis almost always involves skin reactions. In addition to swelling of the face, lips, tongue and eyes, hands and feet may also swell. The child may experience diarrhoea and they may display sudden behaviour changes such as inconsolable crying, become clingy and refuse food.** The child may



become weak and floppy and may have a sense of something terrible happening. This may lead to collapse and unconsciousness and, on rare occasions, can be fatal.

If the child has been exposed to something they are known to be allergic to, then it is more likely to be an anaphylactic reaction.

Anaphylaxis can develop very rapidly, so a treatment is needed that works rapidly. **Adrenaline** is the mainstay of treatment, and it starts to work within seconds.

What does adrenaline do?

- It opens up the airways
- It stops swelling
- It raises the blood pressure

As soon as anaphylaxis is suspected, adrenaline must be administered without delay. Action:

- Keep the child where they are, call for help and do not leave them unattended.
- **LIE CHILD FLAT WITH LEGS RAISED** – they can be propped up if struggling to breathe but this should be for as short a time as possible.
- **USE ADRENALINE AUTO-INJECTOR WITHOUT DELAY** and note the time given. AAls should be given into the muscle in the outer thigh. Specific instructions vary by brand – always follow the instructions on the device.
- **CALL 999** and state **ANAPHYLAXIS (ana-fil-axis)**.
- If no improvement after 5 minutes, administer second AAI.
- If no signs of life commence CPR.
- Call parent/carer as soon as possible.

Whilst you are waiting for the ambulance, keep the child where they are. Do not stand them up, or sit them in a chair, even if they are feeling better. This could lower their blood pressure drastically, causing their heart to stop.

All children must go to hospital for observation after anaphylaxis even if they appear to have recovered as a reaction can reoccur after treatment

5. Supply, storage and care of medication

Children in early years settings need adults to be responsible for their emergency medication. Their medication/anaphylaxis kit must be kept within 5 minutes of them, not locked away or behind a locked door and **accessible to all staff at all times**.

Medication should be stored in a suitable container – **red grab bag** and clearly labelled with the child's name. The child's medication storage container should contain:

- **Two** AAls i.e. EpiPen® or Jext®
- An up-to-date allergy action plan
- Antihistamine as tablets or syrup (if included on allergy action plan)
- Spoon if required
- Asthma inhaler (if included on allergy action plan).

It is the responsibility of the child's parents to ensure that the anaphylaxis kit is up-to-date and clearly labelled, however the Manager will check medication kept at provider on a termly basis and send a reminder to parents if medication is approaching expiry.



Storage

AAIs should be stored at room temperature, protected from direct sunlight and temperature extremes.

Disposal

AAIs are single use only and must be disposed of as sharps. Used AAIs can be given to ambulance paramedics on arrival or can be disposed of in a pre-ordered sharps bin. Sharps bins to be obtained from and disposed of by a **specialist collection service**. The sharps bin is kept in the **office**.

6. 'Spare' adrenaline auto-injectors in provider

Only providers who are part of a school can access spare **AAIs for emergency use in children who are risk of anaphylaxis**, but their own devices are not available or not working (e.g. because they are out of date) or are experiencing anaphylaxis for the first time.

The legislation does not cover providers who are independent, or charity run and these providers are currently unable to purchase spare AAIs for emergency use.

Spare AAIs are stored in **red grab bag** clearly labelled 'Emergency Anaphylaxis Adrenaline Pen', kept safely, not locked away and **accessible and known to all staff**.

Monkleigh Primary School Nursery holds **2** spare pens which are kept in the following location/s:
School Office

The EYFS Leader is responsible for checking the spare medication is in date on a monthly basis and to replace as needed.

Written parental permission for use of the spare AAIs is included in the child's allergy action plan.

7. Staff Training

The named staff members (at least 2) responsible for coordinating staff anaphylaxis training and the upkeep of the provider's anaphylaxis policy are:

Karen Reeves

Kate Emptage

All staff will complete AllergyWise® allergy and anaphylaxis training² annually and on an ad-hoc basis during induction of new staff.

- AllergyWise® training includes:
- Knowing the common allergens and triggers of allergy
- Spotting the signs and symptoms of an allergic reaction and anaphylaxis. Early recognition of symptoms is key, including knowing when to call for emergency services
- Administering emergency treatment (including AAIs) in the event of anaphylaxis – knowing how and when to administer the medication/device
- Measures to reduce the risk of a child having an allergic reaction e.g. allergen avoidance, knowing who is responsible for what
- Managing allergy action plans and ensuring these are up to date



- A practical session using trainer devices (these can be obtained from the manufacturers' websites: www.epipen.co.uk and www.jext.co.uk)

8. Inclusion and safeguarding

Monkleigh Primary School and Nursery is committed to ensuring that all children with medical conditions, including allergies, in terms of both physical and mental health, are properly supported in provider so that they can play a full and active role in provider life, remain healthy and achieve their developmental milestones. The setting conforms to the Safer Eating requirements in Early Years Safeguarding 2025.

9. Food

All food businesses (including provider caterers or staff) must follow the Food Information Regulations 2014 which states that allergen information relating to the 'Top 14' allergens must be available for all food products.

The provider's menu is available for parents to view in weekly/fortnightly/monthly advance with all ingredients listed and allergens highlighted on the provider website at <https://www.monkleigh-primary.devon.sch.uk/>

The EYFS Leader will inform the **Chef** of children with food allergies.

Children with allergies and intolerances are displayed on a poster – with a photograph. This is displayed in the kitchen, staff room and classrooms.

Parents/carers should meet with the **Headteacher or Early Years Leader** to discuss their child's needs.

The Provider adheres to safer eating as set out in the Early Years Safeguarding September 2025:

- Information must be shared by the Early Years Leader with all staff involved in the preparing and handling of food.
- At each mealtime and snack time the Early Years Leader must be clear about who is responsible for checking that the food being provided meets all the requirements for each child.
- The Early Years Leader must ensure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods which is sometimes called complementary feeding or weaning.
- Children must always be within sight and hearing of a member of staff whilst eating. Where possible, staff will sit facing children whilst they eat so they can make sure children are prevented from food sharing and can be aware of any unexpected allergic reactions.

The provider adheres to the following Department of Health guidance recommendations:

- Bottles, other drinks and lunch boxes provided by parents for children with food allergies should be clearly labelled with the name of the child for whom they are intended.
- The child, when old enough, should be taught to also check with staff, before eating 'is this safe for me?'
- Where food is provided by the provider, staff should be educated about how to read labels for food allergens and instructed about measures to prevent cross contamination during the handling, preparation and serving of food. Examples include: preparing food for children with food allergies first; careful cleaning (using



warm soapy water) of food preparation areas and utensils. For further information, parents/carers are encouraged to liaise with the Chef.

- Food should not be given to age food-allergic children without parental engagement and permission (e.g. birthday parties, food treats).
- Use of food in crafts, cooking, science experiments and special events (e.g. fetes, assemblies, cultural events) needs to be considered and may need to be restricted/risk assessed depending on the allergies of children and their age.

10. Trips

Staff leading trips will ensure they carry all relevant emergency supplies. Trip leaders will check that they have medication for children with allergies. If the medication is not present, the child will be unable to attend the trip as it wouldn't be safe.

All the activities on the trip will be risk assessed to see if they pose a threat to allergic children and alternative activities planned to ensure inclusion.

11. Allergy awareness and nut bans

Monkleigh Primary School and Nursery supports the approach advocated by Anaphylaxis UK towards nut bans/nut free providers. They would not necessarily support a blanket ban on any particular allergen in any establishment, including in providers. This is because nuts are only one of many allergens that could affect children, and no provider could guarantee a truly allergen free environment for a child living with food allergy. They advocate instead for providers to conduct a risk assessment and adopt a culture of allergy awareness and education.

A 'whole provider awareness of allergies' is a much better approach, as it ensures teachers, children and all other staff are aware of what allergies are, the importance of avoiding the children's allergens, the signs & symptoms, how to deal with allergic reactions and to ensure policies and procedures are in place to minimise risk. Risk assessments may determine that a section of the provision needs to be kept free of a particular allergen. In this instance, when the child has left that area of the provision or the child's allergies change, the risk assessment must be reviewed, and restrictions lifted.

12. Risk Assessment

The Early Years Leader will undertake a risk assessment for the setting and each individual child with allergies both newly joining and newly diagnosed. The risk assessments will identify the control measures that are needed to be implemented to keep the child with allergies safe; this may be separate toys for a baby/toddler with a milk allergy and is using anything that is likely to go into their mouth. The risk assessment will be used to help identify any gaps in our systems and processes for keeping allergic children safe.

Provider and individual risk assessments can be downloaded for free from: <https://www.anaphylaxis.org.uk/downloads-form/safer-schools-download/>.

13. Useful Links

Anaphylaxis UK - <https://www.anaphylaxis.org.uk/>

- For Education: <https://www.anaphylaxis.org.uk/education/>
 - Guidance for Early Years: <https://www.anaphylaxis.org.uk/education/guidance-for-early-years-settings-2/>
- Training:
- AllergyWise® for Early Years Settings: <https://www.anaphylaxis.org.uk/education/allergywise-for-early-years-settings-information/>

Allergy awareness V nut bans: [The nut free debate](#)



Early Years Foundation Stage Safeguarding reforms:

Nutrition guidance for Early Years providers: <https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/nutrition/allergies>

BSACI Allergy Action Plans - <https://www.bsaci.org/professional-resources/resources/paediatric-allergy-action-plans/>

Department of Health Guidance on the use of adrenaline auto-injectors in providers - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/645476/Adrenaline_auto_injectors_in_providers.pdf

Food allergy quality standards (The National Institute for Health and Care Excellence, March 2016)
<https://www.nice.org.uk/guidance/qs118>

Anaphylaxis: assessment and referral after emergency treatment (The National Institute for Health and Care Excellence, 2020)
<https://www.nice.org.uk/guidance/cg134?unlid=22904150420167115834>

Footnotes

- 1 Trips are classed as any time the children leave the organisations usual place for any length of time; for example, a nature walk is considered a trip.
- 2 AllergyWise® training is produced by Anaphylaxis UK, the only charity in the UK supporting those with severe allergies. The training is medically reviewed by leading allergy specialists.
- 3 See specific guidance sheet produced by Anaphylaxis UK



Manual Handling

At Monkleigh Primary School Nursery we recognise that staff need to carry out manual handling especially in relation to lifting children. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the Nursery's manual handling policy. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury.

We know that lifting and carrying children is different to carrying static loads and therefore our manual handling training reflects this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

Preventing injuries

As with other health and safety issues, we recognise that the most effective method of prevention is to remove or reduce the need to carry out hazardous manual handling. Wherever possible, we review the circumstances in which staff have to carry out manual handling and re-design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, for example lifting children when changing nappies, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

- The tasks to be carried out
- The load to be moved (including moving children)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling.

We expect staff to use the following guidance when carrying out manual handling in order to reduce the risk of injury.

Planning and procedure

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Lighting should be adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.



Carrying children

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the child a long distance
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing
- Students and pregnant staff members will not carry children.

Position

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself, or turn the load around, so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

Lifting

Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight
- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip
- Keep the shoulders level, without twisting or turning from the hips
- Try to grip with the hands around the base of the load
- Bring the load to waist height, keeping the lift as smooth as possible.

Moving the child or load

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

The task

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- Avoid awkward movements such as stooping, reaching or twisting
- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.



The environment

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

The individual:

- Never attempt manual handling unless you have been trained and given permission to do so
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Where applicable and age/stage appropriate encourage children to use ladders up to the changing table for nappy changes rather than lifting. Where this is not appropriate always follow the lifting process
- Use cots with a drop down side and avoid bending to lift babies from their cot



Healthy Workplace

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

Dress code

Staff must follow our dress code at all times. The dress code is detailed the staff handbook

Staff breaks

It is the responsibility of the EYFS Leader to ensure that all staff working six hours or more take a break of 30 minutes or 60 minutes dependent on hours worked and ensuring that ratios are maintained.

Staff under 18 require a break of 30 minutes in circumstances where they work 4.5 hours a day. All breaks should be taken away from an employee's normal work area (where this is applicable).

Personal hygiene

Staff must follow the personal hygiene code at all times and encourage children to adopt the same good personal hygiene code themselves.

All hands must be washed before handling food, after using the toilet or toileting children, after playing outside, wiping noses, messy play activities and after contact with animals.

After noses have been wiped the tissue must be disposed of hygienically and hands should be washed.

Cleaning

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

Kitchen

Staff are made aware of the basic food hygiene standards through appropriate training and this is reviewed every two years.

- Fridges to be cleaned out weekly
- Oven to be cleaned out regularly and recorded
- Freezers to be cleaned out every three months and recorded all cupboards to be cleaned out monthly

Fridge and freezer temperatures must be recorded first thing in the morning by the Nursery Teacher or Deputy. All food to be covered at all times in and out of the fridge and dated to show when each product was opened and used by.

- Care must be taken to ensure that food is correctly stored in fridges
- When re-heating food, it should be over 75°C, checked with the probe thermometer and recorded, then cooled down before serving. Food prepared on the premises must be checked with the probe thermometer before serving
- Food served but not used immediately should be appropriately covered and placed in the fridge/ freezer within 60 minutes. If this is not followed, food should be discarded immediately
- All opened packets to be dated and used by, when opened and placed in an airtight container e.g. baby food, raisins, cereal etc.



- Blended food should be placed in suitable airtight containers, named and dated
- Surfaces to be cleaned with soapy water then sprayed with anti bacterial spray, then left for 5 minutes
- then dried
- Only appropriate coloured kitchen cloths to be used (please follow the chart on the wall). These must be washed daily on a hot wash or with dettol laundry cleanser
- Windows protected by fly guards to be opened as often as possible along with the vents
- All plugs to be pulled out of their sockets at the end of each day and switches switched off where practicable (with the exception of the fridge and freezer)
- Children must NOT enter the kitchen except for supervised cooking activities
- Doors/gates to the kitchen to be kept closed/locked at all times unless the chef is present.

Daisies

- Bottles of formula milk will only be made up as and when the child needs them. These should be cooled to body temperature (37°C) and tested.
- Following the Department of Health guidelines, we will only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool) prepared only in the kitchen. We will not use cooled boiled water and reheat
- After use bottles and teats will be rinsed and put back in the child's bag to go home to be cleaned and sterilised
- Content of bottles will be disposed of after two hours
- A designated area is available for mothers who wish to breastfeed their babies or who wish to express milk
- Labelled mother's breast milk will be stored in the fridge
- If dummies are used they will be cleaned and sterilised. This also applies to dummies which have been dropped
- All dummies will be stored in separate labelled containers to ensure no cross-contamination occurs

Nursery and Foundation Stage Unit

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





Visits and Outings

At Monkleigh Primary School Nursery we offer children a range of local outings including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the Nursery environment and extend children's experiences. We always seek parents' permission for children to be included in such outings.

Procedures

Visits and outings are carefully planned using the following guidelines, whatever the length or destination of the visit:

- A pre-visit checklist, full risk assessment and outings plan will always be carried out by the EYFS Leader before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children
- Permission will always be obtained from parents before taking children on trips
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- At least one member of staff will hold a valid and current paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- A fully stocked first aid box will always be taken on all outings along with any special medication or equipment required. Two Epi pens will be taken on all outings.
- A completed trip register together with staff contact numbers will be taken on all outings
- Regular headcounts will be carried out throughout the outing. Timings of headcounts will be discussed in full with the EYFS Leader prior to the outing
- All staff will be easily recognisable by other members of the group
- All children will be easily identified by staff – all children will wear High Vis jackets
- A fully charged mobile phone will be taken as a means of emergency contact with Nursery details and management contact information.
- In the event of an accident, staff will assess the situation. If required, the group will return to Nursery immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the Nursery.

Risk assessment/outings plan

The full risk assessment and outing plan will be prepared. This plan will include details of:

- The name of the designated person in charge - the outing leader
- The name of the place where the visit will take place
- The estimated time of departure and arrival
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.
- Staff contact numbers
- Method of transportation and travel arrangements (including the route)
- Financial arrangements
- Emergency procedures
- The name of the designated first aider and the first aid provision
- Links to the child's learning and development needs.



Use of vehicles for outings

- All staff members shall inform parents in advance of any visits or outings involving the transportation of children away from the Nursery
- The arrangements for transporting children will always be carefully planned and where necessary additional people will be recruited to ensure the safety of the children. This is particularly important where children with disabilities are concerned
- All vehicles used in transporting children are properly licensed, inspected and maintained
- When children are being transported, we maintain ratios.

Lost children

In the event of a child being lost, the Lost Child Procedure will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

In the event of an emergency (including a terrorist attack)

In the event of an emergency whilst out on a visit, we encourage staff to find a safe haven and remain there until the danger passes. Each outing will have a detailed risk assessment, which covers all these risks and is planned ahead.

Staff should contact School Office and the Headteacher as soon as it is safe to do so, who will contact parents and inform them about the situation at the earliest safest opportunity and keep them updated when the information changes.



Lost Child Procedure from Nursery

At Monkleigh Primary School Nursery we are committed to promoting children's safety and welfare. In the unlikely event of a child going missing within/from the Nursery, we have the following procedure which will be implemented immediately:

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

Lost Child Procedure from Outings

At Monkleigh Primary School Nursery we are committed to promoting children's safety and welfare. This includes where children are on outings and visits. We carry out regular head counts of children throughout any outing or visit. In the unlikely event of a child going missing whilst on an outing we have the following procedure which we implement immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The organiser will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout
- If appropriate, on-site security will also be informed and a description given
- The designated person in charge will immediately inform the police
- The designated person in charge will then inform the Nursery who will contact the child's parents giving details of what has happened. If the whole Nursery is on an outing, all contact details will be taken on the trip by the person in charge
- During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children
- It will be the designated person in charge or EYFS Leader's responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- In the unlikely event that the child is not found, the Nursery will follow the local authority and police procedure



- Ofsted must be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

No Smoking Policy

At Monkleigh Primary School Nursery we are committed to promoting children's health and well-being. This is of the upmost importance for the Nursery. Smoking has proved to be a health risk and therefore in accordance with legislation, the Nursery operates a strict no smoking policy within its buildings and grounds. It is illegal to smoke in enclosed places.

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

Staff accompanying children outside the Nursery, are not permitted to smoke. We also request that parents accompanying Nursery children on outings refrain from smoking while caring for the children.

Staff must not smoke whilst at work. It is essential that staff are positive role models to children and promote a healthy lifestyle. We respect that smoking is a personal choice, although as an organisation we support healthy lifestyles. This policy also applies to electronic cigarettes.

Alcohol and Substance Misuse

At Monkleigh Primary School Nursery we are committed to providing a safe environment that helps to ensure the welfare of the children in our care. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for children.

Alcohol

Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all of their employees.

Anyone who arrives at the Nursery clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the Nursery will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal. If they are a parent the Nursery will judge if the parent is suitable to care for the child. The Nursery may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the Nursery will follow the safeguarding children/child protection procedure and the police/children's social services may be called. If anyone arrives at the Nursery in a car under the influence of alcohol the police will be contacted. Staff, students, parents, carers, visitors, contractors etc. are asked not to bring alcohol on to the Nursery premises.

Substance misuse

Anyone who arrives at the Nursery under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately. If they are a member of staff, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow. If they are a parent the Nursery will judge if the parent is suitable to care for the child. The Nursery may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the Nursery will follow the safeguarding children/child protection procedure and the police may be called.



The Nursery will contact the police if anyone (including staff, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs. If they are a member of staff serious disciplinary procedures will be followed.

If a member of staff is taking prescriptive medication that may affect their ability to work, they must inform the EYFS Leader as soon as possible to arrange for a risk assessment to take place.

Safeguarding/child protection

If a parent or carer is clearly over the alcohol limit, or under the influence of illegal drugs and it is believed the child is at risk we will follow our safeguarding/child protection procedures, contact Local Authority children's social care team and the police.

Staff will do their utmost to prevent a child from travelling in a vehicle driven by them and if necessary the police will be called.

Where an illegal act is suspected to have taken place, the police will be called

Quality Provision Policy

At Monkleigh Primary School Nursery we aim to provide high quality care and education for all children. High quality care leads directly to better outcomes for children and this is what we are all aiming for.

As part of our quality practice we will do the following to ensure children receive the best care and education:

- Ensure high expectations for children to realise the best outcomes
- Ensure all staff know what is meant by quality practice and how to deliver it
- Create a quality vision that all staff can follow
- Deliver high quality practice and teaching that makes a difference on a daily basis to children's outcomes.
- Ensure a solid understanding of the importance of pedagogy and child development amongst all practitioners
- Value continuous professional development in all staff and access a variety of training and development to support the needs of the children in the Nursery
- Evaluate the effectiveness of training and link to the outcomes for children
- Ensure all staff are confident in their roles and have the training they need to be able to perform these roles
- Conduct regular supervision meetings with all team members to ensure all staff are supported to be the best they can be
- Use peer on peer observations to share, discuss and improve practice across the setting
- Monitor all practice and feedback ideas for improvement
- Ensure all planning, observation, assessment and next steps are linked to each individual child's needs and interests and are evaluated for effectiveness
- Undertake a quality programme to ensure all quality is embedded throughout the Nursery
- Engage with families and carers and link across the home learning environment and other carers to provide consistency of care and education
- Operate a robust and embedded evaluation process across the whole setting that includes all parties such as practitioners, children, parents and external partners. We tackle poor performance using our staff procedures to ensure high quality remains forefront at all times



Equipment and Resources

At Monkleigh Primary School Nursery we believe that high-quality care and early learning is promoted by providing children with safe, clean, stimulating, age and stage appropriate resources, toys and equipment.

To ensure this occurs within the Nursery, including in our outdoor areas, we will:

- Provide play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
 - Provide a sufficient quantity of equipment and resources for the number of children registered in the Nursery
 - Provide resources to meet children's individual needs and interests
 - Provide resources which promote all areas of children's learning and development
 - Select books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
 - Provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children
 - Store and display resources and equipment where all children can independently choose and select them
 - Check all resources and equipment before first use to identify any potential risks and again regularly at the beginning of every session and when they are put away at the end of every session. We repair and clean or replace any unsafe, worn out, dirty or damaged equipment whenever required
 - Evaluate the effectiveness of the resources including the children's opinions and interests
- Encourage children to respect the equipment and resources and tidy these away when play has finished.

Critical Incident

At Monkleigh Primary School Nursery we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind, we have an Emergency Plan and Business Continuity Plan in place to ensure our Foundation Stage Unit is able to operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat/terrorism attack
- Any other incident that may affect the care of the children in the Nursery.

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



Lock Down Policy

Lock down procedure

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

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

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

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

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

The EYFS Leader will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation via updates.

The EYFS Leader will manage the situation dependent on the situation and the information available. If the Nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the Nursery will await further instructions.

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

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

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

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



Adverse Weather

At Monkleigh Primary School Nursery we have an adverse weather policy in place to ensure our Nursery is prepared for all weather conditions that might affect the running of the Nursery such as floods, snow and heat waves.

If any of these incidents impact on the ability of the Nursery to open or operate, we will contact parents via phone/email/text message/Parents App.

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

Flood

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

Snow or other severe weather

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

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

Heat wave

Please refer to our sun care policy



Supervision of Children

At Monkleigh Primary School Nursery we aim to protect and support the welfare of the children in our care at all times. The EYFS Leader is responsible for all staff, students and relief staff receiving information on health and safety policies and procedures in the Nursery in order to supervise the children in their care suitably.

Supervision

We ensure that children are supervised adequately at all times, whether children are in or out of the building through:

- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff. Monitoring staff deployment across the setting regularly to ensure children's needs are met
- Ensuring children are fully supervised at all times when using water play/paddling pools as we are aware that children can drown in only a few centimetres of water
- Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps/stairs,
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors
- Staff will support children to identify, minimise and manage risks in their play
- Supervising children at all times when eating; monitoring toddlers and babies closely and never leaving babies alone with a bottle. Babies are always bottle fed by a member of staff
- Supervising sleeping babies/children and never leaving them unattended
- Never leaving babies/children unattended during nappy changing times
- Supervising children carefully when using scissors or tools, including using knives in cooking activities where this is required.
- Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Outings policy)
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g. hire of a bouncy castle and a member of staff MUST supervise the children at all times



Supervision of Visitors

At Monkleigh Primary School Nursery we aim to protect the children in our care at all times. This includes making sure any visitors to the Nursery are properly identified and supervised.

All visitors must sign the visitors' App on the iPad on arrival and departure. Where applicable, visitors' identity should be checked, e.g. Ofsted inspectors or colleagues attending in a professional capacity such as speech and language therapists. Visitors are informed of any relevant policies including the fire evacuation procedure and mobile phone, camera and other recording devices policy including use of smartwatches where applicable.

All visitors are given and should wear a visitor's badge to identify themselves to staff and parents within the Nursery. A member of staff must accompany visitors in the Nursery at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

Security

- Staff must check the identity of any visitors they do not recognise before allowing them into the main Nursery. Visitors to the Nursery must be accompanied by a member of staff at all times while in the building
- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander
- Parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the Nursery should be the only people allowing external visitors and parents entry to the Nursery
- The Nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances



Human Resources

Personnel

At Monkleigh Primary School Nursery we aim to have a high quality staff team that act at all times in the best interests of children's safety and welfare. To achieve this we have a range of policies to support the recruitment, development and retention of staff.

The Nursery's policies in respect of personnel are governed by the following:

- The best interests of the children, their welfare, safety, care and development
- The requirements of the Early Years Foundation Stage
- The needs of the children, including maintaining continuity of care
- Compatibility between all members of staff and the building of a good team spirit
- Consideration of the advancement of each member of staff both by internal and external training to help them achieve their maximum potential
- Compliance with the current legislation including the principles of the Equality Act 2010 and all current legislation governing discrimination.

We will ensure:

- All interviews will follow our recruitment procedures to ensure safe and fair and non-discriminatory recruitment occurs
- The provision of a statement of terms and conditions and contract for every member of staff in employment
- Prior to commencement of employment, the successful applicant shall be provided with an offer letter (conditional on an enhanced Disclosure and Barring Service (DBS) clearance) with the induction procedure and any details of other information relevant for their first day of work
- New members of staff will be provided with copies of all the policies and procedures and we will ensure their understanding and adherence to these over an induction period
- Discrimination or harassment of any member of staff relating to sex, race, sexual orientation, gender, gender reassignment, age, religion or belief and disability will not be acceptable. This includes unwanted verbal or physical third party harassment by those not employed by the Nursery



Staff Development and Training

At Monkleigh Primary School Nursery we value our staff highly. We believe that personal and professional development is essential for maintaining the delivery of high-quality care and learning for children in their early years. It underpins all aspects of positive interactions and activities planned for children.

In the interests of the Nursery, the children, their families and the individual we give every staff member the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children. High-quality professional supervision is provided, based on individual performance related targets.

We ensure that 50% of staff are qualified to Level 3 (or equivalent) or above in childcare and education or Early Years Educator. Other staff working at the Nursery will either be qualified to Level 2 or undertaking training. Where necessary staff will be supported to achieve a suitable level 2 qualification in Maths and English (as defined by the Department for Education on the Early Years Qualifications List) for the completion of the Early Years Educator.

We strongly promote continuous professional development based on discussions at supervision meetings and appraisal meetings.

To facilitate the development of staff we:

- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance Nursery practice
- Provide opportunities for delegation based on skills and expertise to offer recognition and empower staff
- Encourage staff to contribute ideas for change within the Nursery and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and activity planning
- Encourage staff to further their experience and knowledge by attending relevant external training courses
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the Nursery
- Provide regular in-house training relevant to the needs of the Nursery
- Carry out regular supervision meetings with all staff. These provide opportunities for staff to discuss any issues particularly concerning children's development or well-being including child protection concerns, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Staff appraisals are carried out annually where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs
- Carry out training need analyses for all individual staff, the team as a whole, and for the Nursery annually
- Promote a positive learning culture within the Nursery
- Provide inductions to welcome all new staff
- Offer ongoing support and guidance
- Offer varied information sources including membership of local and national organisations, resources, publications and literature to all staff



Supervisions

At Monkleigh Primary School Nursery we implement a system of supervision for all of our staff following their induction and probation period. Supervision is part of the Nursery's overall performance management system and promotes a culture of mutual support, teamwork and continuous improvement. It encourages the confidential discussion of sensitive issues including the opportunity for staff and their managers to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness
- Develop their own skills in order to progress in their role
- Discuss any concerns relating to changes in personal circumstances that might affect an individual's ability/suitability to work with children.

The frequency of supervision meetings is termly according to individual needs. A template agenda is used in all meetings to ensure consistency across the Nursery. This clearly sets out who does what and the timeframe, i.e. what the manager is responsible for and what the practitioner needs to do.

There should always be something that a member of staff can discuss, e.g. a particular child's development, strengths or concerns. However, if there are times where staff may be struggling to identify areas to discuss in a supervision we will ask them to identify three things they have enjoyed about their job/done well since the last supervision and one thing they have least enjoyed/requires further improvement. They will be asked to complete this prior to supervision (as set out in their responsibilities).

There may be times when supervision may be increased for members of the team as and when needed, i.e. if they have particular concerns about a child or if they are going through personal circumstances at home, for new starters, staff returning after long-term illness, on request from staff.

It is the responsibility of the EYFS Leader to plan time to ensure that all staff have supervisions. At Monkleigh Primary School Nursery supervision is carried out by the EYFS Leader. If for any reason a supervision is cancelled a new date will be rearranged within 14 days.

All members of staff responsible for carrying out supervisions are trained and supported prior to carrying these out.

Supervision meetings also offer regular opportunities for members of staff to raise any changes in their personal circumstances that may affect their suitability to work with children. This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders, changes to their health, or changes to or incidents affecting members of their household that may disqualify that person from working with children (a staff member is disqualified from working with children, if they live in the same household as a disqualified person). These changes are recorded as a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable, in line with the safeguarding/child protection and disciplinary procedure.

Staff have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is complete. Information shared in supervision sessions is confidential. The supervision process will be evaluated annually through staff feedback and is used as part of the overall performance monitoring system at the Nursery



Confidentiality

At Monkleigh Primary School Nursery we recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked filing cabinet or on Google Drive or BROMCOM which is password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence.

Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2026 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the Nursery
- We follow the requirements of the Data Protection Act (DPA) 1998 and the Freedom of Information Act 2000 with regard to the storage of data and access to it.

Procedures

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

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

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



Staff and volunteer information

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

Safe Recruitment of Staff

At Monkleigh Primary School Nursery we are vigilant in our recruitment procedures aiming to ensure all people working with children are suitable to do so. We follow this procedure each and every time we recruit a new member to join our team.

Legal requirements

- We abide by all legal requirements relating to safe recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks; and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the Nursery or is still under investigation. Please refer to the child protection/safeguarding policy for further information.

Advertising

- We use reputable newspapers, websites and the local job centre to advertise for any vacancies including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.

Interview stage

- We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not
- The Headteacher and EYFS Leader will decide the most appropriate people for the interview panel. There will be at least two people involved and both are involved in the overall decision making
- At the start of each interview all candidates' identities will be checked using, for example, their passport and/or photocard driving licence. All candidates will be required to prove they are eligible to work in the UK. The interview will also cover any gaps in the candidate's employment history
- All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the Nursery. The questions will be value based and will ensure the candidate has the same values as the Nursery with regards to the safety and welfare of the children in their care
- Every shortlisted candidate will be asked to take part in a supervised practical exercise which will involve spending time in a particular age group in the Nursery interacting with the children, staff and where appropriate parents
- The Headteacher and EYFS Leader will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early years framework as well as the needs of the Nursery
- Every candidate will receive communication from the Nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback.



Starting work

- The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked and copies taken for their personnel files
- Prior to employment but after the job has been offered a health check questionnaire will be given to the employee and its results will be taken into account in making an overall decision about suitability. The Nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the absence management policy for more details about how the Nursery manages health problems including access to medical records
- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be initiated before the member of staff commences work in the Nursery and they will not have unsupervised access to any child or their records before this check comes back clear.
- An additional criminals records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad
- The Nursery will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The Nursery will not retain copies of the disclosure itself once the employment decision is taken
- There may be occasions when a DBS check is not clear but the individual is still suitable to work with children. This will be treated on an individual case basis and at the manager's/owner's discretion taking into account the following:
 - seriousness of the offence or other information
 - accuracy of the person's self-disclosure on the application form
 - nature of the appointment including levels of supervision
 - age of the individual at the time of the offence or other information
 - the length of time that has elapsed since the offence or other information
 - relevance of the offence or information to working or being in regular contact with children.
- If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS checks
- New starters are required to sign (either application form, contract or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so; and that, to the best of their knowledge, no-one living in their household has been disqualified from working with children
- All new members of staff will undergo an intensive induction period during which time they will read and discuss the Nursery policies and procedures and be assigned a 'mentor/ buddy' who will introduce them to the way in which the Nursery operates
- During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children/Child Protection policy and procedure, emergency evacuation procedures, equality policy and health and safety issues
- The new member of staff will have regular meetings with the EYFS Leader and their mentor during their induction period to discuss their progress.

Ongoing support and checks

- All staff are responsible for notifying the EYFS Leader in person if there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through an annual 'staff suitability questionnaire'). This includes any incidents occurring outside the Nursery or involving people they live in a household with. Staff will face disciplinary action should they fail to notify the manager immediately
- All members of staff will update a health questionnaire on an annual basis to ensure management have 35



good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties. This will also be discussed at staff supervisions/review meetings. Management may require this more regularly where health circumstances change. There are more details about how the Nursery deals with any health problems in the absence management policy

- The Headteacher and EYFS Leader will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. This may include requiring the individual to obtain a waiver from Ofsted in relation to any disqualification. Please see the Disciplinary Policy for further details
- Every member of staff will have three meetings a year with the manager: a formal appraisal and a more informal review. This will provide an opportunity for the manager and member of staff to discuss training needs for the following months as well as evaluate and discuss their performance in the previous months
- The EYFS Leader will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback
- The Nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children



Suitability of Staff

At Monkleigh Primary School Nursery we are committed to ensuring that all staff, including students and volunteers are suitable to work with or be in regular contact with children. We have systems in place to ensure that this includes making a decision about suitability, as part of the recruitment process and monitoring continued suitability, as part of regular staff or student supervision.

The Headteacher is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. Where possible staff will have the checks completed prior to starting employment. However, if there are delays in checks coming through, as a last resort staff may work in the Nursery before these checks are completed as long as they are supervised at all times by staff who already hold an enhanced check and the check has been applied for.

All Nursery staff will be informed of any staff awaiting enhanced DBS clearance. Staff awaiting these checks will never:

- Be left unsupervised whilst caring for children
- Take children for toilet visits unless supervised by staff holding an enhanced check
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Take photographs of any children
- Be involved in looking at a child's learning and development log, but can contribute to it
- Have access to children's personal details and records.

While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the Nursery day.

We recognise that the enhanced DBS disclosure is only one part of a suitability decision and the Headteacher and EYFS Leader will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the Nursery. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

All students will also receive an interview to ensure they are suitable for the Nursery and an induction process to ensure they fully understand and are able to implement the Nursery procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require



Staff Working with Their Own Children/Close Relation

At Monkleigh Primary School Nursery we understand the potential stresses of staff returning to work after having a baby or working in the same environment as your child or a close relation. We wish to support all employees in this position and request the member of staff meet with the EYFS Leader, where appropriate, to discuss the needs of all parties.

We believe our staff should remain neutral and treat all children with the same regard. It is generally not appropriate for staff to care for their own children or those of a close relative whilst working in the Nursery.

However, we recognise that this may not always be possible. We will also try to accommodate the wishes of any staff member with a child or close relative in the Nursery and come to an agreement which suits us all. This agreement is based on the following principles:

- Where staff work in the same room as their child or close relation, there is an agreed set of guidelines between the Nursery and the member of staff setting out the expectations of working with their child/ close relation. These include a clear statement that during their time at Nursery the child is in the care of the Nursery and it is the Nursery that retains responsibility for the child and their care
- Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager and member of staff will reassess the situation
- Staff caring for another staff member's child will treat them as they would any other parent/child. No special treatment will be offered to any child or parent who has connections with the Nursery.

Where the EYFS Leader assesses that the agreement is not working and/or there is an impact on the care of the children in the room because of the staff member's relationship with their child or close relation:

- The EYFS Leader will consider moving the staff member and not the child. This will enable the child to be in the appropriate age/stage group and to continue to forge consistent relationships with other children in this group
- Where the staff member is in another room, there will be an agreement between the staff member, manager and room leader about contact with the child during the Nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again
- If there are staff shortages resulting in the movement of staff, the staff member will be placed in a different room to that of their child or close relation, wherever possible
- Where a staff member's baby requires breastfeeding, the Nursery will adapt the above guidelines to suit both the baby's and mother's needs. Cover will be provided during this time.



Students

At Monkleigh Primary School Nursery we are committed to sharing good practice with those wishing to pursue a career in childcare. We welcome students to join our staff team and gain work experience within our Nursery. We will accept 2 student(s) at a time as more students than this places undue pressure on staff. We do, however, accept small groups or occasional placements when research or studies are being carried out that will be of benefit to childcare.

We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.

We expect all students to visit the Nursery for an interview, followed by their student induction and Nursery tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Student Handbook and sign their contract in readiness for their first day.

Our policy for those on placements is as follows:

- All students will have an enhanced Disclosure and Barring Service (DBS) check before their placement begins
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the Nursery
- Students will be supervised at all times by the member of staff assigned to them and will not be left alone with the children. They will only change nappies under supervision
- Students will be supported to understand Nursery policies and procedures
- We require students to keep to our confidentiality policy
- It is expected that during the student's placement, their tutor will visit the Nursery or have verbal communication with the Student Co-ordinator to receive feedback about the student's progress
- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Staff will respect individual students' needs and abilities
- An accurate evaluation of ability and performance for both students and training providers will be provided and the Nursery will support students who are experiencing difficulties with action plans if needed
- To maintain parent partnerships, parents will be informed when students are present in the Nursery e.g. via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the student
- All students on placement must adhere to the same codes of conduct as permanent staff including time-keeping and dress codes
- All students are encouraged to contribute fully to the Nursery routine and to spend some time in every area.
- In some cases, we may include students on long term placements (aged 17 and over) in our staff: child ratios. This will be the discretion of the manager and only will occur when the manager is satisfied the student/apprentice is competent and responsible



Young Worker Policy

At Monkleigh Primary School Nursery we support young workers and apprentices as we foster and shape the workforce of the future. At times there may be students on placement within the Nursery.

The EYFS (2017) sets out the requirements for young people working in a setting and we will adhere to these requirements at all times.

Any student aged 17 or over who is attending our setting on a long-term placement e.g. for 6 months or more will be monitored and assessed to determine their competence levels. If we believe that they are demonstrating the high levels of competence and responsibility we expect from our staff then we may consider including them in our staff ratios.

Apprentices aged 16 and over who is attending our setting on a long term placement and undertaking early education training, will be monitored and assessed to determine their competence levels. If we believe that they are demonstrating the high levels of competence and responsibility we expect from our staff then we may consider including them in our staff ratios.

Any young person in the setting under the age of 18 is considered a child by law, therefore we will be vigilant towards their safety and well-being. We will provide each young person with a mentor/buddy within the setting that can support their well-being. Any safeguarding concerns will be dealt with according to our safeguarding policies procedures.

Within our Nursery we expect our young staff to:

- Read, understand and adhere to all policies
- Take part in our ongoing staff suitability procedures. Declare any reasons why their suitability to work with children may change during their placement
- Share any safeguarding concerns they may have with their buddy/mentor or the safeguarding officer
- Maintain a high standard of work, behaviour, appearance and attendance whilst with the Nursery
- Undertake a full induction conducted by the Nursery
- Access training as required by the EYFS Leader and Headteacher
- If studying whilst with the setting, undertake all tasks required by the tutor to keep up to date with the course. If your coursework falls behind at any point your placement in the setting will be at risk
- Ensure that the Nursery environment is safe and secure for all children at all times and report any issues as they arise
- Help with the day to day running of the Nursery by undertaking tasks as determined by the supervisors and management
- Take part in staff meetings and all staff training as required by the Nursery



Volunteers

At Monkleigh Primary School Nursery we recognise the immense benefits that volunteers bring to the Nursery. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences.

Status of volunteers

A volunteer is not an employee and will not have a contract of employment with the Nursery. We will, however, insist that the volunteer follows all Nursery procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Volunteers will be supervised at all times.

Enhanced Disclosure and Barring Service (DBS) check

All volunteers will have suitability checks conducted in the same way as paid employees. This will include an enhanced DBS check. These checks will be conducted before any volunteer starts their time within the Nursery and will also include two written references.

Training

Volunteers will be offered training and/or support as appropriate. We will provide any training and support required for the role, including child protection, paediatric first aid (where applicable) and health and safety training. The purpose of this is to enable the volunteer to be supported and enhance their development in their voluntary role within our team.

Policies and procedures

Volunteers are expected to comply with all the Nursery's policies and procedures. The volunteer's induction process will include an explanation of this.

Confidentiality

Volunteers should not disclose information about the Nursery, staff, children and families as stated in the confidentiality policy and should follow the Nursery confidentiality procedure at all times.

Volunteer's induction pack

On commencing their volunteer work, the volunteer will be given a pack containing:

- General information about the Nursery
- A copy of the volunteering policy
- A confidentiality statement which will require reading, signing and returning to the EYFS Leader
- Details of access to all Nursery relevant policies and procedures.

Volunteer support

The Nursery has a designated officer who will take the volunteer through their induction and support and advise them throughout their time in the Nursery.



Absence Management Procedure

At Monkleigh Primary School Nursery we encourage all our employees to maximise their attendance at work while recognising that employees will, from time to time, be unable to come to work due to sickness. By implementing this policy, we aim to strike a reasonable balance between the pursuit of our business needs and the genuine needs of employees to take occasional periods of time off work because of sickness. This policy and procedure establishes a framework to support individuals and the organisation in times of sickness absence. It ensures that appropriate and consistent advice is provided and that assistance and support is offered to employees and, where necessary, action is taken.

Principles

We aim to provide a healthy working environment and demonstrate commitment to health, safety and the welfare of staff in order to maximise attendance.

Management is responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

Exclusion periods for contagious illnesses

Working with children means that you are in contact with illnesses which can be highly contagious. We take the health of children and staff very seriously; therefore, if you have any contagious illness you must adhere to the same exclusion periods as children. This will ensure that you are able to recover appropriately and that this illness is not passed on to other staff, children or parents. The manager will advise you of any exclusion times required (see the sickness and illness and infection control policies).

Sickness absence reporting procedure

Reporting sickness absence should be done using the following guidelines. Failure to follow these guidelines could delay any sick pay due to you and could possibly result in disciplinary action.

On your first day of absence, you must:

- Telephone the School Office and leave a message on the attendance line. Telephone the Headteacher.
- Give brief details of your illness and your expected length of absence.
- Telephone and speak to someone yourself. Text message and emails are not an acceptable form of communication for this purpose. Contact someone at 7.15 am.
- Contact the EYFS Leader by 3.30 on the first day of illness to confirm the expected length of absence or whether you will return the following day.
- If you have been unable to determine how long the absence will last, and it exceeds the third day, you must contact your manager again on the fourth day.
- For absences of more than seven consecutive days, you must provide a 'fit note' completed by a qualified medical practitioner for the period of absence.
- After returning to work from any sickness absence leave, 'return to work' interview may be undertaken by the employee and line manager. This will not happen in all circumstances, and we may hold such meetings at our discretion. However, such meetings will normally be held in the following circumstances:



- Where the absence has exceeded 14 days
- Where the nature of the illness means that duties on return to work may need to be altered and clarification and/or consultation is required
- Where a member of staff has had two or more absences in 12 weeks.

During the return to work interview the following will be discussed:

- The reason for absence
- Whether adjustments to the role (on a temporary or more permanent basis) are required and what they are. These might include adjusted work patterns, start and finish times and changes of duties
- Future requirements and expectations, e.g. improved attendance
- The return to work interview should be recorded and signed by both the Headteacher and employee and a copy attached to the employee's file.

Where an employee's attendance record gives cause for concern because of the duration or frequency of absence, this should be brought to the attention of the employee through a discussion with the manager.

The Use of the Bradford Factor, a formula that allows companies to apply a relative weighting to employee unplanned absences (sickness, Doctors appointments, emergency childcare, etc) is explained to staff.

<http://www.bradfordfactorcalculator.com>

Throughout any stage of discussions on sickness absence, employees may be accompanied by a work colleague.

The abuse of sick leave and pay regulations may be classified as misconduct and will be dealt with through the disciplinary procedure.

Frequent and/or persistent short-term sickness absence

Short-term absence may be short periods of one or two days occurring frequently.

Absence of this nature can be identified by one of the following indicators and should be classed as a trigger:

- Four self-certified spells of absence in one calendar year
- A total of 10 working days or more of self-certified absence in one calendar year
- Patterns of absence over a period, e.g. an individual regularly taking Mondays or Fridays off
- Where an employee's attendance record is significantly worse than those of comparable employees, or absence problems have gone on for a considerable length of time.

Long-term sickness absence

For the purposes of the policy, long-term sickness absence is defined by the Nursery as absences lasting over one month.

Where absences have lasted over 10 working days or more, the manager should contact the member of staff concerned to obtain an initial assessment of the problem and to offer any further help or assistance.

At this point and where felt appropriate after further assessment of the problem, the manager will arrange a face-to-face meeting or telephone conference between themselves and the member of staff. The meeting should:

- Seek to confirm the reasons and nature of the absence and its likely duration
- Ensure that the member of staff is aware of the Nursery's concern regarding their health and



necessary absence from work

- Consider offering alternative duties or a shorter working week if this would enable a quicker return to work subject to medical advice
- Give consideration to any personal problems being encountered and discuss possible ways of helping the individual resolve these
- Advise the member of staff that in their best interests they may be asked to see a registered medical practitioner or occupational health provider appointed by the Nursery to enable a medical report to be prepared
- Alternatively, and if appropriate, gain agreement from the member of staff to contact their doctor or specialist in order to establish the likely length of absence and the long-term effect on capability in relation to job performance and attendance at work.

If all other avenues have been investigated, the absence continues or, following return to work, the attendance record does not improve, a subsequent meeting should be arranged. At this point, unless there are reasonable grounds to believe there will be an improvement in the foreseeable future, the Headteacher should inform the member of staff that long-term sickness absence due to ill health may put their employment at risk and the possibility of termination by reason of capability or suitability to work with children might have to be considered, taking into account any medical information available.

The position will be reviewed periodically and ultimately it may become necessary from a business perspective to consider termination of employment. In these circumstances, the Nursery will:

- Review the employee's absence record to assess whether or not it is sufficient to justify dismissal
- Consult the employee
- Obtain up-to-date medical advice through occupational health
- Advise the employee in writing as soon as it is established that termination of employment has become a possibility
- Meet with the employee to discuss the options and consider the employee's views on continuing employment
- Review if there are any other jobs that the employee could do prior to taking any decision on whether or not to dismiss
- Allow a right of appeal against any decision to dismiss the employee on grounds of long-term ill health
- Arrange a further meeting with the employee to determine any appeal
- Following this meeting, inform the employee of its final decision
- Act reasonably towards the employee at all times.

Any decision to terminate employment will be taken by the Headteacher, making sure the capability procedure has been exhausted.

Occupational health

The Nursery reserves the right to request employees to attend an appointment with an Occupational Health Advisor (e.g. consultant, GP) during their employment, if it is reasonably deemed necessary due to sickness absence, changes in health or the role, or where it is necessary to seek an expert medical opinion as to whether or not the employee can fulfil their job role or whether any reasonable adjustments should be made to the employee's role.

The Nursery will seek to engage the services of an independent Occupational Health Advisor in situations where expert medical opinion is required and work with them to identify the best course of action in circumstances of sickness absence.



Access to medical records

The Access to Medical Records Act 1988 gives individuals the right of access to medical records relating to themselves which have been prepared by a medical practitioner for employment purposes. The Act provides that:

- Employers must gain the consent of employees before requesting reports from medical practitioners
- Employers must inform employees of their rights in respect of medical reports
- The employee has the right of access to the report before the employer sees it, provided appropriate notification is given
- The employer is responsible for notifying the medical practitioner that the employee wishes to have access
- The employee may ask for a report to be amended or may attach a statement to the report
- Having seen the report, the employee may wish to withhold consent to it being supplied.

Where the Nursery requests further medical information about the health of staff from an individual's General Practitioner or Specialist, or its own occupational health provider, the provisions of the Act will be followed.

Throughout any interviews regarding sickness absence, staff are entitled to the support of and/or representation by a work colleague or recognised trade union representative. The Bradford scale is used as a tool to monitor staff absences.

Sick Pay

Statutory Sick Pay (SSP) will be paid in accordance with Department for Work and Pensions requirements and no payment will be made for the first three working days in a period of incapacity for work.

Annual leave and sick pay

Where an employee falls sick or is injured while on annual leave, the Nursery will allow the employee to take sick leave and take the annual leave at a later time. This policy is subject to the following strict conditions:

- The total period of incapacity must be fully certificated by a qualified medical practitioner
- The employee must contact the manager as soon as he/she knows that there will be a period of incapacity during the pre-planned annual leave in accordance with the Sickness Absence Reporting Procedure
- The employee must submit a written request no later than five days after returning to work setting out how much of the annual leave period was affected by sickness and the amount of leave that the employee wishes to take at another time
- Where the employee is overseas when he/she falls sick or is injured, evidence must be produced that the employee was sick by way of either a medical certificate or proof of a claim on an insurance policy for medical treatment received at the overseas location.

Where the employee fulfils all of the above conditions, we will allow the employee the same amount of annual leave as the amount lost due to sickness or injury.

Sickness or injury shortly before a period of planned holiday

If an employee is ill or is injured before the start of a period of planned annual leave, we will agree to the employee postponing the annual leave dates to another mutually agreed time. Any period of sickness absence will then be treated in accordance with the employer's normal policy on sickness absence.

The employee must submit a written request to postpone the planned annual leave and this must be accompanied by a letter from his/her doctor confirming that he/she is unfit to take the annual leave.



Replacement annual leave dates

Where it is agreed that an employee can take replacement annual leave at a later time, the employee should nominate replacement annual leave dates as soon as possible, with the dates being subject to the agreement of the employee's line manager in the usual way.

Employees should endeavour to take any replacement annual leave within the same holiday year as the days lost as a result of sickness or injury. In the event that part or all of the annual leave is lost due to incapacity towards the end of the Nursery's holiday year and there is insufficient time left during that year for the replacement annual leave to be taken, the employee will be permitted to carry over the replacement annual leave to the next holiday year. However, this leave must be taken as early in the new holiday year as possible.

Serious illness/injury of an employees immediate family

This will be looked at on an individual basis and the Headteacher will agree with you a reasonable period of leave. You need to also consider taking holiday/TOIL and working flexibly i.e. making adjustments to the length of the working day, changes in hours/days worked etc.

Death of a member of an employees immediate family

This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, grandparent, dependant or other relative for whom the employee has special responsibility or has had special ties.

Generally, the amount of time off required will be at discretion and depend on individual circumstances

Anti-bribery Policy

Legislation

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

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

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

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

What is a bribe?

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

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



Gifts and hospitality

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

You should consider the following if a gift is offered:

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

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

The Nursery will not accept gifts from service providers. This may be deemed as a bribe to maintain a contract. The Nursery will remain transparent and open at all times.

Policy Approval Date:	July 2026	Governing Body
Ratification Date:	July 2026	Governing Body
Review Date:	July 2027	Governing Body