



NNN General Policies

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Natural Nurture
— NATURAL NURTURE NURSERY —

Accident & Incident Policy

Policy statement

At Natural Nurture the safety of all children is paramount and we have measures in place to help to protect children. However sometimes accidents do unavoidably happen. We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Who is Responsible?

It is the responsibility of every member of staff to ensure that accidents and injuries are dealt with in a timely manner. It is the responsibility of the Manager to ensure that all members of staff have knowledge of first aid, and that there is at least one member of staff on duty at all times who has a valid paediatric first aid certificate.

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It is the responsibility of the member of staff who has administered the first aid to write the accident/incident report and the parent/carer of the child involved is asked to acknowledge/sign the form.

Procedures

When creating the staff rota, the Manager or Office Manager must ensure that at least one member of staff on duty has a valid first aid certificate. A sign must be displayed which states who the first aider on duty is. The staff check their allocated first aid boxes on a monthly basis to ensure that they are fully stocked. Staff let the Operations Manager know when items have been taken from first aid boxes and if there are any items that need to be ordered, this is done as soon as possible.

The Operations Manager is responsible for making sure that all medical information and emergency contact details on the children's registration documents and on the FAMILY App are up to date and accurate. Parents/carers receive regular reminders about the importance of informing the nursery about any changes to contact details/medical information etc.

When an accident occurs it is the responsibility of the first aider to determine whether the injury can be dealt with in the setting or if medical assistance is required.

Serious Accidents and Injuries

- ❖ Staff must wear protective clothing (disposable aprons and gloves).
- ❖ The Manager and first aider will assess the situation and decide whether the child needs to go immediately to hospital.
- ❖ If the first aider is unsure of what action to take, NHS 111 will be contacted for advice.
- ❖ If the child needs to go straight to hospital, an ambulance will be called and the first aider or Key Person should accompany the child to hospital.
- ❖ First Aid will be administered on the advice of the emergency services until the ambulance arrives.
- ❖ The child's records will be taken with them to the hospital i.e. contact details and medical information, together with a care plan and current medication and forms, if applicable.

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- ❖ The parent/carer will be contacted and arrangements will be made to meet them at the hospital. The staff member accompanying the child to hospital will not sign for any treatment to be carried out.
- ❖ At the nursery, areas where an accident or injury took place are immediately isolated and other children relocated until the area is fully cleaned and made safe. (See also [Illness and Infection Control Policy](#))
- ❖ If the child can wait for the parent/carer to come to the setting, the parent is called. The child will be made as comfortable as possible and a member of staff will stay with them until the parent/carer arrives. If the injury to the child is an open wet wound, this must be covered to allow for any infection to be contained. It will then be for the parent/carer to decide whether to go to hospital or not.
- ❖ A report of the accident will be recorded on an Accident Record Form in the FAMILY app. The parent/carer will be asked to read and acknowledge/sign the document.
- ❖ The Management Team will investigate the nature of the accident and if appropriate, will make any necessary changes to prevent a similar accident occurring in the future.
- ❖ The Management Team will inform Ofsted in the event of a serious accident or injury affecting either a child or adult on the premises.
- ❖ Any accidents, which required hospital treatment, will be reported to the settings Local Authority Designated Officer (LADO) within 3 working days.

Minor Accidents and Injuries

- ❖ Staff must wear protective gloves.
- ❖ The injury is assessed by the Key Person and a qualified first aider. If necessary, the Manager will be called.
- ❖ The injury is then treated by a qualified first aider, according to recent first aid training.
- ❖ The Nursery Manager decides whether the parent/carer should be called and notified.
- ❖ The child is resettled and observed.
- ❖ The accident is then recorded on an Accident Record Form in the Family app and the parent/carer is asked to acknowledge/sign the form.
- ❖ If the injury is minor but requires professional medical assessment (other than first aid) the first aider will notify the Manager and contact the child's

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parents/carers to inform them of the accident. It will then be for the parent/carer to decide whether to go to a medical centre or not.

- ❖ The first aider should complete an Accident Record Form within the Family App and the parent/carer is asked to acknowledge/sign the form.

Recording Accidents

- ❖ Minor injuries such as a knee graze or scratch must be communicated to parents. All other injuries must be recorded on an Accident Record Form within the Family App. Parents have access to their child's records and those alone. The Accident Record Form includes the following:
 - Name of the child
 - Date and time of accident
 - How the accident occurred
 - The extent of the injury
 - Whether a hospital or medical centre trip was necessary
 - What treatment, if any, was given.
- ❖ The child's parent/carer is asked to acknowledge/sign Accident Record Form within the Family app.
- ❖ Accidents that happen at home prior to arrival at the setting, which may or may not have resulted in marks or injuries, must be recorded on an Accident Record Form within the Family app, and be signed/acknowledged by the parent to confirm it did not happen on the Nursery premises.
- ❖ The Manager or Office Manager checks the Accident log on a monthly basis to check for any patterns.
- ❖ The Accident File is kept for at least 21 years and three months

Recording Incidents

For recording purposes, incidents are defined as an event or occurrence that requires a particular report or action.

They are a broader category than 'accidents' and may include:

- ❖ Events following intentional or planned behaviours
- ❖ Spontaneous occurrences or emergencies where no accidental cause is obvious.

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Natural Nurture
— NATURAL NURTURE NURSERY —

We keep an Incident Log for recording incidents including those that are reportable to the Health and Safety Executive.

These include:

- ❖ Break in, burglary, theft of personal or the setting's property
- ❖ An intruder gaining unauthorised access to the premises
- ❖ Fire, flood, gas leak or electrical failure
- ❖ Attack on a member of staff or parent on the premises or nearby
- ❖ Any racist incident involving staff or family on the setting's premises
- ❖ Death of a child
- ❖ A terrorist attack, or threat of one.

On Incident Forms we record:

- ❖ Date and time of the incident
- ❖ Nature of the event
- ❖ Who was affected
- ❖ What was done about it
- ❖ If it was reported to the police, and if so, a crime number
- ❖ Any follow up, or insurance claim made
- ❖ Any medical aid sought or required.

In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our [Fire Safety Policy](#) will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.

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

Recording Incidents relating to individual children

All incidents relating to a child are recorded in detail in the child's own file. All incidents relating to a child are communicated to parents. Incidents may include:

- ❖ Bullying

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- ❖ Biting
- ❖ Fighting and any intervention that was used
- ❖ An extreme reaction to a situation e.g. hysterical response to thunder
- ❖ Incidents of extraordinary or out of character behaviour, which are a cause for concern and need to be recorded and/or reported to parents/carers.
(Procedures for Safeguarding may need to be consulted).

Reporting Accidents & Incidents

Our accident and incident files:

- ❖ Are kept safely
- ❖ Are accessible to all staff, who know how to complete them
- ❖ Are reviewed regularly to identify any potential or actual hazards.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, Ofsted is notified and a report made to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Head injuries

If a child has a head injury in the setting then we will follow the following procedure:

- ❖ Comfort, calm and reassure the child
- ❖ Assess the child's condition to ascertain if a hospital or ambulance is required.
We will follow our procedure for this if this is required (see below)
- ❖ If the skin is not broken we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child
- ❖ If the skin is broken then we will follow our first aid training and stem the bleeding
- ❖ Call the parent and make them aware of the injury and if they need to collect their child
- ❖ Complete the accident form

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- ❖ Keep the child in a calm and quiet area whilst awaiting collection, where applicable
- ❖ We will continue to monitor the child and follow the advice on the NHS website as per all head injuries <https://www.nhs.uk/conditions/minor-head-injury/>
- ❖ For major head injuries we will follow our paediatric first aid training.

Transporting children to hospital procedure

The nursery manager/staff member must:

- ❖ Call for an ambulance immediately if the injury is severe. We will not attempt to transport the injured child in our own vehicles
- ❖ Whilst waiting for the ambulance, we will contact the parent(s) and arrange to meet them at the hospital
- ❖ Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- ❖ Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- ❖ Inform a member of the management 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.

Allergies and Allergic Reactions

If a child has an accident that may require hospital treatment but not an ambulance and you choose to transport children within staff vehicles Citation advise you consider the following in your policy:

- Maintain ratio requirements of the setting
- Request permission from parents
- Consider the age and height of the child, in regards to whether they will need a car seat. Further guidance can be found at www.childcarseats.org.uk/types-of-seat/
- There are some exceptions for needing a child seat depending on the age of the child. Further guidance can be found at

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www.childcarseats.org.uk/the-law/cars-taxis-private-hire-vehicles-vans-and-goods-vehicles/#under-three

- When fitting the car seat, check the individual has training in carrying this out
- Check this transport is covered under business insurance, by calling your insurance company, or check if the staff member has business insurance on their vehicle
- Ensure the child is effectively safeguarded, e.g. a designated member of staff appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise
- Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded

Plan emergency procedures, e.g. what will happen if the child's health begins to deteriorate during the journey.

First aid

The first aid boxes are located in: **The Hub, The Hovel, The Fire Pit area, The Pirate Ship field, The Mothers Fire, The Oak Tree, The Spiders Shed**

These are accessible at all times with appropriate content for use with children.

The appointed person responsible for first aid checks the contents of the boxes monthly and replaces items that have been used or are out of date.

The staff first aid box is kept in the Hovel. This is kept out of reach of the children.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

Most of the staff are trained in paediatric first aid and this training is updated every three years.

All first aid trained staff are listed on the notice board on the fence at the drop off area.

Personal protective equipment (PPE)

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The nursery provides staff with PPE according to the need of the task or activity.

Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks.

Staff are consulted when choosing PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

Dealing with blood

We may not be aware that any child attending the nursery has a condition that may be transmitted via blood.

Any staff member dealing with blood must:

- ❖ Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- ❖ Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

Needle punctures and sharps injury

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material.

For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste.

If a needle is found the local authority must be contacted to deal with its disposal.

Our Responsibility as an Employer

We meet our legal requirements for the safety of our employees by complying with **RIDDOR** (the Reporting of Injury, Disease and Dangerous Occurrences Regulations).

We report to the Health and Safety Executive:

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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- ❖ Any accident to a member of staff requiring treatment by a general practitioner or hospital.
- ❖ Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- ❖ Any dangerous occurrence is recorded in our Incident Book.

We have ready access to telephone numbers for emergency services, including local police. Where we are responsible for the premises, we have contact numbers for gas and electricity emergency services, carpenter and plumber.

We treat our responsibilities and obligations in respect of health and safety as a priority and provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.

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

Further guidance

- [RIDDOR Guidance 'Reporting of Injuries, Diseases and Dangerous Occurrences Regulations' \(RIDDOR 1995\)](#)
- [West Sussex Local Safeguarding Children Partnership](#)

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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Access, Storage and Retention of Records Policy

At Natural Nurture Nursery we have an open access policy in relation to accessing information about the nursery and parents own children. This policy is subject to the laws relating to data protection and document retention and should be used in conjunction with the data protection and confidentiality policy and GDPR privacy notice.

Parents are welcome to view the policies and procedures of the nursery, which govern the way in which the nursery operates. These may be viewed at any time when the nursery is open, simply by asking the nursery manager or by accessing the file via our QR code on the notice board or on our website. All parents are emailed our policies and procedures before their child joins Natural Nurture. The nursery manager or any other relevant staff member will also explain any policies and procedures to parents or use the other methods above to make sure that parents understand these.

Parents are also welcome to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed if needed. All parent, child and staff information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photogenic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

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

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



This policy should be used in conjunction with the Data protection and confidentiality policy and the GDPR privacy notice.

Childrens records: A reasonable period of time after children have left the provision. We follow the Local Authority procedure which states they should be kept for a minimum of 18 years.

Records relating to individual children e.g. care plans, speech and language referral forms: We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records. Copies will be kept for a reasonable period. We follow the Local Authority procedure which states they should be kept for 18 years.

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

Safeguarding records and cause for concern forms: We will pass these on to the child's new educational establishment e.g. school. In the event that we are not informed of the child's new placement, we will keep the records until the child reaches 25 years old.

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

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

Type of accidents including fractures, broken limbs, serious head injuries or where the child is hospitalised: Until the child reaches the age of 21 years and 3 months.

Observation, planning and assessment records of children: We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it. Information and assessments about individual children are either given to parents when the child leaves or to the next setting or school that the child moves to (with parents permission).

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

Signing in book: Up to 24 years as part of the child protection trail.

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Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our GDPR privacy notice which can be found on our website or paper copy in the office.

Admissions and Bookings Policy

Policy statement

We welcome all applications for places for children aged between two years and school age.

We would be delighted to show you the nursery and gauge for yourselves the uniquely happy and productive atmosphere that we provide.

Please contact us to arrange an appointment.

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

Our policy aims to make the allocation of places fair and clear.

Admission Priority

The nursery use the following admission criteria, which is applied in the following order of priority:

1. Children we care for
2. A child known by the local authority to have special educational needs and/or a disability (SEND) and whose needs can be best met at the preferred nursery
3. A vulnerable child with either a Child Protection or a Child in Need Plan, or in receipt of other local authority support
4. Children who have siblings who are already with us
5. Children whose parents live within the area.

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A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and availability.

We operate a waiting list and places are offered on an availability basis.

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

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

To reserve a place we ask for a deposit of £150.00 to be paid at the point of reservation which also goes towards our waterproof outerwear. If you no longer require the place at the nursery, we ask for a period of 4 weeks notice to be given in writing to the Manager or Office Manager. This fee is refundable only if we are able to fill your child's place in the given time.

For children ages 9 months- 2 years the deposit to secure your place is £150.00

On rare occasions we do have to disappoint some parents, please do keep your child on the waiting list and we will advise you of a place when it becomes available.

Providers eligible to provide government funded places for early education

All settings registered to accept government funding (detailed in the code of practice) must offer free places for two to five year olds for early learning sessions specified by the local authority. At **Natural Nurture** we currently provide 9 months- 2 yrs, 2yrs and 3yr+ free funded places for children, subject to availability. These places will be allocated on a first come, first served basis and can be booked a term in advance.

Please note for admissions for the free nursery education we have a termly intake, beginning the term following your child's third birthday.

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

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Animals in the Setting Policy

Policy statement

At Natural Nurture Nursery we recognise the value animals/pets can bring to the emotional needs of children and adults. Caring for animals/pets also gives children the opportunity to learn how to be gentle and responsible for others and supports their learning and development. At the nursery we have access to the chickens, turkeys, pigs, cows, sheep, dogs and cats that belong to the farm.

We aim to ensure sensible hygiene and safety controls are in place at all times.

Procedures

Animals in the setting:

- ❖ We take into account the views of our parents and children when selecting animals or creatures to have in the setting.
- ❖ Risk assessments are carried out, taking into account hygiene, safety and health risks including considerations for children with any allergies.
- ❖ Parents are fully informed about which animals are on the premises and advised if new animals arrive.
- ❖ Religious beliefs, allergies and anxieties about animals are taken into account and discussed fully with parents.
- ❖ Parents decide if they do not want their children in contact with a particular animal and procedures are put in place on a case-by-case basis. In the case of minor allergies and anxieties, parents decide if they would like the nursery to plan gradual habituation to particular animals. With allergies, parents decide whether and how antihistamines are used.
- ❖ In the case of severe allergies, the nursery requests that these are disclosed at point of registration of interest and risk assessments are carried out together with the parents prior to admission. Advice is sought from the child's doctor or

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allergy clinic when the child's place is confirmed and an action plan is made in consultation with parents. Staff and all adults at the setting are made fully aware of these procedures and how to manage them sensitively.

- ❖ Suitable housing is provided for our animals and they are cleaned out regularly by an adult, not by children. Children may add the clean straw under supervision.
- ❖ The dogs that we have on the setting are gradually introduced to the children. They remain in the farmhouse area or are with farm staff around the farm, the farm staff are trained to look after the dogs, which are very well behaved. The dogs are supervised closely when with children (for instance accompanying the group on walks around the farm) and farm staff can be radioed to collect them at any time.
- ❖ Our animals are fed and watered on a regular basis. Feeds are dry and 100% natural and organic. They are prepared in a designated building.
- ❖ Our animals are cared for when the nursery is closed, by the owner.
- ❖ Our animals are registered with the local vets. Their health is monitored by the owner and treatment administered where necessary.
- ❖ If an animal is sick, it is quarantined away from children and a decision taken about whether the vet is called. The owner and Manager will do a risk assessment and seek advice from Environmental Health.
- ❖ If there is any risk to the health and safety of the children, the nursery will be closed and children will wait in a safe space with staff until they are collected.
- ❖ The children at the nursery are taught how to handle the animals and are supervised at all times.
- ❖ Children always wash their hands thoroughly after having contact with animals or creatures and/or their food.
- ❖ Animals brought into the setting by a visitor to show our children are the responsibility of the owner.
- ❖ The owner of the animal carries out their own risk assessment of how the animal is handled and safety procedures are followed.

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- ❖ All staff are shown copies of the risk assessment so they are fully aware of any safety issues.
- ❖ CCTV monitors the arrival of dogs onto the setting. Staff are notified when dogs come onto the public footpath, and when they leave.
- ❖ Staff have a procedure for calling the children into a safe space immediately, if an animal poses any safety risk at any time. The children are taught to follow this procedure and practise it regularly.

Legal framework

The Management of Health and Safety at Work Regulations 1999

Further guidance

Health and Safety Regulation: A Short Guide (HSE 2003)

RSPCA: www.rspca.org.uk

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Arrival & Departure Policy (inc Late/Non Collection)

Policy statement

It is the policy of the nursery to give a warm welcome and goodbye to every child and family on their arrival and departure, as well as ensuring the safety of children, parents/carers, visitors, employees, volunteers and students. At departure, children will be collected only by their parents/carers, or by other adults with the parents/carers' expressed consent.

Arrival and Departure Procedures

Arrival:

- ❖ Parents/carers are requested to pass the care of their child to a specific member of staff who will ensure his/her safety. The arrival and departure time of each child will be recorded in our attendance book, and on the FAMILY App.
- ❖ The staff member receiving the child, immediately records his/her arrival in the attendance book and FAMILY app. Any specific information provided by the parents should be received by the staff member welcoming them and then passed onto the relevant member/s of staff.
- ❖ A member of staff will be at the Drop off/pick up point during the main arrival and departure periods (i.e. 8am, 9am, 12pm, 1pm, 2:30pm to 3pm and 4pm to 5pm). At other times of the day an internally approved member of staff who will ensure that the correct procedure for recording arrivals and departures is adhered to, may be on the door to release children to parents/carers.
- ❖ If a parent/carer requests that their child be given medicine during the day the staff member must ensure that the Medicine Consent Form is completed and signed and that the medicine is stored in the appropriate kitchen/fridge.
- ❖ The member of staff receiving the medication should be responsible for administering it or should allocate a member of staff to do so in their place.
- ❖ That staff member should set a reminder/alarm and arrangements should be made for cover whilst medication is being given. Further details about administering medicine can be found in the [Medication Policy](#).

Late Arrival:

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- ❖ If a child has not arrived by 9.30am, the nursery will contact the parent/carer to ask for an estimated arrival time.
- ❖ If the child arrives after the other children have gone out onto the farm, the staff will record their arrival as late in the attendance book and take the child to join their group.

Departure:

- ❖ No child should be handed over to anyone other than the parent/carer who delivered the child in the morning, unless an agreement has been made at the time of child's arrival or the parent has telephoned/emailed the nursery to make a specific arrangement and this is recorded. Should anyone other than that person arrive to collect a child, the person who delivered the child will be immediately contacted by telephone and asked for their consent.
- ❖ Parents should provide the names and description of any person they may send to collect their child and always make sure that the nursery are notified on that day if a child is to be collected by someone else. The nursery will ask the parent to give the person collecting an agreed password.
- ❖ Other than the parent/s or legal guardian of the child, we do not allow anyone under the age of 18 to collect. If anyone under the age of 18 arrives to collect a child, the parent/carer will be contacted.
- ❖ If medicine has been given throughout the day, the parent signs the Medicine Consent Form when collecting the child and medicine. All medicines should be recovered from the medicine box/fridge only when the parent/carer has arrived, and is handed to him/her personally.
- ❖ On departure, the attendance book, FAMILY app must be immediately marked to show that the child has left the premises, and a deduction made from the total on the board.

Late Collection:

- ❖ If a child has not been collected 15 minutes after the end of the session, a staff member will stay with the child and occupy and reassure him/her until the parent arrives.

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- ❖ The staff will contact the office asking them to contact the parent to find out why they are late and ascertain their estimated time of arrival.
- ❖ If your child attends a session that finishes before nursery closure e.g. 9am-3pm, lateness of 15 minutes or more will be charged at the hourly rate.
- ❖ Except in extenuating circumstances (which are identified at the discretion of the Operations Manager) we will charge £5 per child for every 15 minutes of lateness after Nursery closure.

Non Collection of Child:

If a child has not been collected from the nursery after a reasonable amount of time 30 minutes has been allowed for lateness and we haven't heard from the Parent/Carer, we will initiate the following procedure:

- ❖ The nursery manager will be informed that a child has not been collected
- ❖ The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails the manager will try the emergency contacts shown on the child's records
- ❖ The manager/staff member in charge and one other member of staff will stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record
- ❖ In the event of no contact being made after one hour has lapsed, the person in charge will ring the local authority children's social services emergency duty team
- ❖ The nursery will inform Ofsted as soon as convenient
- ❖ The two members of staff will remain with the child until suitable arrangements have been made for the collection of the child
- ❖ A full written report of the incident is recorded in the child's file

Visitors

- ❖ For arrivals and departures of visitors, the appropriate records must be completed on entry and exit i.e. in the Visitors Book

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- ❖ Visitors to the premises on the public footpath will be recorded on CCTV. When seen, staff will radio the farm to inform everyone there are walkers, and they will be monitored by a staff member while on site.

Attendance Policy

Policy Statement

When taking a place at the Natural Nurture Nursery, we expect that all children will:

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- ❖ Attend nursery from the allocated start date
- ❖ Attend nursery punctually
- ❖ Attend nursery appropriately prepared for the day

Monitoring children's attendance

As part of our requirements under the statutory framework and guidance documents, we are required to monitor children's attendance patterns to ensure they are consistent and have no cause for concern.

We ask parents to inform the nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery the same day so the nursery management are able to account for a child's absence.

This should not stop parents taking precious time with their children, by keeping us informed parents can help us to meet our statutory requirements and let us know that children are safe.

Encouraging attendance

Natural Nurture Nursery encourages regular attendances in the following ways:

- ❖ By providing a caring and welcoming learning environment
- ❖ By responding promptly to a child's or parent's concern about the nursery
- ❖ By celebrating good and improved attendances
- ❖ By monitoring all attendances, informing and arranging meetings with the family, and if necessary, liaising with the Health Visitor.

Leave of Absence

Any long or sustained leave of absence, such as in the case of compassionate leave or long term sickness, should be discussed with the Operations Manager. Each case will be treated individually, with the needs of the child paramount.

Responding to Non-attendance

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ The nursery opens at 8am. If a child is not attending the 8am or 9am session, the parent should contact the nursery as soon as possible, preferably before 9am, to explain the absence. This should be by email or via Family.
- ❖ If the absence is unexplained, the Operations Manager will telephone or email the parent/carer to ascertain whether the child is absent or late, in which case a staff member needs to await their arrival after the other children have gone out onto the farm.
- ❖ Sustained unexplained absences will cause the Operations Manager to telephone the home. This will be followed up by a formal letter. The parent will be given every opportunity to communicate with the nursery.
- ❖ If the absence continues without an adequate explanation and every reasonable step has been taken to ensure attendance by the nursery, then the child's nursery place will have to be terminated. This will be done three weeks after the beginning of the period of unexplained absence. The deposit given at point of admission will be forfeited and the place will be filled from the waiting list.
- ❖ The nursery manager or operations manager will notify MASH (Multi Agency Safeguarding Hub) if there is no response from the parents/carers at any of their contact numbers or addresses and no information from any other emergency contacts listed for that child.
- ❖ MASH will be notified immediately if there is anything that causes suspicion or concern surrounding the unexplained absence. (See also the [Safeguarding Policy](#))
- ❖ The Operations Manager will contact the Local Authority to seek advice on a child's Early Years Free Entitlement in the event of an unexplained sustained absence.
- ❖ In the event of a child's non-attendance the parent/carer will still be charged for the intended session.

Repeated Absences by a Child

- ❖ If it is determined that a child has repeated absences, with or without reason, Natural Nurture Nursery has a responsibility to contact the child's parents/carers to establish the child's safety and welfare.
- ❖ Where repeated absences occur, the nursery will liaise with other agencies, for example, education, social services and health to ensure that the child is receiving the support that the family requires. In some circumstances there

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may be child protection concerns that arise and in these circumstances the Safeguarding Policy and procedures will be followed.

CCTV Policy

The nursery CCTV surveillance is intended for the purposes of:

- ❖ promoting the health and safety of children, staff and visitors
- ❖ protecting the farm/nursery building and resources.

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The system comprises of 5 fixed cameras. These are placed around the nursery outside, but **not** in the toilets or changing areas. This is to ensure the dignity of children is maintained.

The use of CCTV to control the perimeter of the nursery for security purposes has been deemed to be justified by the nursery management.

The system is intended to capture images of intruders or of individuals damaging property or removing goods without authorisation or of antisocial behaviour.

Monitoring

The CCTV is monitored centrally from the nursery office and is registered with the [Information Commissioner](#) under the terms of the Data Protection Act. This policy outlines the nursery's use of CCTV and how it complies with the Act. The nursery complies with Information Commissioner's Office (ICO) CCTV Code of Practice to ensure it is used responsibly.

All authorised operators and employees with access to images are aware of the procedures that need to be followed when accessing the recorded images. All operators are trained to understand their responsibilities under the CCTV Code of Practice. All employees are aware of the restrictions in relation to access to, and disclosure of, recorded images. A copy of this CCTV Policy will be provided on request to staff, parents and visitors to the nursery and will be made available on the website.

Storage and retention

The images captured by the CCTV system will be retained for a maximum of 30 days, except where the image identifies an issue and is retained specifically in the context of an investigation/prosecution of that issue. The images/recordings will be stored in a secure environment with a log of access kept. Access will be restricted to authorised personnel.

Supervising the access and maintenance of the CCTV System is the responsibility of the register. In certain circumstances, the recordings may also be viewed by other individuals. When CCTV recordings are being viewed, access will be limited to authorised individuals on a need-to-know basis. Files will be stored in a secure environment with a log of access to recordings kept.

When accessing images two authorised members of staff must be present. A written record of access will be made. A record of the date of any disclosure request along with details of who the information has been provided to (the name of the person and the organisation they represent), why they required it and how the request was dealt with will be made and kept, in case of challenge.

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Subject Access Requests (SAR)

Individuals have the right to request access to CCTV footage relating to themselves under the Data Protection Act / GDPR. Individuals submitting requests for access will be asked to provide sufficient information to enable the footage relating to them to be identified. For example, date, time and location.

The nursery will respond to requests within 14 calendar days of receiving the request. The nursery reserves the right to refuse access to CCTV footage where this would prejudice the legal rights of other individuals or jeopardise an on-going investigation.

A record of the date of the disclosure along with details of who the information has been provided to (the name of the person and the organisation they represent) and why they required it will be made.

Where footage contains images relating to 3rd parties, the nursery will take appropriate steps to mask and protect the identities of those individuals.

Complaints

Complaints and enquiries about the operation of CCTV within the nursery should be directed to the manager of the nursery in the first instance.

Responsibilities

The Owner will ensure:

- ❖ That the use of CCTV systems is implemented in accordance with this policy
- ❖ They oversee and coordinate the use of CCTV monitoring for safety and security purposes
- ❖ That all CCTV monitoring systems will be evaluated for compliance with this policy
- ❖ That the CCTV monitoring is consistent with the highest standards and protections
- ❖ They review camera locations and be responsible for the release of any information or recorded CCTV materials stored in compliance with this policy
- ❖ They maintain a record of access (e.g. an access log) to or the release of files or any material recorded or stored in the system

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- ❖ That the perimeter of view from fixed location cameras conforms to this policy both internally and externally
- ❖ That all areas being monitored are not in breach of an enhanced expectation of the privacy of individuals
- ❖ That external cameras are non-intrusive in terms of their positions and views of neighbouring residential housing and comply with the principle of “Reasonable Expectation of Privacy”
- ❖ That monitoring footage are stored in a secure place with access by authorised personnel only
- ❖ That images recorded are stored for a period not longer than 30 days and are then erased unless required as part of a criminal investigation or court proceedings (criminal or civil).
- ❖ That camera control is solely to monitor suspicious behaviour, criminal damage etc. and not to monitor individual characteristics
- ❖ That under certain circumstances, the CCTV footage may be used for training purposes (including staff supervisions) or for parents/carers to view child transitions.

Charges and Refund Policy

Policy Statement

We want to ensure that all parents and carers are treated fairly and equally in respect of monies paid for services received.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



We currently make a charge for our extended services provisions. We are not permitted to make charges for educational services that fall under the Free Entitlement for Nursery Education.

We charge for:

- ❖ **Non Free Entitlement Sessions:** We offer 8 different paid-for sessions a day. Parents/carers choose which sessions they would like their child to attend. These are invoiced in advance, and payment is expected before placement begins. Payments are made on a monthly basis. In some cases payment can be made weekly, in advance.
- ❖ **Meals:** For those attending the 8am - 9am session, breakfast is an option for an additional £1.50 (2yrs+)
- ❖ **Extra Hours:** We charge a £7.50 hourly rate for +3yr olds, £8.50 hourly rate for 2yr olds, £10.50 hourly rate for 9 months - 2yrs for hours needed over and above existing sessions.
- ❖ **Late charges:** There will be an additional charge applicable for late collection of your child at the end of their booked session. This will come into effect if your child is collected more than 15 minutes after their session ends, and will be charged at the rate of £5 per child for each 15-minute period of lateness.

Payment Policy

- ❖ If your child is unable to attend a scheduled session for any reason, fees are still payable.
- ❖ Sessions are not transferable and cannot be swapped.
- ❖ All deposits and fees are required to be paid by Cash/Cheque/ Bank transfer or childcare vouchers.
- ❖ A month's worth of fees is required as a deposit prior to your child(ren) starting at the nursery (this is not applicable to those ONLY accessing free entitlement hours)
- ❖ Parents/carers will receive an invoice at the beginning of each month for the following month.
- ❖ Bills/invoices are expected to be settled within 10 days of the invoice date.
- ❖ Late payment of bills/invoice may result in your child not being accepted into the nursery until the bill/invoice is settled.

Parents/carers are not charged for settling in sessions, or when visiting the nursery.

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Refunds are made:

- ❖ Where an administrative error has been made
- ❖ In the case of overpayments by childcare vouchers (in this case, the refund must be returned to the childcare voucher company, not direct to the parent due to PAYE implications)
- ❖ If the nursery decides, in conjunction with the parent/carer/outside agency, that it is in the best interests of the child to end the placement, a refund will be made for the part month not used.
- ❖ A 50% refund can be made, upon request of the parent, for unforeseen circumstances that have prevented the nursery from opening (up to 3 days). This could include flood, snow, fire, terrorist attack, military coup, mechanical or electrical failure.

Refunds cannot be made for:

- ❖ Child's sickness
- ❖ Child's refusal to eat meals/snacks on some days
- ❖ Hospital appointments
- ❖ Holidays taken in term time
- ❖ Child/parent choosing not to come in some days
- ❖ Family days
- ❖ If we are closed for periods of 3 days or longer and are unable to claim for financial continuity or do not receive financial assistance from the Government, we will not be able to issue any refunds for the time that the nursery is closed as a result of Coronavirus or any other notifiable disease.

We regret that we are unable to offer refunds for the above, as in these circumstances we still need to be able to pay staff and keep your child's place at the nursery.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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Children's Rights and Entitlements

Policy statement

Natural Nurture Nursery promotes children's rights to be strong, resilient and listened to. We create an environment within our nursery that encourages children to develop a positive self-image, which includes their heritage stemming from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

- ❖ We promote children's right to be strong, resilient and listened to by:

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ Encouraging children to develop a sense of self-determination and independence.
- ❖ Enabling children to have the self-confidence and vocabulary to resist inappropriate approaches.
- ❖ Helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- ❖ Working with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

What it means to promote children's rights and entitlements to be 'strong, resilient and listened to'.

To be **strong** means to be:

- ❖ **Secure** in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- ❖ **Safe** and valued as individuals in their families and in relationships beyond the family, such as within the nursery;
- ❖ **Self assured** and form a positive sense of themselves – including all aspects of their identity and heritage;
- ❖ **Included equally and belong** within the nursery and in community life
- ❖ **Confident in their abilities and proud of their achievements**
- ❖ **Progressing optimally** in all aspects of their development and learning
- ❖ **To be part of a peer group** in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world
- ❖ **To participate and be able to represent themselves** in aspects of the provision that affect them, as well as aspects of key decisions that affect their lives.

To be **resilient** means:

- ❖ To be **sure of their self worth** and dignity
- ❖ To be able to **be assertive and state their needs** effectively
- ❖ To be able to **overcome difficulties** and problems
- ❖ To **be positive in their outlook** on life
- ❖ To be able to **cope with challenge** and change
- ❖ To **have a sense of justice towards self** and others
- ❖ To **develop a sense of responsibility** towards self and others

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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- ❖ To be able **to represent themselves** and others in key decision making processes.

To be **listened to** means:

- ❖ Adults who are close to children recognize their needs and right to express and communicate their thoughts, feelings and ideas.
- ❖ Adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated.
- ❖ Adults who are close to children are able to respond appropriately and when required act upon their understanding of what children express and communicate.
- ❖ Adults respect children's rights and facilitate children's participation and representation in imaginative and child-centred ways in all aspects of core services.

Our staff members:

- ❖ Recognise children's needs and rights to express and communicate their thoughts, feelings and ideas;
- ❖ Are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- ❖ Respond appropriately and, when required, act upon their understanding of what children express and communicate and
- ❖ Respect children's rights and facilitate children's participation and representation in imaginative and child centred ways.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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Complaints and Compliments Policy

Policy statement

At Natural Nurture we strive to provide the highest quality of care and education for our children and families and believe that all parents are treated with care, courtesy and respect.

We hope that at all times parents are happy and satisfied with the quality and service provided and we encourage parents to voice their appreciation to the staff concerned and/or management. We record all compliments and share these with staff.

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.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our [Safeguarding/Child Protection Policy](#).

Making a complaint

Stage 1

- ❖ If any parent should have cause for concern or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up with the child's key person or a senior member of staff. Most complaints should be resolved amicably and informally at this stage. If this is not resolved, we ask them to discuss this verbally with the manager.

Stage 2

- ❖ If the issue still remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery manager. The manager will then investigate the complaint in relation to the fulfilment of the EYFS requirements and report back to the parent within 15 working days. The manager will document the complaint fully, the actions taken and the outcome in relation to it in the complaints log book.
- ❖ (Most complaints are usually resolved informally at stage 1 or 2.)
- ❖ For parents who are not comfortable with making written complaints, there is a template form below for recording complaints; the form may be completed with the person in charge and signed by the parent.
- ❖ The nursery acknowledges the complaint immediately. The parent will be notified that an investigation into the complaint will take place and that they will be informed of the outcome as soon as possible.
- ❖ Parents must be informed of the outcome of the investigation within 28 days of making the complaint. During this time, contact is made regularly with the parent to reassure them that the process is underway.
- ❖ When the complaint is resolved at this stage, the summative points are logged in the Complaints Record.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Stage 3

- ❖ If the matter is still not resolved, the nursery will hold a formal meeting between the manager, parent and a senior staff member to ensure that it is dealt with comprehensively. The nursery will make a record of the meeting and document any actions. All parties present at the meeting will review the accuracy of the record, and be asked to sign to agree to it and receive a copy. This will signify the conclusion of the procedure.

Stage 4

- ❖ If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted at any time they have a concern, including at all stages of the complaints procedure, and are given information on how to contact Ofsted. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the nursery's registration. It risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.

Contact details for Ofsted:

Email: enquiries@ofsted.gov.uk
Telephone: 0300 123 1231

By post:

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Parents will also be informed if the nursery becomes aware that they are going to be inspected and after inspection the nursery will provide a copy of the report to parents and/or carers of children attending on a regular basis. Stage 5

Reporting

The role of the Ofsted and the Local Safeguarding Children Board:

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, in the case of a possible breach of the nursery's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- ❖ These details are displayed on our setting's noticeboard. Parents are invited to read this policy in our Online Parent Handbook during the admissions process and can request a hard copy at any time.
- ❖ If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority (see [Safeguarding Policy](#)).
- ❖ In these cases, both the parent and nursery are informed and the Manager works with Ofsted and the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- ❖ A record of complaints will be kept in the nursery. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, outcomes of any investigations and any information given to the complainant including a dated response.
- ❖ Parents will be able to access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.
- ❖ The record of complaints is made available to Ofsted on request.

We will follow this procedure for any other compliments and complaints received from visitors to the provider, where applicable.

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Natural Nurture
— NATURAL NURTURE NURSERY —

Data Protection & Confidentiality Policy

Policy Statement

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

Legal Requirements

- ❖ We follow the legal requirements set out in the Statutory Framework for the [Early Years Foundation Stage \(EYFS\) 2021](#) and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery

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- ❖ We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR), Data Protection Act 2018 and the Freedom of Information Act 2000 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 on the office computers which are password protected. Certain documents can only be accessed by management
- ❖ Ensuring staff, student and volunteer inductions include an awareness of the importance of the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. This includes ensuring that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, discussions on the bus or at the local bar. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our confidentiality policy and required to respect it
- ❖ Ensuring that all staff, volunteers and students are aware that information about children and families is confidential and only for use within the nursery and to support the child's best interests with parental permission
- ❖ Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest
- ❖ Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the safeguarding circumstances above
- ❖ Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs
- ❖ Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality

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- ❖ Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions
- ❖ Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.

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

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

In order to meet our requirements under GDPR we will also undertake the following:

- 1) We will ensure our terms & conditions, privacy and consent notices are easily accessed/made available in accurate and easy to understand language
- 2) We will use your data to ensure the safe, operational and regulatory requirements of running our Nursery. We will only contact you in relation to the safe, operational and regulatory requirements of running our Nursery. We will not share or use your data for other purposes.
- 3) Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations).
- 4) We will ensure staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
 - Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data.'
 - Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category

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personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Who is Responsible?

It is the responsibility of all members of staff to ensure that all confidential information including personal records for children, parents and staff remain confidential. The information stored in the nursery files about the children is available only to setting staff and the individual child's parents. This information is stored securely.

All members of staff will be aware of the Confidentiality Policy and procedures and will be required to accept and sign the setting's confidentiality agreement. At all times, any information given by parents or children will be treated with the safety and wellbeing of the children in mind.

The setting will consider any unauthorised sharing of information as a serious offence and will take appropriate disciplinary action against anyone who breaks the confidentiality agreement.

All parents should note that in cases where there is a child protection concern for a child, the setting has a legal responsibility to share this information and, as such, it does not fall within the scope of this policy.

Who has access to stored information?

Staff members have access to the Personal File's of the children they are key workers for, Accident and Incident Forms, medical information, consent forms, admissions forms and attendance records. The Operations Manager stores this information securely and staff members request the files as needed. These files never leave the premises. Electronic copies of these files are only accessible by the Management Team and require a password to view.

Developmental Records are held electronically. Online information is password-protected and can only be accessed by staff and pre-agreed members of the child's family. These online records are contributed to and used by all teaching staff to inform planning and reporting to parents. Online files can be accessed and updated by Key Workers via the nursery iPads but are not left open and unattended. iPads are password-protected.

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To further ensure that no unauthorised person has access to children's developmental records; staff agree that any assessments uploaded at home are added using a designated PC/iPad and that they always logout as soon as they leave the computer. The Nursery Management software app, Famly, also has an automatic logout function for added security.

Parents have a right to request access to their children's files from the Nursery Operations Manager at any time.

Children's records include:

- ❖ Developmental progress and achievements
- ❖ Photos and copies of their work as evidence
- ❖ Admissions forms
- ❖ Consent forms
- ❖ Attendance records
- ❖ Contact information
- ❖ Medical information
- ❖ Accident or Incident reports
- ❖ Any other information provided by parents.

Meetings with Parents and Staff

Confidential information may often be shared verbally between parents and staff. This should be done in a quiet setting where other parents and children are not in earshot and, wherever possible, in a separate room.

When staff members discuss children with each other, they should do so confidentially and away from other parents and children.

Personnel Information

Staff members' files are stored securely by the Operations Manager and are viewed and contributed to only by the Management Team. Staff have access to their own file on request.

Personnel Records include:

- ❖ Applications/CVs

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- ❖ Contracts
- ❖ Payroll Information
- ❖ Absence and sickness records
- ❖ Continuing Professional Development and Training records
- ❖ Peer observation and inspection records (internal or external)

Retention of Files

When a child leaves the setting, the Nursery Manager decides which of their developmental records should be given to parents and which should be passed on to the child's next school or nursery.

When a staff member leaves the setting, they take with them their Continuing Professional Development Records and other files at the discretion of the Nursery Manager. Other files may be retained at the nursery for a reasonable period of time after the child or staff member has left.

The Management Committee will periodically decide when to destroy other files that have been retained by the Nursery.

Please see our [Document Retention Policy](#) for further information.

If you wish to speak to us about this policy please contact the Operations Manager.

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Early Years Pupil Premium Policy

The aim of the Early Years Pupil Premium (EYPP) is to close the gap between children from disadvantaged backgrounds and their peers by providing funding to early years providers to help them raise the quality of their provision' (Department for Education (DfE) Consultation)

The EYPP provides an extra 53 pence per hour on top of the Free Entitlement for three and four year old children whose parents are in receipt of certain benefits or who have been in care or adopted from care. This means an extra £302 a year for each child taking up the full 570 hours funded entitlement to early education.

Eligibility

Children will be eligible to claim Early Years Pupil Premium if they meet at least one of the following criteria:

- ❖ Their family receives one of the following:
 - Income support
 - Income-based Jobseeker's Allowance
 - Income-based Employment and Support Allowance
 - Support under part VI of the Immigration and Asylum Act 1999
 - The guaranteed element of State Pension Credit
 - Child Tax Credit, provide they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190
 - Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
 - Universal Credit
- ❖ They have been in local authority care for one day or more in England or Wales

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- ❖ They have been adopted from care in England or Wales
- ❖ They have left care under a special guardianship order or residence order in England or Wales

Natural Nurture can use the extra funding in any way we see appropriate to improve the quality of the early years education that we provide for your child. This could include for example additional training for our staff on early language, investing in partnership working with our colleagues in the area to further our expertise, supporting our staff in working on specialised areas such as speech and language or investing in resources that will support the learning and development of the child in receipt of the Early Years Pupil Premium.

Demonstrating the impact of Early Years Pupil Premium

All Early Years Pupil Premium funding is recorded and documented against each child who is in receipt of it. This shows how the setting intends to use the funding to support that child's learning and development, based on their Learning Journals and observations.

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Emergency Closure Policy

Policy statement

There are certain rare circumstances, which could result in Natural Nurture Nursery having to be closed. In these cases, we aim to rectify the closure as soon as possible and keep all parents/carers informed of the situation.

An **emergency** is defined as: a serious, unexpected and often dangerous situation requiring immediate action.

Procedures

We operate the following Emergency Closure procedures:

Weather

Our ethos at NNN is to embrace the weather, we constantly risk assess the areas on the farm ensuring that the spaces we go to are appropriate for the weather that day, however:

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- ❖ Should we have heavy snowfall or high winds, which would make it hazardous for both staff and parents to travel to the nursery, the nursery will be closed. Best efforts will be made to keep the nursery open if enough staff can travel in safely to run the nursery as normal.
- ❖ Initially the Operations Manager/Nursery Manager will contact the setting to find out about the level of snowfall. Staff members will contact the Operations Manager and/or setting to say whether they are able to travel in to work safely. On the basis of staffing and safety at the setting, the Operations Manager and the Management Team decide whether it is safe to open or not.
- ❖ **A member of the management team will message through Famly by 7.30am if the nursery is to close that day**
- ❖ To enable the nursery to open it may be required to start the day later or close earlier to ensure all the staff and families can travel safely. **This information will be shared via the Famly app by 7.30am or as soon as possible for earlier closure.**
- ❖ Should severe weather occur during a session, staff will contact parents/carers via famly or phone to come and collect their children.
- ❖ All of the trees are assessed regularly by our tree surgeon and all work carried out as a priority, especially following stormy weather conditions.
- ❖ In very cold weather the management will assess the conditions on the day to determine what course of action to take if any. During cold weather days we do the following to ensure children stay warm, happy and safe. We have various warm inside spaces such as the Hub with central heating and the Shepherds Huts with wood burning stoves. We will also light a fire in the various spaces on the fire with the facilities to do this in order for the children to warm up and for us to make warm milk or hot chocolate.
- ❖ If management assesses the weather and feel children and staff are not warm enough or there is a safety concern we can request the children attend a shorter session for that day.

Heating Breakdown/Power cut

- ❖ Should the heating system break down the Operations Manager/Nursery Manager will make a decision whether it is warm enough and safe to continue without it. Usually it will be possible to relocate children to another building where a different heating system should still be in operation. Should it be too cold, parents/carers will be contacted to collect their children.
- ❖ Two members of staff will remain with the children until all of them have been collected.

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As both of the above situations are beyond our control refunds for 'closed' or 'partial' sessions cannot be given.

Outbreak of sickness

- ❖ If there is an outbreak of an infectious disease or food poisoning in the nursery all parents/carers are informed and **Infection control procedures** carried out.
- ❖ The local Health Protection Unit and Environmental Health Officer will be informed and their advice sought as to whether or not the nursery needs to close.
- ❖ Ofsted and EYCA will be informed if there is an outbreak of sickness resulting from the setting, affecting three or more children.

Outbreak of agricultural diseases

- ❖ If there is an outbreak of infectious disease amongst the animals at the setting, all parents/carers are informed and infection control procedures carried out.
- ❖ The Animal Health and Veterinary Laboratories Agency (AHVLA) will be informed using the following contact details:
Liberty House
105 Bell Street Reigate
Surrey
RH2 7JB
Telephone: 01284 778150
- ❖ AHVLA will provide advice on whether or not the nursery needs to close.
- ❖ If there is a nationwide or regional outbreak of an infectious disease amongst animals (e.g. foot and mouth/ swine flu), then parents will be informed and the nursery will follow nationwide/regional procedures for dealing with this type of infection.

Any other need for emergency closure

Should there be any other need for the nursery to close. The following procedure will be followed:

- ❖ If we need to close during a session, the Operations Manager and staff will contact the parents/carers of children present and at least two members of

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staff will remain on the premises with the children until they have all been collected.

- ❖ Should it not be safe, all children and staff will relocate to another building or shelter in a different area of the premises from which children can safely be collected.
- ❖ A mobile phone, contact details of parents/carers and the register of all children attending are brought to the assembly point/new location to enable checks to be carried out as quickly as possible.
- ❖ Radios are used for staff to communicate with each other and with the office.
- ❖ Everything necessary to ensure the children's safety and comfort should either be located in the designated emergency premises.
- ❖ Fire assembly points will be used to gather and count the children and staff members ready to leave the premises.
- ❖ Staff members count their key children, and/or the children in the group they are responsible for, at the point the emergency was recognised
- ❖ If we need to make the decision to close before a session has begun, the Nursery Manager will endeavour to contact the parents/carers of all children due to attend that day. If he/she is unable to make contact with all those parents/carers he/she will arrange for a notice to be displayed outside the premises or arrange for a representative to be at the premises to inform parents/carers at the time a session is due to begin.
- ❖ Depending on the exact circumstances of the above need for closure, refunds for 'closed' or 'partial' sessions will only be given at the discretion of the Management Team.

Contact Numbers

- ❖ It is **VITAL** we have up to date contact numbers.
- ❖ For each child the Nursery requires a list of alternative emergency contacts. These should all be people well-known to the child and their numbers should be current.
- ❖ If a parent is going to be unavailable, out of signal on their mobile phone, contactable on a different number on a particular day or needs to designate another emergency contact for the nursery to call, they should advise the Nursery Manager, who will update the emergency contacts list or the parent can update their contact information on the Family app.

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Emergency Evacuation Procedure

Fire Evacuation

In the event of a fire, the following procedure will be followed:

Any staff that finds a fire;

- ❖ **Sound the alarm - radio to the office that there is a fire and where it is.**
(Office staff to call 999 immediately)
- ❖ **Then radio call "FIRE - FIRE - FIRE - THIS IS NOT A DRILL.."**
 - **Give the location of where the fire is** and ask each teacher to confirm they have acknowledged the radio call.
- ❖ Each teacher must state:
 - Your name
 - Your location
 - Confirm you are heading to the Assembly point
- ❖ Office staff will take their mobile phone, attendance sheet and contact details of parents and meet the nursery team at the Assembly point with the register. Updates if required to the Fire brigade will be made at this point using the mobile phone.

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- ❖ If in a building all staff and children exit buildings using the designated fire exits.
- ❖ Assemble at the fire assembly point located on the grass opposite the pond.
- ❖ At the fire assembly point, take a register to account for all the children and staff. It is the responsibility of the Manager (or deputising Manager) to ensure all staff and students are accounted for during and after an evacuation.
- ❖ Await the Fire Brigade and when deemed safe to do so, relocate the students to a more suitable place.
- ❖ Make arrangements for students to return home if appropriate.
- ❖ Listen to instructions given by the fire brigade and do not return to the site of the fire until told it is safe to do so. No children will be allowed back to the site until a thorough risk assessment has been carried out.
- ❖ Record the fire in the incident book and inform the insurance company.
- ❖ Do NOT put any used Fire Hydrants back into use they must be replaced immediately. Fire blankets if used must be thrown away and replaced immediately.
- ❖ It is the farm Owner's responsibility to ensure the safe evacuation of farm workers and farm animals, where necessary.

Fire Hydrant Use

If trained, and ONLY if trained in using Fire Hydrants and it is SAFE to do so, attempt to put out the fire. You must let other staff members know your location and what you are attempting to do before you attempt to put out the fire. If the Fire Hydrant doesn't effectively put out the fire, evacuate where you are immediately and muster at the Assembly point.

DO NOT BE A HERO - STAY SAFE

If details of the fire need clarifying the office staff will call the fire brigade back to give them an update when they have that information.

If it is a false alarm we must alert the Fire Brigade immediately.

If the fire is put out the Fire Brigade will still attend the scene to verify safety.

Fire Warden:

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Natural Nurture
— NATURAL NURTURE NURSERY —

Ciara Little/Jenny Porter/Tracey Poulton

Environmental Policy

Policy Statement

Natural Nurture Nursery recognises that its activities have an impact on the environment in terms of the use of raw materials, emissions to air and water, and waste generation, and seek to minimise this as far as is reasonably practicable.

Natural Nurture Nursery is committed to:

- ❖ continual improvement in its environmental performance
- ❖ preventing pollution
- ❖ compliance with all environmental legislation, regulations and codes of practice relevant to the industry sector in which it operates.

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

- ❖ make efficient use of natural resources by conserving energy and water, minimising waste, and recycling where possible
- ❖ meet its duty of care requirements in relation to waste by ensuring the safe keeping, transportation and subsequent recovery or disposal of waste

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- ❖ use recycled construction materials whenever these can be commercially justified.
- ❖ recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- ❖ considering our carbon footprint when purchasing materials
- ❖ shopping local where possible
- ❖ turning off equipment and lights when not in use
- ❖ using energy saving light bulbs
- ❖ not leaving any equipment on standby
- ❖ using energy saving wash cycles on the washing machine
- ❖ hanging washing out to dry/using clothes horses rather than tumble dryers where possible
- ❖ composting food waste
- ❖ incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed
- ❖ using rain water butts for outdoor water play
- ❖ recycling water from the water play to water plants outside
- ❖ using food that we have grown in nursery meals

Staff at the setting will be made aware of this policy and the Operations Manager will make sure that all staff are given appropriate training (if needed) to raise awareness of environmental issues.

Teaching Children about their Environment

We encourage children to learn about sustainable practices and foster, respect and care for the living and non-living environment.

Children are able to develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues, learning about the world around them and how to protect it and watching adult's role model sustainable practices.

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

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- ❖ helping children to explore nature through art and play
- ❖ supporting children to experience the natural environment through natural materials like wood, stone, sand and recycled materials
- ❖ supporting the environment by learning how to grow and nurture plants in the nursery garden and discovering all about the food cycle by growing, harvesting, and cooking food
- ❖ helping children to learn about water conservation, energy efficiency and waste reduction through play based activities and adult interactions
- ❖ going on nature walks and learning about plants they see around the farm
- ❖ have a litter picking activity at nursery at least once a week

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

Natural Nurture Nursery will take into account any changes within legislation and within the setting itself and make changes to this policy accordingly when needed.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Equipment Policy

Policy statement

At Natural Nurture we organise the premises and equipment to meet the needs of all the children. We provide a wide range of high quality equipment and resources to support the delivery of our early years curriculum. We take reasonable steps to ensure the safety of children and ensure they are not exposed to risks. The policy seeks to ensure that all equipment and materials located and used at Natural Nurture Nursery comply with health and safety regulations and other legislative requirements.

To ensure this occurs within the nursery we provide:

- ❖ Play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- ❖ A sufficient quantity of equipment and resources for the number of children registered in the nursery
- ❖ A wide range of books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- ❖ Play equipment and resources which promote continuity and progression, provide sufficient challenges
- ❖ Sufficient storage so resources and equipment can be displayed for children to independently choose and/or stored away safely and then rotated

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ Appropriate risk assessments and checks on all resources and equipment before first use to identify any potential risks and again regularly at the beginning and end of every session.

Cleaning and maintaining all resources and equipment.

- ❖ All equipment is cleaned on a regular basis to ensure that the spread of infection is minimised.
- ❖ We repair or replace any unsafe, worn out, dirty or damaged equipment whenever required
- ❖ An electronic inventory of resources and equipment.
- ❖ Role models and discussions to ensure that all children respect the equipment and resources and encourage them to put them back where they belong after use.

Natural Materials

A lot of the equipment for play at the nursery will be natural materials e.g. trees for climbing and swinging, branches for den building, leaves and moss for small world play.

- ❖ Staff members will do a safety sweep of a particular outdoor area before taking children out to play and will designate safe boundaries.
- ❖ Safety concerns will be discussed with children and they will be encouraged to observe and report their own concerns and suggest ways to stay safe whilst using natural resources e.g. suggesting how to avoid splinters or spotting a wobbling log.
- ❖ If a staff member spots a serious safety concern in an area, the children will be relocated to another place in the setting until the area is made safe again.

Using Tools

From time to time children have the opportunity to use small tools such as chisels and hammers in woodworking, or knives for whittling or the preparation of food.

- ❖ These sessions will be run by a staff member to instruct young children in these skills, and with their safety as a priority.

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- ❖ Children will be allowed to use these tools in very small groups, with a high adult to child ratio.
- ❖ One to one support will be put in place for children with special needs to enable them to participate fully.
- ❖ These tools will never be accessible to children to select and use on their own in independent play.

Storage of Equipment

- ❖ All equipment and materials in the setting are stored so as to reduce the risk to the health and safety of all. Equipment and materials, which are considered to be high risk (such as the above), are controlled by staff, and children will not have open access to these resources. Access to these resources will be dependent upon a risk assessment, and they will not be used without a member of staff being present.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Fire Safety Policy

Policy statement

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

The **designated fire marshals** are **Ciara Little, Jenny Porter and Tracey Poulton**

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

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

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

The designated fire marshal checks fire detection and control equipment and fire exits regularly. We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions.

Registration

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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

No smoking/vaping policy

The nursery operates a strict [no smoking/vaping policy](#) – please see this separate policy for details.

Fire drill procedure

On discovering a fire:

- ❖ Calmly raise the alarm by using the radio and saying "FIRE, FIRE, FIRE"
- ❖ Immediately evacuate the building / area you in under guidance from the fire marshal (Collecting children's room register, where applicable)
- ❖ Using the nearest accessible exit lead the children out, assemble at The Fire Assembly Point located on the driveway next to the gate going to the Polytunnel area
- ❖ Close all doors behind you wherever possible
- ❖ Do not stop to collect personal belongings on evacuating the building
- ❖ Do not attempt to go back in and fight the fire
- ❖ Do not attempt to go back in if any children or adults are not accounted for
- ❖ Wait for emergency services and report any unaccounted persons to the fire service/police.

If you are unable to evacuate safely:

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

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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The fire marshal is to:

- ❖ Pick up the central children's register, where applicable, staff register, nursery mobile/phone, keys, visitor book and fire bag/evacuation pack (containing emergency contacts list, nappies, wipes and blankets)
- ❖ 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

Legal framework

Regulatory Reform (Fire Safety) Order 2005

Further guidance

Fire Safety Risk Assessment - Educational Premises (HMG 2006)

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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Free Entitlement (15hr & 30hr) Policy

Free early learning gives children the best start in life. The experience of learning and playing with other children in a safe and structured environment will enable children to make a smooth transition to primary school.

15 Hours Universal Eligibility

To ensure all children have access to Early Years provision, all 3 and 4 year olds are entitled to 15 hours (Universal) per week of free nursery education for 38 weeks of the year from the term following their third birthday. From April 2024 eligible families are also entitled to 15 hours per week for 2 year olds.

Extended 30 Hours Free Entitlement

The government only entitles parents/legal guardians who meet the eligibility requirements (e.g. income requirements) to the Extended 30 Hours Free Entitlement. If you are eligible, you will need to apply for and obtain a 30 hours code via your Childcare Service Account. Regulation requires us to validate your 30 hours code with the local authority using your child's date of birth, 30 hours code and National Insurance Number. We will ask for your 30 hours validation code and national insurance number when you register. By providing this information, you are giving us consent to validate your 30 hours code.

If you wish your child to attend for additional hours you will be charged according to our rates (£9.50 per hour for a 2yr old or £8.50 an hour for 3yr+)

From September 2025 eligible families will be entitled to 30 hours of free entitlement for 2 year olds.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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Eligibility Age

Children who are 3 between	Will become eligible for funding from
1 April and 31 August	September
1 September and 31 December	January
1 January and 31 March	April

What Natural Nurture Nursery Offers

You can choose to use your free entitlement during term time only (38 weeks per year).

Free Entitlement Session Times

Free Entitlement sessions are available in three hourly slots; funded hours cannot be accrued in a piecemeal way but are offered in specific sessions only. At Natural Nurture you can choose to use funded hours 9am-12pm (one 3 hour session) or 9am-3pm (one 6 hour session).

Farm Gear options

There are two options available to you regarding Farm Gear;

- ❖ You pay £150 when registering with the nursery which is also part of the contribution to the Farm Gear that the nursery supplies. As your child grows we will put them in larger sizes with no additional charge.
- ❖ You bring in your own Farm Gear (see below on what is required) at no cost however due to Environmental Health policies this gear must stay on the farm at all times.

Farm Gear is to consist of;

1. Waterproof and Windproof Trousers and Coat
2. Wellington boots
3. Fleece

Further FE information

Further information can be found [here](#)

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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Health and Safety Policy

Policy Statement

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

Legal Framework

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

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

Aims and objectives

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

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

- ❖ Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces
- ❖ Establish and maintain safe working practices amongst staff and children

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

Practices in place

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

- ❖ Ensures all entrances and exits from the building, including fire exits are clearly identifiable, free from obstruction and easily opened from the inside
- ❖ Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- ❖ Ensures that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out
- ❖ Has the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- ❖ Ensures that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- ❖ Ensure there are suitable hygienic changing facilities (see infection control policy)
- ❖ Prohibits smoking/vaping on the nursery premises
- ❖ Prohibits any contractor from working on the premises without prior discussion with the officer in charge
- ❖ Encourages children to manage risks safely and prohibits running inside the premises unless in designated areas
- ❖ Risk assesses all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- ❖ Ensures all cleaning materials are placed out of the reach of children and kept in their original containers
- ❖ Ensures staff wear protective clothing when cooking or serving food
- ❖ Prohibits certain foods that may relate to children's allergies, e.g. nuts are not allowed in the nursery
- ❖ Follows the EU Food Information for Food Consumers Regulations (EU FIC) by identifying the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed
- ❖ Familiarises all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- ❖ Provides appropriately stocked first aid boxes and check their contents regularly
- ❖ Ensures children are supervised at all times
- ❖ Takes all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors
- ❖ Ensures no student or volunteer is left unsupervised at any time
- ❖ Ensures staff paediatric first aid certificates or a list of staff who hold a current PFA certificate are on display (and/or made available to parents).

Responsibilities

The designated Health and Safety Officer in the nursery is **Tracey Poulton** (Owner)

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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The employer has overall and final responsibility for this policy being carried out at:

Pear Tree Farm, West Chiltington Lane, Billingshurst, W.Sussex, RH14 9DP

The nursery manager and deputy nursery manager will be responsible in her absence.

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

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

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

Health and Safety Training

Person responsible for monitoring staff training is **Ciara Little**

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

Area	Training Required	Who
Paediatric First Aid	Course	All Nursery Assistants
Dealing with blood	In house training	All staff
Safeguarding / Child Protections	In house training / Course	All staff
Risk Assessment	In house training	All staff
Fire Safety Procedures	In house training	All staff
Use of fire extinguisher	In house training / Course	All staff where possible

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Food hygiene	In house training / Course	All staff
Allergy Awareness	In house training / Course	All Staff
Manual Handling	In house training / Course	All Staff
Changing of nappies	In house training	All Staff
Fire Warden duties	External course	Fire Wardens
Medication requiring technical or medical knowledge eg Epi-Pen	External course	As required
SENCO	External course	As required
Supervision and appraisal	External course	Manager

At present at least one member of staff on the premises and available at times when children are present MUST hold a full paediatric first aid (PFA) certificate in the nursery and must accompany children on outings. The certificate must be for a full 12 hour course consistent with the criteria set out in Annex A of the EYFS, 2021. This must be renewed every three years and the emergency PFA course is taken face to face.

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

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

Health & Safety Arrangements

- ❖ All staff are responsible for general health and safety in the nursery
- ❖ Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources, cleaning equipment, legionella and lone working

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ These are reviewed at regular intervals and when arrangements change
- ❖ All equipment, rooms and outdoor areas are checked thoroughly by staff before children access them or the area. These checks are recorded and initialled by the staff responsible. Unsafe areas are made safe where possible or the area is not used to promote the safety of children. In these cases the manager will be notified immediately
- ❖ We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water
- ❖ We adhere to the Control Of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises
- ❖ We identify and assess any water sources at risk of legionella, and manage these risks including avoiding stagnant water
- ❖ To continue to be included in the ratio requirements the certificate must be renewed every three years.
- ❖ All staff and students receive appropriate training in all areas of health and safety which includes risk assessments, manual handling, fire safety and emergency evacuation procedures. We may also use benefit risk assessments for particular activities and resources for children
- ❖ We have a clear **accident policy** to follow in the case of any person in the nursery suffering injury from an accident or incident
- ❖ We have a clear **fire safety policy** and procedure, which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is shared with all staff, students, parents and visitors to the nursery
- ❖ We review accident and incident records to identify any patterns/hazardous areas
- ❖ All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Staff and parents receive these updates, as with all policy changes, as and when they happen
- ❖ We welcome feedback from staff and parents. They are able to contribute to any policy through informal discussions, the suggestion scheme and/or during regular meetings held at nursery.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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Healthy Eating and Food Policy

Policy statement

Natural Nurture Nursery regards snack and meal times as an important part of the nursery day. Eating represents a social time for children and adults and mealtimes are opportunities for children to learn about healthy eating. We promote healthy eating at snack and meal times.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Procedures

- ❖ Before a child starts at the nursery, we find out from parents their dietary needs and preferences, including any allergies.
- ❖ We record information about each child's dietary needs in their Admission Information and parents sign to say that it is correct.
- ❖ We regularly consult with parents to ensure that our records of their children's dietary needs, including any allergies, are up-to-date. Parents sign the updated record to say that it is correct and inform parents/carers that there is a child in the setting with an allergy/allergies and which food/s will cause a reaction.
- ❖ We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- ❖ We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- ❖ Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.

We follow these procedures to promote healthy and safe eating in our nursery:

Mealtimes

- ❖ We organise meal and snack times so that they are social occasions in which all children and staff participate.
- ❖ During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged
- ❖ We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- ❖ Staff support children to make healthy choices and understand the need for healthy eating
- ❖ Children who refuse to eat at the mealtime are offered food later in the day
- ❖ Children are given time to eat at their own pace and not rushed
- ❖ No child is ever left alone when eating/drinking to minimise the risk of choking

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ We do allow parents to bring in cakes on special occasions. We ensure that all food brought in from parents meets the above and health and safety requirements and ingredients that are listed within the Food Information for Consumers (FIR) 2014 and detailed in the allergens policy and procedure
- ❖ All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years
- ❖ In the very unlikely event of any food poisoning affecting three or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

Storage and Preparation of Food

- ❖ Food is stored and prepared in accordance with guidelines set out by Environmental Health.

Health and Safety for Healthy Eating

- ❖ We ensure that the kitchen area is clean – and that all utensils and equipment are cleaned regularly.
- ❖ Aprons, used exclusively for baking and cooking activities, are provided whenever food is being prepared.
- ❖ All children using utensils or equipment for cooking or baking are closely supervised.
- ❖ A safe storage area, out of children's reach, is used to keep sharp knives, cleaning materials, etc.
- ❖ Children do not have unsupervised access to the kitchen area.
- ❖ A risk assessment of the kitchen area has been carried out to minimise the risk to children and staff during food preparation.

Health Eating and the Nursery Curriculum

We make the most of opportunities to use food to enrich the Nursery Curriculum in the following ways:

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- ❖ Introducing foods from other parts of the world introduces tastes and smells found in exotic places and can develop knowledge and understanding of the world and the rich variety of cultures within it.
- ❖ Food provides a fun and tasty way of introducing shapes, textures, fractions and lots of mathematical language.
- ❖ We enjoy stories, poems, songs, rhymes and reference books about food.
- ❖ We grow and eat food from our nursery garden.
- ❖ We talk about the importance of a balanced diet including lots of healthy foods to keep ourselves fit, healthy and enable us to grow.
- ❖ We use some food items during creative play to explore textures, colours, shapes, printing, etc.
- ❖ We encourage exploring food to develop sensory perception (taste, smell, texture, sound, shape, colour) and associated language.

Further guidance

- [Nutrition Matters for the Early Years](#) (Public Health)

Other Policies of Use:

- [Packed Lunch Policy](#)

Illness and Infection Control Policy.

Policy Statement

It is the nursery policy to encourage and promote good health and hygiene for all the children in our care. This includes monitoring the children for signs and symptoms of communicable diseases such as Covid-19, Chickenpox, Measles, Mumps, Rubella, Meningitis, Hepatitis, Diarrhoea, Vomiting and Fevers of 101°F/38.5°C or over.

Should your child be unwell or sick before the start of the nursery session, we would kindly ask you not to bring your child to nursery. Nursery is an environment for well children, and not suitable for a child who is unwell. This policy has been made with the best interests of the unwell child and all other children in mind.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Sick Child Policy

- ❖ With the welfare of the sick child in mind and in the interests of the remaining children in the nursery, if in the opinion of the staff, a child is ill, then the parent/carer will be contacted and requested to collect him/her as soon as possible.
- ❖ We will endeavour to do all we can to comfort and reassure your child by taking them to a quiet place to rest whilst they are waiting to be collected. The staff must be convinced that the child has returned to good health before re-admitting him/her.
- ❖ Parents will be contacted and asked to collect their child as soon as possible.
- ❖ In the event of us being unable to contact parents, emergency contacts will be called.
- ❖ If a child is unwell at nursery an illness record form will be completed and the parent/carer will be asked to sign it on the collection of their child.
- ❖ A record of why a child was sent home will always be kept.
- ❖ We ask all parents to be honest with us as it is imperative that we are informed if a child has been given any medication before arriving at nursery or if he/she is taking medication on a regular basis.
- ❖ Any child on prescribed medication will be admitted to nursery in accordance with the medication policy.

Serious Accident or Illness

- ❖ In the case of a serious accident or illness occurring then the parent/carer will be contacted immediately, and the appropriate action taken.
- ❖ In the unlikely event of the parent not being available the Nursery Manager will assume charge and if necessary take the child to hospital along with all relevant details. (See [Accident and Incident Policy](#))

Infection Control Procedures

- ❖ Parents will be informed of any contagious diseases and any risk to pregnant women will be highlighted.
- ❖ In the event of a child or adult suffering from a notifiable disease e.g. Covid-19, meningitis, or in the case of food poisoning affecting three or more children,

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Ofsted, the Health Protection Agency and/or Environmental Health Officer will be informed and advice sought.

Hepatitis / HIV / AIDS

- ❖ Confidentiality in disclosure of all conditions will be respected.
- ❖ The nursery expects that all relevant medical history be disclosed
- ❖ If any staff member believes that anyone in the setting has had blood to blood/bodily fluid contact with a carrier of Hepatitis/HIV they should seek medical advice immediately

Cleaning up Blood and High Risk Bodily Fluids

- ❖ Spillages must be dealt with, quickly and effectively
- ❖ Protective gloves and aprons must be worn
- ❖ Organic matter is cleaned up with disposal towels and/or cardboard and disposed of in the correct waste bin
- ❖ Care must be taken to isolate the area until it is cleaned
- ❖ External surfaces must be washed down with plenty of water
- ❖ Other surfaces must be washed with detergent and water and disposable cloths
- ❖ Surfaces must be rinsed and dried thoroughly
- ❖ Buckets/bowls are cleaned in fresh, hot soapy water and dried
- ❖ All protective clothing and other waste should be sealed in a plastic bag and disposed of in the correct waste bin

Cleaning up Low-Risk Bodily Fluids

- ❖ Protective gloves and aprons must be worn
- ❖ Cover urine/faeces/vomit with paper towels or similar
- ❖ Clear up as high-risk fluids as above

Staff Sickness

- ❖ If a staff member is sick, the exclusion periods for relevant illnesses apply

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- ❖ The staff member will discuss with the Management Team their wellness to return to work
- ❖ It is staff member's responsibility to recognise and report changes in their own health and to prioritise the health and safety of the children in their care

Outbreaks of Diarrhoea and Vomiting

- ❖ The on call doctor at the Health Protection Agency will be contacted
- ❖ If reported cases become more frequent, Environmental Health will be contacted
- ❖ All parents will be informed
- ❖ All parents will be asked to collect samples and to take them to their GP for testing
- ❖ All equipment in the nursery will be deep cleaned
- ❖ Any staff returning after being unwell are to be kept away from food preparation for an additional 24 hours

Exclusion Procedure for Illness / Communicable Disease

The minimum exclusion periods are shown below.

Disease / Illness	Exclusion and notes
Antibiotics (Prescribed)	24Hr Exclusion Can only return when well
Athlete's Foot	None Athlete's foot is not a serious condition but treatment is recommended
Chicken Pox & Shingles	7 days from the onset of the rash, as long as the lesions have crusted over and child feels well
Cold Sores (herpes simplex)	None Avoid kissing and contact with the sores. Cold sores are generally mild and heal without treatment

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Conjunctivitis	Until treatment has begun or the eye appears normal again. If an outbreak/cluster occurs, consult your local HPT
Coronavirus (Covid-19) *	Children with a positive COVID-19 test result should try to stay at home and avoid contact with other people for 3 days, which is when they are most infectious.
Diarrhoea	48 hours from last episode of diarrhoea
Diphtheria*	Exclusion is essential. Always consult with your local HPT. Preventable by vaccination. Family contacts must be excluded until cleared to return by your local HPT.
Flu (influenza)	Until recovered Report outbreaks to your local HPT
Gastro-enteritis, Food Poisoning, Salmonellosis and dysentery	Minimum 48 hours. HPT contacted for advice
Glandular Fever	None
Hand, Foot & Mouth	Once the lesions have crusted over and the child feels well. Contact your local HPT if a large number of children are affected. Stricter exclusions may be considered in an outbreak.
Head & Body Lice	Until treatment has begun to contain live lice Treatment is only recommended when live lice are seen.
Hepatitis A*	Exclude until seven days after onset of jaundice (or 7 days after symptom onset if no jaundice) In an outbreak of hepatitis A, your local HPT will advise on control measures
Hepatitis B*, C* or HIV	None

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	Hepatitis B and C and HIV are blood borne viruses that are not infectious through casual contact. Contact your local HPT for more advice
Impetigo	Until lesions are crusted /healed or 48 hours after starting antibiotic treatment Antibiotic treatment speeds healing and reduces the infectious period.
Measles*	Exclusion until all clear from GP Preventable by vaccination (2 doses of MMR). Promote MMR for all pupils and staff. Pregnant staff contacts should seek prompt advice from their GP or midwife
Meningococcal (<i>al meningitis / septicaemia</i>) *	Until recovered Meningitis ACWY and B are preventable by vaccination (see national schedule). Your local HPT will advise on any action needed
Meningitis (<i>due to other bacteria</i>) *	Until recovered Hib and pneumococcal meningitis are preventable by vaccination Your local HPT will advise on any action needed
Meningitis (<i>viral</i>) *	None Milder illness than bacterial meningitis. Siblings and other close contacts of a case need not be excluded.
MRSA	None Good hygiene, particularly handwashing and environmental cleaning, are important to minimise spread. Contact your local HPT for more information
Mumps*	Excluded until full recovery is made Preventable by vaccination with 2 doses of MMR.
Plantar Warts	No exclusion. Should be treated and covered

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Poliomyelitis	Until declared free from infection by the appropriate public health official
Ringworm	None once under treatment Treatment is needed
Rubella (German measles)	4 days from the onset of the rash and child feels well Preventable by vaccination with 2 doses of MMR. Pregnant staff contacts should seek prompt advice from their GP or midwife
Scabies	Excluded until all clear from GP Household and close contacts require treatment at the same time.
Scarlet Fever & Streptococcal Infection	Excluded until appropriate medical treatment has been given and in no case for less than 3 days from the start of treatment. A person is infectious for 2-3 weeks if antibiotics are not administered. In the event of two or more suspected cases, please contact your local HPT
Slapped Cheek (Fifth Disease/ Parvovirus B19)	Kept away from nursery until well. Pregnant contacts of case should consult with their GP or midwife
Temperature	Will be sent home and excluded until temperature has returned to normal level for a period of 24 hours without the need for medication
Thread worms	None Treatment recommended for child & household
Tonsillitis	None There are many causes, but most cases are due to viruses and do not need an

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	antibiotic treatment
Tuberculosis (TB)	Until declared free from infection by the appropriate public health official. Always consult your local HPT BEFORE disseminating information to staff/parents/carers Only pulmonary (lung) TB is infectious to others. Needs close, prolonged contact to spread
Typhoid Fever	Until declared free from infection by the appropriate public health official.
Vomiting	48 hour exclusion after last episode
Warts and Verrucae	None Verrucae should be covered in swimming pools, gyms and changing rooms
Whooping Cough (pertussis) *	Two days from starting antibiotic treatment, or 21 days from onset of symptoms if no antibiotics Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. Your local HPT will organise any contact tracing

*Note: If an outbreak occurs, the exclusion period may be extended on the advice of Health Protection Agency.

The Nursery Manager has a duty to think about the majority over the minority and for that reason if your child has an infectious illness or poses a risk of contamination to other children due to their illness being contagious, we reserve the right to exclude the child from nursery until they are well.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Natural Nurture
— NATURAL NURTURE NURSERY —

Inclusion and Equality inc. Discrimination

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals (Birth to 5 Matters, 2021).

Statement of intent

At Natural Nurture Nursery we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all staff, children and families according to their individual needs. Discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation has no place within our nursery.

A commitment to implementing our inclusion and equality policy is part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Nursery owner or Nursery Manager

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at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, the nursery's disciplinary policy will be followed.

The legal framework for this policy is based on:

- ❖ Special Education Needs and Disabilities Code of Practice 2015
- ❖ Children and Families Act 2014
- ❖ Equality Act 2010
- ❖ Childcare Act 2006
- ❖ Children Act 2004
- ❖ Care Standards Act 2002
- ❖ Special Educational Needs and Disability Act 2001.

The nursery and staff are committed to:

- ❖ Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- ❖ Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued
- ❖ Providing a childcare place, wherever possible, for children who may have special educational needs and/or disabilities or are deemed disadvantaged according to their individual circumstances
- ❖ Making reasonable adjustments for children with special educational needs and disabilities to remove barriers and improve access for all
- ❖ Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- ❖ Providing a secure environment in which all our families are listened to, children can flourish and all contributions are valued

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- ❖ Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- ❖ Providing positive non-stereotypical information
- ❖ Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- ❖ Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- ❖ Making inclusion a thread, which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see below in [dealing with discriminatory behaviour](#)).

Admissions/service provision

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. Shortlisting will be done by more than one person where possible.

All members of the selection group are committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms are sent out along with a copy of the equal opportunities monitoring form. Application forms do not include questions that potentially discriminate on the grounds specified in the statement of intent.

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Vacancies are generally advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.

At the interview, no questions are posed which potentially discriminate on the grounds specified in the statement of intent. All candidates are asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates are given the opportunity to receive feedback on the reasons why they were not successful.

We may ask questions (Under the Equality Act 2010) prior to offering someone employment in the following circumstances:

- ❖ To establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- ❖ To establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- ❖ To monitor diversity in the range of people applying for work
- ❖ To take positive action towards a particular group – for example offering a guaranteed interview scheme
- ❖ You require someone with a particular disability because of an occupational requirement for the job.

The national College for Teaching and Leadership provides further guidance specific to working with children, which we follow:

Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.

People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.

Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

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Staff

It is our policy not to discriminate in the treatment of individuals. All staff are expected to cooperate with the implementation, monitoring and improvement of this and other policies. They are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Training

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy. The nursery strives towards the provision of inclusion, equality and diversity training for all staff on a biennial basis.

Early learning framework

We follow the Early Years Foundation Stage and ensure that all learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. Our curriculum encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- ❖ Identifying a key person to each child who will ensure that each child's care is tailored to meet their individual needs and continuously observe, assess and plan for their learning and development
- ❖ Listening to children (verbally and non-verbally) and making children feel included, valued and good about themselves
- ❖ Ensuring that we know what each child knows and "can do" and have equal access to tailored early learning and play opportunities
- ❖ Reflecting the widest possible range of communities in the choice of resources
- ❖ Avoiding stereotypical or derogatory images in the selection of materials
- ❖ Acknowledging and celebrating a wide range of religions, beliefs and festivals
- ❖ Creating an environment of mutual respect and empathy

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- ❖ Supporting children to talk about their feelings and those of others, manage emotions and develop empathy
- ❖ Helping children to understand that discriminatory behaviour and remarks are unacceptable
- ❖ Knowing children well, being able to meet their needs and know when they require further support
- ❖ Ensuring that all early learning opportunities offered are inclusive of children with special educational needs and/or disabilities and children from disadvantaged backgrounds
- ❖ Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning.
- ❖ Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- ❖ Ensuring the medical, cultural and dietary needs of all children are met
- ❖ Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

Parent Information and Meetings

Information about the nursery, its activities, experiences, resources are shared with parents as well as information about their child's development. This is given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings are arranged to give all families opportunities to attend and share information about their child.

We also consult with parents regularly about the running of the nursery and ask them to contribute their ideas

Dealing with Discriminatory Behaviour

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

Definition and legal framework

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Types of discrimination

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

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

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

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

Examples of discriminatory behaviour are:

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

Our procedures

We tackle discrimination by:

- ❖ Providing inclusive early years practice where all staff are able to identify, understand and break down barriers to participation and belonging and create an ethos of equality
- ❖ Consistently promoting the **British Values** of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs to all practitioners, children and families in the setting. We value diversity and celebrate differences in children and families
- ❖ Providing training and support around this subject to support staffs understanding and confidence in challenging discriminatory practice
- ❖ Challenging any observed instances of inequalities, discrimination and prejudice as they arise in play, conversation, books or other contexts from practitioners, children and families and follow this policy, as outlines below, to ensure that discriminatory behaviours against the protected characteristics are not tolerated within our setting
- ❖ Ensuring all children and families have a sense of belonging and they can see themselves and their families identity reflected in the setting

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour, stereotyping, bias or bullying taking place in person or via an online arena
- ❖ Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members
- ❖ Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery
- ❖ Ensuring any online bullying or discriminatory behaviour is tackled immediately
- ❖ Informing: the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- ❖ Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see the policy on disciplinary procedures).

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

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

Nursery staff

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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

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

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

Access & Storage inc Document Retention

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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At Natural Nurture we have an open access policy in relation to accessing information about the nursery and parents' own children. This policy is subject to the laws relating to data protection and document retention and should be used in conjunction with the Data protection and confidentiality policy and the GDPR privacy notice.

Parents are welcome to view the policies and procedures of the nursery, which govern the way in which the nursery operates. These may be viewed at any time when the nursery is open, simply by asking the nursery manager or our full policy documents will be available to parents at all times on the nursery website.

The nursery manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these.

Parents are also welcome to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed in the office or [here](#). All parent, child and staff information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

The nursery's records and documentation that are required to be kept and stored by current legislation are performed in accordance with minimum legal archiving requirements. We currently archive these records for at least 24 years to ensure we are covered for any child protection concerns.

Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our [Privacy Notice](#).

If Parents have a specific deletion or retention request regarding any data that we hold, please raise a query in writing and we will respond formally to your request.

Document Retention

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

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

We keep records for the purpose of maintaining our business. These include:

- ❖ Records pertaining to our registration.
- ❖ Financial records pertaining to income and expenditure
- ❖ Risk assessments
- ❖ Employment records of staff including their name, home address and telephone number.
- ❖ Name, address and telephone number of anyone else who is regularly in unsupervised contact with the children.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records. These confidential records are maintained with regard to the framework of the [Data Protection Act \(1998\)](#) and the [Human Rights Act \(1998\)](#).

This policy and procedure is taken in conjunction with the [Confidentiality Policy](#).

Procedures

- ❖ All records are the responsibility of the Nursery Manager and Office Manager, who ensure they are kept securely.
- ❖ All records are kept in an orderly way in files and filing is kept up-to-date.

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- ❖ Financial records are kept up-to-date for audit purposes
- ❖ Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- ❖ Our Ofsted registration certificate is displayed.
- ❖ Our Public Liability insurance certificate is displayed
- ❖ All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any change:

- ❖ In the address of our premises;
- ❖ To the premises which may affect the space available to children and the quality of childcare available to them;
- ❖ Our name and address and contact information
- ❖ To the person managing the setting (Nursery Manager)
- ❖ Any significant event which is likely to affect our suitability to look after children; or
- ❖ Any other event as detailed in the Early Years Foundation Stage (EYFS)

Children's Records

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

1) Developmental Records

- ❖ These include observations of children in the nursery, photographs, video clips and summary developmental records

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- ❖ These are kept online using FAMILY and can be accessed and contributed to by staff and the child's parents.

2) Personal Records

- ❖ These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- ❖ Child's development, health and well-being – including a summary only of the child's EYFS profile report
- ❖ Early Support – including any additional focused intervention provided by our setting (e.g. support for behaviour, language or development that needs an Individual Plan) and records of any meetings held
- ❖ Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding any Children we care for.
- ❖ Correspondence and Reports – including a copy of the child's 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- ❖ These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which is secure in the office. Electronic

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copies of these files are only accessible by the Nursery Manager, Office Manager and Owner of the Nursery and require a password to view.

- ❖ We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being the Nursery Manager, Deputy Managers, Designated Safeguarding Children Officer, SENCO, the child's key person, or other staff as authorised by the Nursery Manager
- ❖ We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at
- ❖ Parents have access, in accordance with our Confidentiality Policy, to the files and records of their own children, but do not have access to information about any other child
- ❖ Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs
- ❖ We retain children's records until after the next Ofsted inspection

3) Other Records

- ❖ We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
- ❖ Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- ❖ Students are advised of our Confidentiality Policy and are required to respect it.

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Retention Period of Records

We will adhere to the following legal requirements on retention periods for records and as per the advice given by the Pre-School Learning Alliance. Below is a brief overview of the information we keep and for how long. This policy should be used in conjunction with the above Access and Storage of Information policy, the [Data Protection and Confidentiality policy](#) and the [Privacy Notice](#). In addition, we will endeavour to follow the recommended guidelines where possible and practical

Children's records

Until the child reaches the age of 21 - or until the child reaches the age of 25 for child protection records, SEND records and health care plans..

Records relating to individual children e.g. care plans, speech and language referral forms

Until the child reaches the age of 25

Accidents and pre-existing injuries

If relevant to child protection we will keep these until the child reaches 25 years old.

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

Safeguarding Records and Cause for Concern forms

We will keep until the child has reached 25 years old.

Records of any reportable death, injury, disease or dangerous occurrence (for children)

As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records until the child reaches the age of 22 years.

Records of any reportable death, injury, disease or dangerous occurrence (for staff) –

3 years

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Observation, planning and assessment records of children

We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it.

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

Personnel files and training records (including disciplinary records and working time records)

7 years

Visitors/signing in book

Up to 24 years as part of the child protection trail.

[Please see Document Retention Periods here.](#)

Intimate Care Policy inc Nappy Changing

Intimate Care Statement

At Natural Nurture 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.

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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, wherever possible, by the child's key person with the exception of first aid treatment which must be carried out by a qualified first aider.

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

- ❖ Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works and who is caring for their child
- ❖ Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change
- ❖ Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks
- ❖ Training all staff in the appropriate methods for nappy changing and intimate care routines and arranging specialist training where required, i.e paediatric first aid training, specialist medical support.
- ❖ Ensuring that no child is ever left unattended during the nappy changing time
- ❖ Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted; and that students only change nappies with the support and close supervision of a qualified member of staff
- ❖ Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to nappy changing and intimate care routines

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- ❖ Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use
- ❖ Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- ❖ Working closely with parents on all aspects of the child's care and education as laid out in the [Parent and Carers as Partners Policy](#). This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- ❖ Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the [Safeguarding/ Child protection policy](#)
- ❖ Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappies will be changed or intimate routines behind closed doors
- ❖ Cameras, tablets and mobile phones are not permitted within toilet and intimate care areas
- ❖ Operating a [whistleblowing policy](#) to help staff raise any concerns relating to their peers or managers and helping staff develop confidence in raising concerns as they arise in order to safeguard the children in the nursery
- ❖ Conducting working practice observations of all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes all intimate care routines

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- ❖ Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

Nappy Changing Policy Statement

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

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

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

Procedures

- ❖ All staff are responsible for changing nappies and managing toileting accidents in their designated group.
- ❖ Use a new disposable apron and pair of gloves for each nappy change and always wash hands before and after using gloves
- ❖ Clean disinfect and dry mats thoroughly after each nappy change
- ❖ Ensure they have all the equipment they need before each nappy change
- ❖ Keep nappy bags, gloves and aprons out of reach of babies and children.
- ❖ Nappies are changed usually after snack, lunch and before pick up and on an as needed basis.

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- ❖ Parents are responsible for providing a pack of nappies, wipes, nappy bags and any creams to accommodate their child's daily needs. These are to be labelled clearly. Parents will be notified when supplies are running low.
- ❖ The nursery will keep an extra supply of nappies to use when required at an extra fee of 50p a nappy.
- ❖ Nappy changing should take place in a clean, warm area within sight and/or hearing of other staff but not other children.
- ❖ At Natural Nurture, parents should be aware that nappy changing may happen outside, but always with the child's comfort as a priority.
- ❖ All staff ensure that nappy changing is relaxed and a time to promote independence.
- ❖ Children are encouraged to take an interest in using the toilet and are allowed to go whenever they wish.
- ❖ They are encouraged to wash their hands and have soap and towels to hand.
- ❖ All staff are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'.
- ❖ Nappies are disposed of hygienically. All nappies and wipes are bagged and put in the appropriate bins. The bins are emptied daily in the setting and more regularly if required. Any soiled clothing is bagged and given back to the parents.
- ❖ On occasions, all children may need support and encouragement with toileting. Staff may also need to refer to this policy in dealing with accidents where children have not got to the toilet in time or when they have not been able to manage by themselves.



- ❖ As with nappy changing, when helping with toileting, staff are always in sight and/or hearing of another member of staff.
- ❖ All staff are responsible for checking nappies on a regular basis NB If young children are left in wet or soiled nappies/pull-ups in the setting this may constitute neglect and will be a disciplinary matter.
- ❖ If a Key Person is absent, the Nursery Manager ensures that a substitute staff member well known to the child has the responsibility for nappy checking and changing.

Reusable Nappies

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

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

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

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Key Person Policy

Policy statement

At Natural Nurture Nursery we believe that having a Key Person for each child will help them settle into nursery and make them feel more secure. A Key Person has special responsibility for a small number of children: giving them reassurance, enabling them to feel safe and cared for, and building relationships with their parents.

The Key Person will:

- ❖ Help children to become familiar with the setting and to feel confident and safe within it

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- ❖ Develop a genuine bond with their key children and offer a settled, close relationship
- ❖ Meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour
- ❖ Talk to parents to get to know and understand each child
- ❖ Take responsibility for the child's learning journey: carrying out observations of the child and recording these using a secure online assessment tool (Famly), which parents can access. Progress is shared and discussed regularly with parents and more formal reports are produced termly.
- ❖ Plan and implement next steps to support the learning and development of each child in their care, feeding these into weekly and termly planning.

The outcomes of having a Key Person are:

- ❖ Children become more independent by being able to rely upon adults for reassurance and comfort.
- ❖ Children will feel as confident and self-assured, as they are in their own home with family and familiar carers.
- ❖ Children feel happy and secure with a familiar person, giving them confidence to explore and try out new things and move towards independence.

Time with a Key Person

- ❖ Natural Nature Nursery offers daycare provision, which may mean that children are not with their Key Person at all times in an 8am – 5pm day, or portion thereof. Allocation of a Key Person will be decided at point of admission on the basis of who is staffing the setting on the days on which the child attends, so

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that the child and Key Person have maximum time together, particularly during their statutory funded hours in line with the requirements of the EYFS. We also take into account any natural bond the child may have with a member of staff.

- ❖ Children engage with other adults throughout the day but will register with their Key Person at the start and end of each day where possible, allowing parental concerns to be discussed and the child's day reported.
- ❖ Parents must be aware that changing their child's days at the nursery could mean a change of Key Person for their child.

Key Person Responsibilities

- ❖ Ensuring they are available to be the first point of contact for parents to discuss key children.
- ❖ Reporting to parents either face-to-face or through email (info@naturalnurture.org) or via [Family](#).
- ❖ Disseminating information about key children to other staff members and the Nursery Manager where appropriate.
- ❖ Assessing children in line with the [EYFS](#) and planning opportunities to do so.
- ❖ Planning next steps for children to meet personal milestones.
- ❖ Creating reports for parents more formally on a termly basis.
- ❖ Keeping children's developmental records, ordered, dated and current.

If the Key Person is absent

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Each child is allocated a backup Key Person to act as Key Person for the period of absence. The Nursery Manager may also take on some of the Key Person responsibilities for this period to ensure that there is no change in the key children's level of care and comfort and that assessment and reporting arrangements continue as normal.

Local Offer

1. How does the early years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

Throughout your child's time at the setting, observations are made on their developmental progress. These observations highlight any areas that the child may be struggling with, which can sometimes mean that they need extra help.

If this is the case, we talk to you as a parent discussing our observations. We may seek permission to allow a professional in that area to observe your child and determine whether he/she needs more specific help.

We hold parent meetings throughout the year to discuss your child's development but we are also available to speak to throughout your child's time at the setting. If you think your child may have special educational needs we follow the same process as above. We keep an open dialogue throughout, ensuring you are up to date with anything that we or another professional does.

We are not a specialist nursery for special education but we strive to make our setting inclusive to all.

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2. How will early years setting staff support my child?

Our education programme is based on activities your child is attracted to, and enhanced and extended by the staff. Your child is allocated a key worker who will work alongside parents and professionals supporting their learning and development.

At the setting we have an Inclusion Coordinator (INCO) who supports each child's extra needs, working with key workers and parents to develop an Individual Plan (IP) to help each child reach their next steps. The INCO and key worker will inform you of your child's development and may suggest additional professional help that your child might benefit from. They will also offer parental support with ideas of activities or games to do at home to support your child's learning.

3. How will the curriculum be matched to my child's needs?

Using observations recorded by key workers, and children's interests, the curriculum is planned to provide activities that build upon the skills and knowledge already possessed by the children.

For those with special needs or gifted and talented, an Individual Plan is put in place to ensure that the curriculum is adapted and differentiated to help your child to develop and learn. This may be through using simple tools for an activity or changing the environment where the activity is to take place. Using learning journals as part of our observation, assessment and planning process we are able to highlight areas to focus on.

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

Throughout the year we hold parent meetings with your child's key worker to discuss your child's learning and development although you are invited to speak to your child's key worker at any time. There will be opportunities to talk with any specialists who observe your child about their progress and development.

Through observations nursery staff know how well your child is developing and progressing towards the Early Learning Goals. By talking to your child's key worker you will be able to determine the level your child should be at and how you can help them achieve this.

You have the opportunity to add to your child's Learning Journal through a secure password protected online page. There, you will be able to see all observations and photos

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taken of your child. Through the Online Learning Journal as well as within parent meetings, you are encouraged to give examples of progress and achievements seen at home and suggest next steps and activities to support your child's development.

We plan in the future to provide parents with home activity packs, containing resources to build on your child's learning. During parent meetings and via our Family App, we suggest ideas and examples of how to support your child's development in the home environment.

We currently don't offer any parent training or learning events but aim to offer these in the future.

5. What support will there be for my child's overall well being?

All of our staff are qualified first aiders with a designated first aider on duty each day. We ask parents to fill out a care plan, if needed, before starting with us so that we are able to provide any extra care your child needs.

Only a qualified first aider is allowed to administer medicine that has been signed in and prescribed by a doctor or pharmacist.

We ensure that your child is taught how to wash their hands correctly and learns about personal hygiene. We do this through singing songs about how we wash our hands, as well as demonstrating to all the children. All staff support toileting and independence is encouraged. Our on site toilets are fully compostable, ensuring that we further reduce our mark on the land. Nappies are changed on an as and when needed basis.

We view children holistically and recognise the importance of diet and exercise in promoting health and well-being.

Our 33 acre site and outdoor-based curriculum allows plenty of scope for fresh air and exercise. We also focus on increasing strength and body control with opportunities for climbing, and managing diverse terrain. For children with reduced mobility, we tailor-make programmes to support their physical development and adapt the physical elements of the curriculum to make them as inclusive as possible.

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

We work alongside other professionals including speech and language therapists, and health visitors.

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We currently do not have any specialist staff working on our team.

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

The Nursery Manager has had training on 'Including all children', 'The Role of INCO' and is also our trained Inclusion Officer.

We plan to send staff members on training about the autistic spectrum.

All staff have had basic training in health and safety, safeguarding and risk assessment. Prior to starting with us each member of staff is checked against the disclosure and barring service at an enhanced level.

8. How will my child be included in activities outside the early years setting including school trips?

All our activities are currently held on site. Most of our activities are accessible to all abilities or adaptable. Some forest activities may not be available to those with mobility difficulties (e.g. tree climbing), though alternatives will be on offer.

Using each child's Learning Journal we are able to determine which activities are appropriate and accessible to each individual child. We select activities with the needs and abilities of our children in mind. If particular children would not be able to access or benefit from a particular event, we would seek an educationally equivalent alternative option.

9. How accessible is the early years setting environment? (indoors and outdoors)

As our setting is part of a 33-acre farm, we regret that currently we are not fully wheelchair accessible. We encourage parents to visit in order to assess the suitability of the environment and invite suggestions for any adaptations that we could make to increase accessibility, on a case-by-case basis.

For those who have English as an additional language we provide a range of dual language books and signs in each child's home language alongside ones in English to help children and adults to know where everything is. If any forms need to be translated, we try our best to use translating services to translate all information correctly.

We are hoping to be able to offer visual support within our environment and some staff members have attended Makaton training.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting/school?

To help settle your child into our nursery, we offer settle-in sessions. Upon signing up to Natural Nurture you are sent a settling-in book with pictures of staff, animals and activities that we get up to here at the setting.

Transitioning to school, children have the opportunity to visit their school, in the term before they start to familiarise them with the environment. We have strong links with local primary schools, which will visit the setting from time to time on farm visits, allowing your children to get to know the staff and other pupils.

When your child leaves our setting, their school (or new setting) will receive your child's Learning Journal with all their development progress recorded in it. If there is any contact with other professionals during your child's time at our setting, this information will also be passed to the new school.

Through liaising with the new school or setting, we ensure that your child has a smooth transition to their new environment. This is done through face-to-face meetings and telephone calls. We make sure that the school or setting are ready for your child by providing all the necessary information that they need and telling them about your child's likes and dislikes as well as any particular worries they have about the transition to school, and ways to best comfort and reassure them.

11. How are the early years settings resources allocated and matched to children's special educational needs?

Any funding received for special educational needs is used to enhance the setting through providing new equipment, creating easier access to the environment and/or bringing in new resources to support learning. Individual funding such as the Early Years Pupil Premium (EYPP) will be used to support that specific individual during their time in the setting, through new equipment, resources and staff to support their learning.

12. How is the decision made about what type and how much support my child will receive?

Through meetings with you as the parent and our Inclusion Coordinator, we will discuss what is an appropriate type of support and how it will be delivered by the setting. As part of this we will set up an Individual Plan (IP) that is developed to suit your child's needs and monitored and reviewed regularly.

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13. How are parents involved in the early years setting? How can I be involved?

Parents' views and opinions are highly valued at the setting. Through our Online Learning Journals you are able to add and comment on your child's observations through your own secure account 24/7. Through this you are able to make suggestions about next steps and activities, which you think may help your child's developmental progress.

Staff are available to talk to and discuss ideas for planning, throughout your child's time at the setting.

We hold parent consultations throughout the year, with a chance to speak to your child's key worker at any point.

We encourage parent feedback, so that we are able to continuously improve the service that we provide and uphold our high standards of care. This is currently done through parent questionnaires but we do have an open door policy so if you ever have a concern please head into the office and speak with the Operations Manager.

14. Who can I contact for further information?

If you are considering this setting for your child and would like to learn about other support services, arrange a visit or require further information, please contact the Nursery via phone 01403 885 363 or email info@naturalnurture.org

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Lone Working Policy

At Natural Nurture we aim to ensure that no member of the team is left alone within the nursery or within the hub 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, carrying out cleaning or maintenance at the settings and staff operating outside operating hours.

Some other examples of when lone working is deemed as acceptable are below:

1. A group of children have finished getting ready in their outdoor clothing and are ready to go outside with a member of staff whilst other children are still getting ready. 1 staff member can supervise this group to access the outdoor area as it will be for a very short period of time and the staff member has full contact with all staff through our walkie-talkie system.
2. A small group of children would like to explore a different part of the farm (e.g. visit the pigs, or feed the chickens) whilst a larger group of children are engaged in activities elsewhere on the farm. 1 staff member can supervise a small group of children to access this alternative area as they have full contact with all staff through our walkie-talkie system.

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3. If numbers are below the ratio in one area of the farm then an existing member of that area can cover in another area if needed which may leave a lone person.

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

Lone working will only occur if:

- ❖ Other members of staff are within calling distance (or contactable via the walkie-talkie system) if the staff member requires assistance.
- ❖ The numbers of children are within ratio and appropriate
- ❖ That each member of staff required to work alone has the required qualification/training and/or skills for the role; e.g. holds a level 3 qualification, paediatric first aid, safeguarding and child protection training and basic food hygiene
- ❖ That staff members working alone are competent in their role and confident to carry out any safety procedures
- ❖ Any lone workers will be checked on regularly by managers/senior staff and other staff will regularly check in with lone workers through the walkie talkies.
- ❖ Our Walkie Talkie communication system ensures that even when lone working, staff are able to communicate at all times.
- ❖ Lone working should only ever happen for short periods of time.
- ❖ All lone working situations will be assessed on an individual basis and risk assessed based on the staff and children involved, ensuring that legal ratios across the farm are maintained at all times.

It is the responsibility of both the employee and their manager to

- ❖ Identify the hazards and minimise the risks of working alone.
- ❖ Ensure ratios are maintained
- ❖ Ensure there is someone to call on in an emergency if required
- ❖ To ensure the lone workers radio is turned on and tested prior to working alone
- ❖ Report any concerns working alone to the management as soon as practicably possible.

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It is the nursery owner's responsibility

- ❖ To ensure that there is always another member of staff on site (nursery or farm staff) at all times so that no member of staff is left alone on the farm whilst caring for children at any time.
- ❖ That farm staff are to have radios on until 5pm and be ready to respond to a call from nursery staff until that time.

If a member of staff is not comfortable working alone with the children they need to let the manager or office manager know so that alternative arrangements can be made ensuring that they never work alone with children.

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Lost Child Policy

Policy statement

This policy aims to ensure that on the rare occasion a child were to go missing during the course of a session at Natural Nurture Nursery, appropriate action is taken to locate the child and the relevant people notified.

We take all reasonable steps to ensure the safety of children on the premises, we only release children into the care of individuals who have been notified us by the parent and have safety systems in place (child locks on all farm gates, automated main gate, CCTV, etc) to ensure that children do not leave the premises unsupervised

Who is Responsible?

All members of staff have a responsibility to ensure the safety and security of the children in the setting and to ensure that they have accurate information regarding who is attending the setting on any given day and who is to be collected. It is the responsibility of the Nursery Manager to ensure that all children on the register are accounted for.

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, when the child was last seen and where
- ❖ The nursery manager will be informed immediately and all staff present will be informed via the Walkie Talkie. Some staff will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children so they remain supervised, calm and supported throughout
- ❖ The manager will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted.

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- ❖ A second search of the area will be carried out, opening up the area, keeping in touch with mobile phone or radio. Staff are responsible for searching different sections of the farm so that ground is covered quickly.
- ❖ During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- ❖ The manager will meet the police and parents
- ❖ The manager will then await instructions from the police
- ❖ In the unlikely event that the child is not found the nursery will follow the local authority and police procedure
- ❖ Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- ❖ Ofsted will be contacted and informed of the incidents
- ❖ With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- ❖ In any cases with media attention staff will not speak to any media representatives
- ❖ Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this recurring being reduced

Procedures to prevent children being lost from the setting

- ❖ Registers are kept up to date and arrangements are in place for the immediate recording of the arrivals and departures of children.
- ❖ Children are taken out in small groups and each adult has the responsibility for their close supervision.
- ❖ Agreed boundaries are set out and often demarcated.
- ❖ Children are reminded of the boundaries and are constantly checked and counted to ensure they are not straying beyond.
- ❖ Staff have procedures for calling all the children to them straight away and practice this regularly.
- ❖ Children are encouraged to look after each other and notify adults if they think a child is not close enough to the rest of the group.

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- ❖ An agreed policy is in place to ensure that no unauthorised adult is able to collect a child ([Arrival and Departure Policy](#)) even if the child recognises and is happy to go with the adult that arrives for him or her.
- ❖ Visitors to the site are closely monitored with a sign in/sign out system and in the case of users of the public footpath, CCTV.

Procedures when there is a Parent Event on the Farm

- ❖ Electric Gates to be manned throughout the event with a designated person in attendance at all times
- ❖ Parents register to be in place to sign over responsibility for their children. Safety briefing to be given to all parents - this will also be included once they have registered to attend to reiterate they are in charge of their child
- ❖ A small number of children without parents to be left with nursery staff, teachers to be allocated their children and responsible for them until their official pick up time when parents collect them
- ❖ A logistics officer to ensure if any events happen unexpectedly that the ratios and systems are kept in place
- ❖ All cars to be parked up at the top of the drive and the middle gate securely locked, allowing two systems of shut gates.

Managing Extreme Weather Policy

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



At Natural Nurture Nursery we have an extreme weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves. If any of these impact on the ability of the nursery to open or operate, we will contact parents via the Family app.

Flood

In case of a flood, we will follow our Critical incident policy to enable all children and staff to be safe and plan for continuity of care.

Snow or other severe weather

If high snowfall, or other severe weather conditions, is threatened during a nursery day then the Natural Nurture staff will decide whether or not 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 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 group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all options have been 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

We are committed to ensuring that all children are fully protected from the dangers of too much sun and UV rays as severe sunburn in childhood can lead to the development of malignant melanoma in later life.

Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun and find the right balance to protect children from sunburn by following the NHS guidance. The benefits are discussed with parents and their wishes followed with regard to clothing, hats and sun cream.

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

- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires

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design to provide additional protection i.e. with an extended back and side to shield children's neck and ears from the sun.

- Children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date. Sun cream containing nut-based ingredients will not be allowed in the setting.
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs.
- Children's safety and welfare in hot weather is the nursery's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided.
- Staff will make day-to-day decisions about the length of time spent outside and ensure most time is spent in the shaded areas.
- Shaded areas are provided to ensure children are able to go out in hot weather, cool down or escape the sun should they wish or need to.
- Children will need to have sun cream applied before arriving to the nursery and this will then be reapplied after lunch by staff.
- Children are encouraged to drink water more frequently throughout sunny or warm days and this will be accessible 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.
- All staff members will work with the parents to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, e.g. Black and/or Asian colouring.

High Winds

In the case of high winds/storms staff will continually risk assess the areas of the farm, avoiding spaces with lots of trees or risk of flying objects. Indoor spaces can be used during all or part of the day as required to ensure children's and staff safety. All trees on the farm are continually assessed by our tree surgeon with work carried out as a priority.

Vitamin D

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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 bodies create vitamin D from direct sunlight on our skin when we are outdoors. Most people make enough vitamin D from being out in the sun daily for short periods with their hands or other body parts uncovered.

Manual Handling Policy

Policy statement

At Natural Nurture we recognise that there are times when staff need to carry out manual handling especially in relation to lifting babies and young children. Staff must all be aware and adhere to the nursery's manual handling policy to prevent/minimise any injuries that can result from poor manual handling. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



We know that lifting and carrying babies and young 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 Procedures

- ❖ 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

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be at particularly 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
- ❖ Ensure lighting is 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 baby/child on your hip, carry them directly in front of you in order to balance their weight equally
- ❖ Wherever possible, avoid carrying the baby/child a long distance
- ❖ Where a baby is young and is unable to hold onto you, ensure you support them fully within your arms

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ Avoid carrying anything else when carrying a baby/child. Make two journeys or ask a colleague to assist you
- ❖ If a baby/child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the baby/child before continuing
- ❖ Students and pregnant staff members will not carry babies/children.

Position for lifting

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 a Baby/Child Or Load

- ❖ Move the feet, keeping the baby/child or load close to the body
- ❖ Proceed carefully, making sure that you can see where you are going
- ❖ Lower the baby/child or load, reversing the procedure for lifting
- ❖ Avoid crushing fingers or toes as you put the baby/child or load down
- ❖ If you are carrying a load, position and secure it after putting it down
- ❖ Make sure that the baby/child or load is rested on a stable base and in the case of the baby/child ensure their safety in this new position

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ 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

Legal Framework

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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Health and Safety at Work Act 1974

Management of Health and Safety at Work Regulations 1992

Manual Handling Operations Regulations 1992 (as amended 2004)

Other Policies of Use: Behaviour Management Policy

Medication Policy

Policy statement

At Natural Nurture we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see [sickness and illness](#) and [infection control policies](#)). 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.

In many cases, it is possible for a child's GP to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the nursery.

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If a child has not had medication before, it is our policy that the parent keeps the child at home for the first 24 hours to ensure no adverse effect, as well as to give time for the medication to take effect. This statement also applies to all children on antibiotics.

Medication prescribed by a doctor, dentist, nurse or pharmacist

- ❖ 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 with their instructions printed in English
- ❖ 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:
 1. 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
 2. 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
 3. 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 senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the

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prescribed time and in the prescribed form. (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 (*these will not usually be administered*)

- ❖ The nursery will not administer any non-prescription medication containing aspirin
- ❖ The nursery will only administer non-prescription medication for a short initial period, depending 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
- ❖ On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given a specific type of liquid paracetamol or anti-histamine in particular circumstances such as an increase in the child’s temperature or a wasp or bee sting. This form will state the dose to be given, the circumstances in which this can be given e.g. the temperature increase of their child, the specific brand name or type of non-prescription medication and a signed statement to say that this may be administered in an emergency if the nursery CANNOT contact the parent
- ❖ An emergency nursery supply of fever relief (e.g. Calpol) and antihistamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date
- ❖ 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,

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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 (where appropriate). 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.

Injections, pessaries, suppositories

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication.

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 feel unwell and cannot 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 to care for children they must inform their line manager and seek medical advice. *The nursery manager/person's line

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manager/registered provider 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 securely out of reach of the children, at all times. It must not be kept in the first aid box and should be labelled with the name of the member of staff.

Storage of medicines

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.

Allergies

- ❖ If a child has an allergy for which they carry adrenalin injections, a procedure for storing and carrying these medicines is discussed with parents and put in place.
- ❖ Staff will have training on the signs and symptoms of anaphylaxis and training on how to administer an adrenaline injection.
- ❖ Parents are responsible for ensuring that any adrenalin pens kept at the nursery are in date and new ones are supplied when the use by date is reached.

Children who have long-term medical conditions and who may require ongoing medication

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ A risk assessment is carried out for each child with long-term medical conditions that require ongoing medication. This is the responsibility of the Manager alongside the Key Person. Other medical or social care personnel may need to be involved in the risk assessment.
- ❖ Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- ❖ For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs for staff is part of the risk assessment.
- ❖ The risk assessment includes vigorous activities and any other nursery activity that may give cause for concern regarding an individual child's health needs.
- ❖ The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought if necessary, where there are concerns.
- ❖ A health care plan for the child is drawn up with the parent; outlining the Key Person's role, and information must be shared with other staff who care for the child.
- ❖ The health care plan should include measures to be taken in an emergency.
- ❖ The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- ❖ Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Legal framework

Medicines Act (1968)

Further guidance

'Supporting Pupils at School with Medical Conditions'

Other useful Pre-school Learning Alliance publications

Register and Outings Record (2018)

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Mobile Phone/ Electronic Device Policy (inc Photo & Video)

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

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

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

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, smartwatches and/or Fitbits during working hours.

We use one mobile phone supplied by the nursery only to provide a means of contact in certain circumstances such as opening the farm gate when no-one is in the office.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



This policy should be used in conjunction with our online safety and acceptable IT use policies, to ensure children are kept safe when using the nursery devices online.

Staff must adhere to the following:

- ❖ Mobile phones/smartwatches/Fitbits are either turned off or on silent and not accessed during your working hours
- ❖ Mobile phones/smartwatches/Fitbits can only be used on a designated break and then this must be away from the children
- ❖ Mobile phones/smartwatches/Fitbits should be stored safely in the phone lockbox in the office at all times during the hours of your working day
- ❖ The use of nursery devices, such as tablets, must only be used for nursery purposes
- ❖ Any apps downloaded onto nursery devices must be done only by management. This will ensure only age and content appropriate apps are accessible to staff, or children using them
- ❖ Passwords/passcodes for nursery devices must not be shared or written down, and will be changed regularly
- ❖ Only nursery owned devices will be used to take photographs or film videos
- ❖ Nursery devices will not be taken home with staff and will remain secure at the setting when not in use.

Parents' use of mobile phones and smartwatches

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

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

Visitors' use of mobile phones and smartwatches

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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Visitors are not permitted to use their mobile phones or smart watches whilst at nursery and are asked to leave them in a safe secure place/nursery office for the duration of their visit. The only exception is if outside activity providers require their device to play music e.g Sing and Sign or Music Bus, or VMA Dance or similar companies we might have visit. These do change.

Photographs and videos

At Natural Nurture we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings (including CCTV) 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 (via our Family app). We will obtain this permission when each child is registered.

We ask for individual permissions for photographs and video recordings for a range of purposes including: use in the child's learning journey; for display purposes; for promotion materials including our nursery website, brochure and the local press; and for security in relation to CCTV and the different social media platforms we use.

Photographs and videos will not be taken in areas where intimate care routines are carried out.

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

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

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

During special events, e.g. Christmas or leaving parties, staff may produce group photographs to distribute to parents on request. In this case we will gain individual permission for each child before the event. This will ensure all photographs taken are in line with parental choice. We ask that photos of events such as Christmas parties are not posted on any social media websites/areas without permission from parents of all the children included in the picture.

Photos / Videos for Online Learning Journals

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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At Natural Nurture we use tablets on the farm to take photos of the children and record these on to their electronic learning journeys. We ensure that these devices are used for this purpose only.

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

No Smoking/Vaping, Alcohol and Drugs Policy

No Smoking / Vaping Policy statement

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

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

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

Procedures

All staff, parents and volunteers are made aware of our no-smoking policy.

- ❖ We display no-smoking signs.
- ❖ The no-smoking policy is stated in our information materials for parents.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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- ❖ Staff who smoke, do not do so during working hours. Unless on a break, out of sight of children, and off the premises.
- ❖ Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

We respect that smoking/vaping is a personal choice, although as an organisation we support healthy lifestyles. We follow Public Health England advice and aim to help staff and parents to stop smoking/vaping by providing details of the NHS quit smoking helpline - <https://www.nhs.uk/better-health/quit-smoking/>

Alcohol and Substance Misuse Policy

At Natural Nurture we are committed to taking all necessary steps to keep children safe and well. 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 them.

This policy is in line with the Health and Safety at Work Act 1974 and The Misuse of Drugs Act 1971. This should be read in conjunction with the [Safeguarding and Child Protection Policy](#), [Staff disciplinary Policy](#) and [Suitability of Staff Policy](#).

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. Staff can still be under the influence of alcohol the day after the night before and staff should be aware of this, ensuring this is not the case when starting work.

If they are a parent the nursery manager/designated safeguarding officer will judge if the parent is suitable to care for the child. This may involve calling 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. If anyone arrives at the nursery in a car under the influence of alcohol the police will be contacted.

Substance Misuse

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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 manager/designated safeguarding lead will judge if the parent is suitable to care for the child. This may involve calling 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.

The nursery manager 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 medication that may affect their ability to care for children, they must seek medical advice and inform the nursery manager as soon as possible to arrange for a risk assessment to take place. This will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after the children properly.

Any medication on the premises is stored securely, and out of reach of children, at all times.

If there are concerns around a member of staff who may have a drug or alcohol problem, but there is no evidence

If the nursery suspects there may be an issue with drugs or alcohol (either from observations, including poor performance, changes in behaviour and/or sickness; and/or staff feedback but there is no evidence that it is happening during working hours or that they are arriving at work under the influence of drugs or alcohol a meeting will be held with the member of staff and manager to investigate the health concerns.

Support and referral to appropriate services may be offered to the staff member, if this is considered appropriate.

Confidentiality will be maintained at all times.

The staff member will be reminded of the disciplinary procedures that will apply if they attend work under the influence of drugs or alcohol.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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 the 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.

Your child's safety is our main concern and as such this will determine the course of action taken.

Packed Lunch Policy

Policy Statement

Good nutrition in childhood can help to prevent a variety of health problems, both in the short term and later in life. There is increasing concern that many children are consuming too much fat, sugar and salt and too little fibre, fruit and vegetables. Packed lunches can contribute to almost a third of a child's weekly food intake and therefore need to be balanced and nutritious.

Therefore a Packed Lunch policy has been introduced to the nursery to:

- ❖ Make a positive contribution to children's health and healthy schools status
- ❖ To encourage a happier and calmer population of children

We will;

- ❖ Provide children bringing packed lunches, with plates, cups and cutlery.
- ❖ We ensure children sit with each other to eat their lunch so that the mealtime is a social occasion for all.
- ❖ We ensure that fresh drinking water is available at all times.
- ❖ We will work with parents to ensure that packed lunches meet the standards listed below.

Guidance for Preparing Packed Lunches

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Packed lunches should include:

- ❖ At least one portion of fruit and one portion of vegetables every day.
- ❖ Meat, fish or other source of non-dairy protein (e.g. lentils, kidney beans, chickpeas, hummus (sesame free), falafel every day.
- ❖ Oily fish, such as salmon, at least once every three weeks.
- ❖ A starchy food such as any type of bread, pasta, rice, couscous, noodles, potatoes or other types of cereals every day.
- ❖ Dairy food such as milk, cheese, yoghurt, fromage frais or custard everyday.
- ❖ Only water, still or sparkling, fruit juice, milk, yoghurt or milk drinks and smoothies.

Packed lunches should NOT include:

- ❖ Snacks such as crisps (alternatives include: seeds, vegetables and fruit -with no added salt, sugar or fat, savoury crackers or bread sticks served with fruit, vegetables or dairy food).
- ❖ Confectionery: such as chocolate bars, chocolate-coated biscuits and sweets. Cakes or biscuits can be included but encourage your child to eat these only as part of a balanced meal.
- ❖ Pastry/Meat Products: these are high in fat and should only be occasional.
- ❖ Nuts or nut products (although these can be very healthy) because of the danger to other children with allergies.
- ❖ Products containing sesame such as hummus.
- ❖ Fizzy drinks: please do not send fizzy drinks into the nursery. Consult labels and try to avoid very sugary drinks e.g. fruit juice drinks where possible.
- ❖ Any foods which have been fried in oil.

Special diets

- ❖ We recognise that some pupils may have verified medical conditions requiring special diets that do not allow for the standards to be met exactly. In this case, parents are urged to be responsible in ensuring that packed lunches are as healthy as possible

Packed Lunch Containers

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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- ❖ As fridge space is not available at the nursery, parents/carers are kindly requested to bring packed lunches in insulated bags with freezer blocks, to keep food fresh.

Promotion of Healthy Packed Lunches

There will be ongoing promotion of the need to provide healthy packed lunches through;

- ❖ Home Learning Healthy Packed Lunch recipes posted on Famly.

Monitoring and Evaluation

- ❖ The nursery will carry out monitoring of packed lunch provision: if there are concerns over a child's food, nutritional intake and/or content of packed lunches, this can be addressed in a timely and sensitive manner. Ofsted are required to report on how the nursery promotes the personal development and wellbeing of all pupils: this may include food provision, including packed lunches brought into nursery.

Whilst eating, every child will be within sight and hearing of a suitably competent member of staff; there will always been a member of staff in the area with a valid paediatric first aid certificate.

Additional guidance and advice on providing healthy packed lunches is available from the [First Steps Nutrition Trust](#)

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Parent & Carers at Partners

Policy statement

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

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

Procedures

- ❖ Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery
- ❖ Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- ❖ Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers
- ❖ Ensure nursery documentation and communications are provided in different formats to suit each parent's needs, e.g. Braille, multi-lingual, electronic communications
- ❖ Ensure that all parents are aware of the nursery's policies and procedures. A detailed [Parent Prospectus/Handbook](#) will be provided and our full policy documents will be available to parents at all times on the nursery website.
- ❖ Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- ❖ Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training, where required
- ❖ Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through daily posts via the Famly App and in our [Parent Handbook](#)
- ❖ Operate a key person system to enable parents to establish a close, working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the name of the key person of their child and their role when the child starts and updates as they transition through the setting
- ❖ Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parent / Key worker meetings are held at least twice a year and on an as needed basis. The nursery consults with parents about the times of meetings to avoid excluding anyone
- ❖ Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form via the Famly App.
- ❖ Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation
- ❖ Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities
- ❖ Inform all parents of the systems for registering queries, [compliments](#), [complaints](#) or suggestions, and to check that these systems are understood by parents

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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- ❖ Make sure all parents have access to our written complaints procedure
- ❖ Share information about the **Early Years Foundation Stage**, young children's learning in the nursery, how parents can further support learning at home and where they can access further information
- ❖ Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- ❖ Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- ❖ Inform parents how the nursery supports children with **Special Educational Needs and Disabilities**
- ❖ Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and staff development.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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Prevent Duty Policy

This policy is prepared using the following publications;

Gov "Revised Prevent duty guidance:for England and Wales (April 2021)"

Gov "Keeping children safe in schools (September 2021)"

DfE "Working Together to Safeguard Children (2018)"

Policy Statement

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

What is Extremism – the Prevent Duty

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

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

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



What is Radicalism?

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is seen as part of Natural Nurture Nursery's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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

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

Constant Practice and Procedure

At Natural Nurture Nursery it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. All the nursery staff, particularly the staff who work directly with the children are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

What we are looking for?

- ❖ Changes in family behaviour e.g a sudden disrespectful attitude towards other, isolating themselves from family & friends

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- ❖ Changes in the children's behaviour, eg aggression towards others
- ❖ Comments made by a child which may cause concern, e.g. commenting on what their mummy or daddy has said, talking about fighting for "the cause" etc
- ❖ Comments made by family members, e.g about certain faiths, beliefs, cultures, with an unwillingness or inability to discuss their views.
- ❖ Any other signs that family members may be showing extremism.

Protecting children from the risk of radicalisation should be seen as the Natural Nurture's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel program (see appendix one for further information on Channel)

What we do to eliminate extremism and support acceptance at Natural Nurture

We support children through the teaching of personal, social and emotional skills and development and enable children to be accepting and tolerant of others views and beliefs whilst challenging constructively what they disagree with. We do this by:

- ❖ Working through disagreements with their peers over resource sharing, activity choosing and role taking
- ❖ Role modelling desired behaviours and mannerisms
- ❖ Talking about feelings and opinions
- ❖ Celebrating all faiths and beliefs
- ❖ Supporting British Values (see [British Values policy](#))

We will also...

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- ❖ Train all staff to understand what is meant by the Prevent Duty and radicalisation
- ❖ Ensure staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- ❖ Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- ❖ Use the Government document [Prevent Duty Guidance for England and Wales](#).

Procedure for reporting concerns

- ❖ If a member of staff has a concern about a particular child they should follow the nursery's normal safeguarding procedures, including discussing with the nursery's designated safeguarding lead.
- ❖ If the child is not in immediate danger they should call 101 (the non emergency police phone number) and ask to speak to the Sussex Police Prevent Team. They can talk to you in confidence about your concerns and help you gain access to support and advice. Also, they can advise if this would be a case for Channel or email them at prevent@sussex.pnn.police.uk
- ❖ If the child is in immediate danger they should call 999
- ❖ The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.
- ❖ Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk

British Values

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We are an inclusive setting and our ethos and curriculum enables children to be independent learners, to make choices and to build strong relationships with their peers and all adults.

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

Our aim is to promote British values by providing a wide range of resources and activities that reflect and value the diversity of children's experiences and actively challenge gender, cultural and racial stereotyping. We also aim to support children to gain an understanding of people, families and communities beyond their own immediate experience. We would challenge children, staff or parents who expressed opinions contrary to fundamental British values.

Democracy: Making Decisions together

We respect, listen to and act on children's and parent's voices.

We will:

- ❖ Encourage children to see their role in the larger community
- ❖ Value theirs and each others views
- ❖ Talk about their personal feelings
- ❖ Let them know their view counts
- ❖ Support the decisions the children make and provide activities that involve turn taking, sharing and collaboration.
- ❖ Give them opportunities to develop enquiring minds in an atmosphere where questions are valued.

Promoting Democracy – everyone has a voice and is listened to;

- ❖ In group times we listen to their ideas and implement them in planning
- ❖ Using thoughtful questions and comments we encourage children to listen to each others ideas and work together as a team
- ❖ We teach children to work together, the older children help the younger children

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- ❖ We plan group times where children learn to listen, take turns and value contributions from others
- ❖ We offer opportunities for children to share stories from their home life and on topics that are important to them.
- ❖ Children have the freedom to choose resources and activities during free play

The Rule of Law: Understanding that rules matter

As part of the focus in PSED on managing feelings and behaviour, we will:

- ❖ Ensure that children understand their own and others behaviour and its consequences.
- ❖ Support children to distinguish right from wrong.
- ❖ Collaborate with children to create the rules and codes of behaviour.
- ❖ We use positive strategies to encourage good behaviour and comment on how proud we are of their achievements and how proud they must be.
- ❖ We allow children to take well managed risks such as completing an obstacle course and encourage them to be proud of their achievements.
- ❖ We talk about our feelings and plan activities to help children name and recognise them.
- ❖ We allow children to develop self knowledge eg All About Me where they can explore how we look, similarities and differences by extending own play, by encouraging and by being constantly challenged.
- ❖ Children are encouraged to take responsibility for daily routine activities, they are encouraged to tidy up, clean, and look after things, this promotes self-esteem and self-confidence, building upon skills for late life.
- ❖ We celebrate different cultures, religions and backgrounds, supporting knowledge and understanding of each child's individual backgrounds and promoting a wider community.

Mutual Respect and tolerance: treat others as you want to be treated

As part of the focus on People & Communities, Managing Feelings & Behaviour and Making Relationships as cited in PSED and Understanding the World. We will;

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- ❖ Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- ❖ Ensure children acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- ❖ Encourage and explain the importance of tolerant behaviours such as sharing and respecting others opinions
- ❖ Promote diverse attitudes and challenge stereotypes
- ❖ Promoting Mutual Respect and Tolerance
- ❖ We respect children's decisions and support their own decision making process.
- ❖ We teach children to be kind, helpful and respectful of others
- ❖ We teach children about the world around them and use the seasons, weather, food, music, and special days to plan meaningful learning experiences
- ❖ We celebrate festivals and mark special days from the world around us.
- ❖ We encourage children, parents, farm hands and visitors to share their knowledge on different cultures, religions and backgrounds to support the development of each child's understanding and acceptance of others beliefs.

Appendix one

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

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Channel is available at:

<https://www.gov.uk/government/publications/channel-guidance>

Privacy Notice

What is the purpose of this document?

The Natural Nurture is committed to protecting the privacy and security of your personal information.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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This privacy notice describes how the Nursery collects and uses personal information about employees of the Nursery (“Employees”), children attending the Nursery (“Child” or “Children”) and the parents of the Children (“Parents”) (known collectively as “You” or “Your”), in accordance with the General Data Protection Regulation (GDPR).

The Nursery, Natural Nurture Nursery, is a “data controller”. This means that we are responsible for deciding how we hold and use personal information about You. We are required under data protection legislation to notify You of the information contained in this privacy notice.

This notice applies to Employees, Children and Parents. This notice does not form part of any contract of employment or other contract to provide services. We may update this notice at any time but if we do so, we will provide You with an updated copy of this notice as soon as reasonably practicable.

It is important that Employees, Children and Parents read and retain this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about You, so that You are aware of how and why we are using such information and what Your rights are under the data protection legislation.

Data Protection Principles

We will comply with data protection law. This says that the personal information we hold about You must be:

1. Used lawfully, fairly and in a transparent way.
2. Collected only for valid purposes that we have clearly explained to You and not used in any way that is incompatible with those purposes.
3. Relevant to the purposes we have told You about and limited only to those purposes.
4. Accurate and kept up to date.
5. Kept only as long as necessary for the purposes we have told You about.
6. Kept securely.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



The Kind Of Information We Hold About You

Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data).

There are “special categories” of more sensitive personal data which require a higher level of protection, such as information about a person’s health or sexual orientation.

Employees

We will collect, store, and use the following categories of personal information about Employees:

- ❖ Personal contact details such as name, title, addresses, telephone numbers, and personal email addresses.
- ❖ Date of birth.
- ❖ Gender.
- ❖ Marital status and dependents.
- ❖ Next of kin and emergency contact information.
- ❖ National Insurance number.
- ❖ Bank account details, payroll records and tax status information.
- ❖ Salary, annual leave, pension and benefits information.
- ❖ Start date and, if different, the date of an Employee’s continuous employment.
- ❖ Location of employment or workplace.
- ❖ Copy of driving licence (where applicable).
- ❖ Recruitment information (including copies of right to work documentation, references and other information included in a CV or cover letter or as part of the application process).
- ❖ Employment records (including job titles, work history, working hours, holidays, training records and professional memberships).
- ❖ Personnel files and training records including performance information, disciplinary and grievance information, and working time records.
- ❖ Information about your use of our information and communications systems.
- ❖ Records of any reportable death, injury, disease or dangerous occurrence.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



We may also collect, store and use the following “special categories” of more sensitive personal information:

- ❖ Information about an Employee’s race or ethnicity.
- ❖ Information about an Employee’s health, including any medical condition, accident, health and sickness records, including:
- ❖ Where an Employee leaves employment and under any share plan operated by a group company the reason for leaving is determined to be ill-health, injury or disability, the records relating to that decision;
- ❖ Details of any absences (other than holidays) from work including time on statutory parental leave and sick leave; and
- ❖ Where an Employee leaves employment and the reason for leaving is related to their health, information about that condition needed for pensions and permanent health insurance purposes.

Children

We will collect, store, and use the following categories of personal information about Children:

- ❖ Name
- ❖ Date of birth
- ❖ Home address
- ❖ Dietary requirements
- ❖ Attendance information
- ❖ Emergency contact should Parents be unavailable and the emergency contact’s contact details
- ❖ Observations about the Child’s development whilst at the Nursery from Employees of the Nursery, specific examples of the Child’s progress, photographs demonstrating the Child’s development whilst at the Nursery, and personal details of the Child (e.g. their date of birth) (“Progress Report”)
- ❖ Records relating to individual Children e.g. care plans, common assessment frameworks, speech and language referral forms
- ❖ Accidents and pre-existing injuries forms

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- ❖ Records of any reportable death, injury, disease or dangerous occurrence
- ❖ Observation, planning and assessment records of Children

We may also collect, store and use the following “special categories” of more sensitive personal information:

- ❖ Information about a Child’s race or ethnicity, spoken language and nationality.
- ❖ Information about a Child’s health, including any medical condition, health and sickness records.
- ❖ Information about a Child’s accident or incident reports including reports of pre-existing injuries.
- ❖ • Information about a Child’s incident forms / child protection referral forms / child protection case details / reports.

Parents:

We will collect, store, and use the following categories of personal information about Parents:

- ❖ Name
- ❖ Home address
- ❖ Telephone numbers, and personal email addresses.
- ❖ National Insurance number.
- ❖ Bank account details.

We may also collect, store and use the following “special categories” of more sensitive personal information:

- ❖ Information about a Parent’s race or ethnicity, spoken language and nationality.
- ❖ Conversations with Parents where Employees of the Nursery deem it relevant to the prevention of radicalisation or other aspects of the government's Prevent strategy.

How Is Your Personal Information Collected?

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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Employees:

We collect personal information about Employees through the application and recruitment process, either directly from candidates or sometimes from an employment agency or background check provider. We may sometimes collect additional information from third parties including former employers, credit reference agencies or other background check agencies.

We will collect additional personal information in the course of job-related activities throughout the period of when an Employee works for us.

Children and Parents:

We collect personal information about Children and Parents from when the initial enquiry is made by the Parents, through the enrolment process and until the Children stop using the Nursery's services.

How We Will Use Information About You

We will only use Your personal information when the law allows us to. Most commonly, we will use Your personal information in the following circumstances:

1. Where we need to perform the contract we have entered into with You.
2. Where we need to comply with a legal obligation.
3. Where it is necessary for our legitimate interests (or those of a third party) and Your interests and fundamental rights do not override those interests.

We may also use Your personal information in the following situations, which are likely to be rare:

1. Where we need to protect Your interests (or someone else's interests).

Situations In Which We Will Use Employee Personal Information

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



We need all the categories of information in the list above (see Employee section within the Paragraph entitled ‘[The Kind of Information We Hold About You](#)’) primarily to allow us to perform our contracts with Employees and to enable us to comply with legal obligations.

The situations in which we will process Employee personal information are listed below.

- ❖ Making a decision about an Employee’s recruitment or appointment.
- ❖ Checking an Employee is legally entitled to work in the UK. Paying an Employee and, if an Employee is an Employee or deemed Employee for tax purposes, deducting tax and National Insurance contributions (NICs).
- ❖ Providing any Employee benefits to Employees.
- ❖ Enrolling you in a pension arrangement in accordance with our statutory automatic enrolment duties.
- ❖ Liaising with the trustees or managers of a pension arrangement operated by a group company, your pension provider and any other provider of employee benefits.
- ❖ Administering the contract we have entered into with an Employee.
- ❖ Conducting performance and/or salary reviews, managing performance and determining performance requirements.
- ❖ Assessing qualifications for a particular job or task, including decisions about promotions.
- ❖ Gathering evidence for possible grievance or disciplinary hearings.
- ❖ Making decisions about an Employee’s continued employment, engagement.
- ❖ Making arrangements for the termination of our working relationship.
- ❖ Education, training and development requirements.
- ❖ Dealing with legal disputes involving Employees, including accidents at work.
- ❖ Ascertaining an Employee’s fitness to work.
- ❖ Managing sickness absence.
- ❖ Complying with health and safety obligations.
- ❖ To prevent fraud.
- ❖ To monitor your use of our information and communication systems to ensure compliance with our IT policies.

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- ❖ To ensure network and information security, including preventing unauthorised access to our computer and electronic communications systems and preventing malicious software distribution.
- ❖ Equal opportunities monitoring.

Some of the above grounds for processing will overlap and there may be several grounds which justify our use of an Employee's personal information.

Situations in which the Nursery will use personal information of Children

We need all the categories of information in the list above (see Children section within the Paragraph entitled '[The Kind of Information We Hold About You](#)') primarily to allow us to perform our obligations (including our legal obligations to Children).

The situations in which we will process personal information of Children are listed below.

- ❖ Upon consent from the Parents, Personal Data of Children will be shared with schools for progression into the next stage of their education.
- ❖ Personal information of Children will be shared with local authorities without the consent of Parents where there is a situation where child protection is necessary.
- ❖ The personal information of Children will be shared with local authorities without the consent of Parents for funding purposes.
- ❖ Ofsted will be allowed access to the Nursery's systems to review child protection records.
- ❖ To ensure we meet the needs of the Children
- ❖ To enable the appropriate funding to be received
- ❖ Report on a Child's progress whilst with the Nursery
- ❖ To check safeguarding records
- ❖ To check complaint records
- ❖ To check attendance patterns are recorded
- ❖ When a Child's Progress Report is given to its Parent in order for that Parent to pass the same Progress Report to a school for application or enrolment purposes

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Situations in which the Nursery will use personal information of Parents

We need all the categories of information in the list above (see Parents section within the Paragraph entitled ‘**The Kind of Information we Hold About You**’) primarily to allow us to perform our contracts with Parents and to enable us to comply with legal obligations.

The situations in which we will process personal information of Parents are listed below.

- ❖ The personal information of Parents will be shared with local authorities without the consent of Parents for funding purposes.
- ❖ To report on a Child’s attendance
- ❖ To be able to contact a Parent or a Child’s emergency contact about their Child
- ❖ To ensure nursery fees are paid

If Employees and Parents fail to provide personal information

If Employees and Parents fail to provide certain information when requested, we may not be able to perform the respective contracts we have entered into with Employees and Parents, or we may be prevented from complying with our respective legal obligations to Employees, Children and Parents.

Change of purpose

We will only use Your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use Your personal information for an unrelated purpose, we will notify the Employee, Child or Parent, as is appropriate in the circumstances, and we will explain the legal basis which allows us to do so.

Please note that we may process an Employee’s, a Child’s or a Parent’s personal information without their respective knowledge or consent, as relevant to the circumstances, in compliance with the above rules, where this is required or permitted by law.

How We Use Particularly Sensitive Personal Information

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



“Special categories” of particularly sensitive personal information require higher levels of protection. We need to have further justification for collecting, storing and using this type of personal information. We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data.

We may process special categories of personal information in the following circumstances:

1. In limited circumstances, with Employee or Parent explicit written consent.
2. Where we need to carry out our legal obligations or exercise rights in connection with Employee employment.
3. Where it is needed in the public interest, such as for equal opportunities monitoring or in relation to our occupational pension scheme.

Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is needed to protect an Employee, a Child or a Parents’ interests (or someone else’s interests) and the Employee, Child or Parent as is appropriate is not capable of giving consent, or where the Employee or Parent has already made the information public.

The Nursery’s Obligations as an Employer

We will use particularly sensitive personal information of Employees in the following ways:

- ❖ We will use information relating to leaves of absence, which may include sickness absence or family related leaves, to comply with employment and other laws.
- ❖ We will use information about the physical or mental health of an Employee, or their disability status, to ensure Employee health and safety in the workplace and to assess the fitness of Employees to work, to provide appropriate workplace adjustments, to monitor and manage sickness absence and to administer benefits including statutory maternity pay, statutory sick pay and pensions.
- ❖ We will use information about an Employee’s race or national or ethnic origin, religious, philosophical or moral beliefs, or an Employee’s sexual life or sexual orientation, to ensure meaningful equal opportunity monitoring and reporting.

Do we need Employee consent?

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



We do not need the consent of Employees if we use special categories of personal information in accordance with our written policy to carry out our legal obligations or exercise specific rights in the field of employment law. In limited circumstances, we may approach Employees for their written consent to allow us to process certain particularly sensitive data. If we do so, we will provide Employees with full details of the information that we would like and the reason we need it, so that Employees can carefully consider whether they wish to consent. Employees should be aware that it is not a condition of their contract with the nursery that they agree to any request for consent from us.

Information About Criminal Convictions

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where such processing is necessary to carry out our obligations and provided we do so in line with our data protection policy.

Less commonly, we may use information relating to criminal convictions where it is necessary in relation to legal claims, where it is necessary to protect the interests of You (or someone else's interests) and You are not capable of giving your consent, or where an Employee or a Parent, as is relevant to the circumstances, has already made the information public.

We envisage that we will hold information about criminal convictions.

We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so, which includes but is not limited to Disclosure and Barring Service ("DBS") checks. Where appropriate, we will collect information about criminal convictions as part of the recruitment process or we may be notified of such information directly by you in the course of you working for us.

We will use information about criminal convictions and offences in the following ways:

- ❖ To conduct a DBS check on each Employee, to record the date of the DBS check, the number of the DBS check and the name of the body conducting the DBS check.

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We are allowed to use your personal information in this way to carry out our obligations. We have in place an appropriate policy and safeguards which we are required by law to maintain when processing such data.

Automated Decision-Making

Automated decision-making takes place when an electronic system uses personal information to make a decision without human intervention. We are allowed to use automated decision-making in the following circumstances:

1. Where we have notified Employees or Parents of the decision and given the Employee of the Parent as is appropriate 21 days to request a reconsideration.
2. Where it is necessary to perform the contract with an Employee or a Parent and appropriate measures are in place to safeguard the Employee's, the Child's or the Parent's rights as is appropriate.
3. In limited circumstances, with explicit written consent from the Employee or the Parent, as is appropriate, and where appropriate measures are in place to safeguard Employee or Parent rights.

If we make an automated decision on the basis of any particularly sensitive personal information, we must have either explicit written consent from an Employee or a Parent as is appropriate, or it must be justified in the public interest, and we must also put in place appropriate measures to safeguard an Employee or a Parents rights as is relevant in the circumstances.

You will not be subject to decisions that will have a significant impact on You based solely on automated decision-making, unless we have a lawful basis for doing so and we have notified the Employee or the Parent as is appropriate in the circumstances.

Data Sharing

We may have to share Employee, Child or Parent data with third parties, including third-party service providers and other entities in the group.

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We require third parties to respect the security of Your data and to treat it in accordance with the law.

Why might the Nursery share Employee, Child or Parent personal information with third parties?

We will share Your personal information with third parties where required by law, where it is necessary to administer the working relationship with You or where we have another legitimate interest in doing so.

Which third-party service providers process my personal information?

"Third parties" includes third-party service providers (including contractors and designated agents), local authorities, regulatory bodies, schools and other entities within our group.

The following third-party service providers process personal information about you for the following purposes:

- ❖ Local Authorities – for funding and monitoring reasons (e.g. equal opportunities and uptake of funded hours)
- ❖ Regulatory bodies – for ensuring compliance and the safety and welfare of the children
- ❖ Schools – to provide a successful transition by ensuring information about the child's progress and current level of development and interests are shared
- ❖ Suppliers and service providers (e.g Family App and Funding Loop) – to enable them to provide the service we have contracted them for

We will share personal data regarding your participation in any pension arrangement operated by a group company with the trustees or scheme managers of the arrangement in connection with the administration of the arrangements.

How secure is my information with third-party service providers and other entities in our group?

All our third-party service providers and other entities in the group are required to take appropriate security measures to protect Your personal information in line with our policies. We do not allow our third-party service providers to use Your personal data for

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their own purposes. We only permit them to process Your personal data for specified purposes and in accordance with our instructions.

What about other third parties?

We may share Your personal information with other third parties, for example in the context of the possible sale or restructuring of the business. In this situation we will, so far as possible, share anonymised data with the other parties before the transaction completes. Once the transaction is completed, we will share Your personal data with the other parties if and to the extent required under the terms of the transaction.

We may also need to share Your personal information with a regulator or to otherwise comply with the law.

Data Retention

How long will you use my information for?

We will only retain Your personal information for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. Details of retention periods for different aspects of your personal information are available in our [retention policy](#). To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of Your personal data, the purposes for which we process Your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

In some circumstances we may anonymise Your personal information so that it can no longer be associated with You, in which case we may use such information without further notice to You. Once you are no longer an Employee, or a Child benefiting from the Nursery's services or a Parent, as is appropriate, we will retain and securely destroy your personal information in accordance with applicable laws and regulations.

Rights of Access, Correction, Erasure, and Restriction

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Your duty to inform us of changes

It is important that the personal information we hold about You is accurate and current. Please keep us informed if Your personal information changes during your working relationship with us.

Your rights in connection with personal information

Under certain circumstances, by law You have the right to:

- ❖ **Request access** to Your personal information (commonly known as a “data subject access request”). This enables You to receive a copy of the personal information we hold about You and to check that we are lawfully processing it.
- ❖ **Request correction** of the personal information that we hold about You. This enables You to have any incomplete or inaccurate information we hold about You corrected.
- ❖ **Request erasure** of your personal information. This enables Employees or Parents to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove Your personal information where You have exercised Your right to object to processing (see below).
- ❖ **Object to processing** of Your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about Your particular situation which makes You want to object to processing on this ground. You also have the right to object where we are processing Your personal information for direct marketing purposes.
- ❖ **Request the restriction of processing** of Your personal information. This enables Employees or Parents, as is appropriate, to ask us to suspend the processing of personal information about You for example if You want us to establish its accuracy or the reason for processing it.
- ❖ **Request the transfer** of Your personal information to another party.

If You want to review, verify, correct or request erasure of Your personal information, object to the processing of Your personal data, or request that we transfer a copy of Your personal information to another party, please contact the manager in writing.

No fee usually required

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You will not have to pay a fee to access Your personal information (or to exercise any of the other rights).

What we may need from You

We may need to request specific information from You to help us confirm your identity and ensure Your right to access the information (or to exercise any of Your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

Right to Withdraw Consent

In the limited circumstances where You may have provided Your consent to the collection, processing and transfer of Your personal information for a specific purpose, You have the right to withdraw Your consent for that specific processing at any time. To withdraw Your consent, please contact the manager or operations manager. Once we have received notification that You have withdrawn Your consent, we will no longer process Your information for the purpose or purposes You originally agreed to, unless we have another legitimate basis for doing so in law.

Changes To This Privacy Notice

We reserve the right to update this privacy notice at any time, and we will provide You with a new privacy notice when we make any substantial updates. We may also notify You in other ways from time to time about the processing of your personal information.

If you have any questions about this privacy notice, please contact Tracey Poulton (Owner) or Ciara Little (Operations Manager) at 01403 885 363 or email: info@naturalnurture.org

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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Promoting Positive Behaviour

Policy statement

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

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

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



To Support Positive Behaviour we aim to:

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

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

Our Promoting Positive Behaviour Procedure is:

- ❖ We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well being
- ❖ We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if 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 occasions where a child is displaying challenging/ distressed behaviour and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- ❖ We do not single out children or humiliate them in any way. Where children are displaying challenging behaviour they will, wherever possible, be distracted/redirected to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- ❖ Staff do not raise their voices (other than to keep children safe)
- ❖ In any case of challenging behaviour, we will always make it clear to the child/children in question that it is the behaviour and not the child that is unwelcome.
- ❖ We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- ❖ We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges the nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist

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- ❖ In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- ❖ We support children in developing non-aggressive strategies to enable them to express their feelings and emotions
- ❖ We keep confidential records on any behaviour that challenges that has taken place We inform parents and ask them to read and sign any incidents concerning their child
- ❖ Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager 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.

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

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

- ❖ Staff are encouraged to ensure that all children feel safe, happy and secure
- ❖ Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- ❖ Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- ❖ Staff will initiate games and activities with children when they feel play has become overly boisterous/aggressive
- ❖ We will ensure that this policy is available for staff and parents and it will be shared at least once a year to parents and staff

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- ❖ Staff and parents are also welcomed to review and comment on the policy and procedure
- ❖ If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery
- ❖ All concerns will be treated in the strictest confidence.

Anti-bullying

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

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

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

Legal Framework

Statutory Framework for the Early Years Foundation Stage 2021

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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Quality Assurance Policy

At Natural Nurture we are passionate about providing high quality care and education for all children. Natural Nurture Nursery provides care and education well beyond the norm to ensure that children in our care benefit from the highest standards. All staff are committed to creating stimulating outdoor environments in which your child can play, discover and develop all of the skills needed to become a confident, positive and well-rounded individual.

Why? Because your child deserves to be given the best possible start in life to enable them to reach their full potential.

Our staff have an excellent understanding of how children play and learn which is apparent in their high quality teaching and planning.

Children are at the heart of all that happens in this nurturing nursery. The rich enabling environment motivates them to initiate their own learning and develop highly positive skills in preparation for school.

Outstanding systems of self-evaluation and staff supervision contribute significantly to the management team's pursuit of excellence.

Quality Assurance

As part of our quality practice we ensure children receive the highest quality care and education by:

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- ❖ Having high expectations for all children so they can achieve the best outcomes
- ❖ Building close attachments with children so they feel safe, secure, happy and can thrive
- ❖ Developing close relationships with families so together we can best support the child's individual learning and development
- ❖ Implementing all of the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS)
- ❖ Ensuring that the EYFS learning and development requirements are embedded including providing a curriculum that is underpinned by the EYFS principles, educational programmes and seven areas of learning and development
- ❖ Reflecting on all areas of practice and striving towards the Ofsted grade descriptors for Outstanding quality indicators
- ❖ Ensuring all the EYFS assessment requirements are met including the planning, observation, assessment and next steps and that they are linked to each individual child's needs and interests and are evaluated for effectiveness
- ❖ Having a highly qualified, skilled staff team that understand what is meant by high quality practice and how to deliver this Deploying staff appropriately to meet the individual needs of all children
- ❖ Creating and achieving the nurseries quality **vision, mission and outcomes**
- ❖ Consistently delivering high quality practice and teaching that makes a difference to children's daily experiences
- ❖ Ensuring a solid understanding of the importance of pedagogy and child development amongst all practitioners
- ❖ Ensuring that the environment, resources and provision is of high quality; monitoring resources and equipment ensuring these are risk assessed, and fit for purpose
- ❖ Providing children with wonderful experiences and opportunities giving them the best start in life
- ❖ Valuing continuous professional development for all staff and accessing a variety of training and development to support the needs of the children in the nursery
- ❖ Appropriately assessing children's learning and development and recognising where children may need support and acting on this quickly
- ❖ Evaluating the effectiveness of training and link to the outcomes for children
- ❖ Ensuring all staff are confident and supported in their roles and have the training and skills they need to be able to perform their roles

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- ❖ Conducting regular supervision meetings with all team members to ensure all staff are supported to be the best they can be
- ❖ Using peer on peer observations to share, discuss and improve practice across the setting
- ❖ Monitoring all practice and feedback ideas for improvement
- ❖ Undertaking a quality improvement programme to ensure quality is embedded throughout the nursery
- ❖ Engaging with families and carers and supporting the home learning environment
- ❖ Operating a robust and embedded quality improvement and evaluation process across the whole setting that includes all parties such as practitioners, children, parents and external partners.
- ❖ We maintain an “Action Plan” which is consistently added to and reviewed by staff and utilised to maintain and enhance our provision of care and education for children attending Natural Nurture Nursery
- ❖ An annual Current Parent Survey (Quality review) is undertaken and questions are sent out to parents/guardians, covering all aspects of our provision. The information gathered is then used to compile an annual report and any areas of improvements or suggestions are added to the ‘Action Plan’
- ❖ An annual Former Parent Survey is undertaken covering all aspects on the “school readiness” of their child. The information gathered is then used to
- ❖ compile an annual report and any areas of improvements or suggestions are added to the ‘Action Plan’
- ❖ We have a parent comment box, where any suggestions or comments made throughout the year are taken on board and added to the Action Plan

The above ensures that Natural Nurture Nursery continues to uphold its excellent reputation in relation to being a forward thinking, visionary early years childcare setting.



Risk Assessment Policy

Policy statement

At Natural Nurture we take all reasonable steps to ensure staff and children in our care are not exposed to risks.

For risk assessments, the nursery follows the Pre-School Learning Alliance recommended five steps:

1. **Identification of risk:** where is it and what is it?
2. **Who is at risk:** staff, students, visitors, farm workers, cleaners etc.
3. **Assessment as to the level of risk as high, medium, low.** This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
4. **Control measures to reduce/eliminate risk:** what will you need to do, or ensure others will do, in order to reduce that risk?
5. **Monitoring and review:** how do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or a better solution put forward.

Procedures

Our risk assessment process includes:

- ❖ Checking for and noting hazards and risks indoors and outside, and relating to activities.
- ❖ Assessing the level of risk and who might be affected.
- ❖ Deciding which areas need attention.
- ❖ Developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- ❖ Risk assessments are written out and reviewed regularly (at least annually)

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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- ❖ When circumstances change in the nursery, e.g. a significant piece of equipment is introduced or new activity/experience; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.
- ❖ Risk assessments are performed in the outdoor areas on a daily basis before they are in use.
- ❖ Children will not use any area identified as high-risk until it is made safe.
- ❖ Health and Safety responsibilities are detailed in the [Health and Safety Policy](#).
- ❖ See also Setting Safety Plan for specific risk assessments.
- ❖ Children will have individual risk assessments relating to their particular needs.

Legal framework

[Management of Health and Safety at Work Regulations 1999](#)

Further guidance

[Five Steps to Risk Assessment \(HSE 2006\)](#)

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Safe Recruitment of Staff Policy

At Natural Nurture Nursery we are vigilant in our recruitment procedures aiming to ensure that all people working looking after children are suitable to fulfil the requirements of their role. We have effective systems in place to ensure that practitioners and any other person who may have regular contact with children are suitable.

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 including our legal responsibilities under the Equality Act 2021
- ❖ 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 West Sussex County Council website to advertise for any vacancies
- ❖ We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; 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.

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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
- ❖ All shortlisted candidates will receive a job description, a person specification, an equal opportunities monitoring form and a request for identification prior to the interview
- ❖ The Manager / Owner will decide the most appropriate people for the interview panel. There will be at least two people 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
- ❖ Candidates will be given a score for their answers including a score for their individual experience and qualifications
- ❖ 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 and staff. *(This step is on hold due to Covid-19 Pandemic)*
- ❖ The manager and owner 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.

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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
- ❖ 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. Further to this, the new starter will not be allowed to take photographs of any child, look at their learning and development log or change the nappy of any child without an up-to-date enhanced DBS check (whether supervised or not)
- ❖ An additional criminal 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:
 1. Seriousness of the offence or other information
 2. Accuracy of the person's self-disclosure on the application form
 3. Nature of the appointment including levels of supervision
 4. Age of the individual at the time of the offence or other information
 5. The length of time that has elapsed since the offence or other information

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6. 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 check
- ❖ 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 manager and their mentor during their induction period to discuss their progress, support required and/or further training and professional development opportunities.

Ongoing Support and Checks

- ❖ All staff are responsible for notifying the manager 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 a staff suitability questionnaire at every Supervision Meeting). 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
- ❖ The nursery owner 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

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- ❖ Every member of staff will have one meeting a year and regular supervisions with the Owner or Manager. This will provide an opportunity for the manager and member of staff to discuss training needs as well as evaluate and discuss their performance
- ❖ The manager and deputy 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.

Safeguarding Policy

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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Key Contacts:

Designated Safeguarding Officer (DSO):

Natasha Keyes / Laura Salisbury / Ciara Little

West Sussex Children's Services - Multi-Agency Safeguarding Hub (MASH):

Tel: 01403 229900 (Out of Hours, 5pm – 8am – 0330 222 6664)

MASH@westsussex.gcsx.gov.uk

Local Authority Designated Officer (LADO):

Miriam Williams and Donna Tomlinson

T: 0330 222 6450

Email: LADO@westsussex.gov.uk

Community Safety Lead Officer:

Beverley Knight Tel: 0330 222 4223

Ofsted:

0300 123 1231

Non-Emergency police:

101

Anti-terrorist hotline:

0800 789 321

Gov helpline for Extremism Concerns:

0207 340 264

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

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our setting we strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information). Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the nursery's other policies and procedures.

Legal framework and definition of safeguarding

- ❖ Children Act 1989 and 2004
- ❖ Childcare Act 2006
- ❖ Safeguarding Vulnerable Groups Act 2006
- ❖ The Statutory Framework for the Early Years Foundation Stage (EYFS) 2017
- ❖ Working together to safeguard children 2018
- ❖ What to do if you're worried a child is being abused 2015
- ❖ Counter-Terrorism and Security Act 2015.
- ❖ The Equality Act 2010

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

- ❖ Protecting children from maltreatment
- ❖ Preventing the impairment of children's health or development
- ❖ Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- ❖ Taking action to enable all children to have the best outcomes. (Definition taken from the HM Government document 'Working together to safeguard children 2015').

Policy intention

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To safeguard children and promote their welfare we will:

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

The nursery is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

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

The nursery aims to:

- ❖ Keep the child at the centre of all we do

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ Ensure staff are trained to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour
- ❖ Ensure staff understand how to identify early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- ❖ Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
- ❖ Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures
- ❖ Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the West Sussex Safeguarding Children Board
- ❖ Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- ❖ Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- ❖ Ensure that children are never placed at risk while in the charge of nursery staff
- ❖ Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities
- ❖ Understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives
- ❖ Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- ❖ Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the West Sussex Safeguarding Children Board.

We will support children by offering reassurance, comfort and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Types of abuse and particular procedures followed

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

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

Indicators of child abuse

- ❖ Failure to thrive and meet developmental milestones
- ❖ Fearful or withdrawn tendencies
- ❖ Aggressive behaviour
- ❖ Unexplained injuries to a child or conflicting reports from parents or staff
- ❖ Repeated injuries
- ❖ Unaddressed illnesses or injuries
- ❖ Significant changes to behaviour patterns.
- ❖ For more in depth indicators please see Appendix 1

Recording suspicions of abuse and disclosures

Staff should make an objective record of any observation or disclosure, supported by the nursery manager or Designated Safeguarding Officer (DSO).

This record should include:

- ❖ Child's name
- ❖ Child's address
- ❖ Age of the child and date of birth

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

These records should be signed by the person reporting this and the manager dated and kept in a separate confidential file.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with West Sussex Children's Services – Multi Agency Safeguarding Hub and Ofsted, and/or a Common Assessment Framework (CAF) needs to be initiated. Staff involved may be asked to supply details of any information/concerns they have with regard to a child. The nursery expects all members of staff to cooperate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or member of staff.

Physical abuse

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.

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Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the nursery manager.

Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the nursery manager.

Female genital mutilation

This type of physical abuse is practised as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved.

Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as well as physiological concerns. If you have concerns about a child relating to this area, you should contact the children's social care team in the same way as other types of physical abuse.

Fabricated illness

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

Procedure:

- ❖ All signs of marks/injuries to a child, when they come into nursery or occur during time at the nursery, will be recorded as soon as noticed by a staff member
- ❖ The incident will be discussed with the parent at the earliest opportunity, where felt appropriate

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- ❖ Such discussions will be recorded and the parent will have access to such records
- ❖ If there are queries regarding the injury, the local authority children's social care team will be notified in line with procedures set out by the Local Safeguarding Children Board (LSCB).

Sexual abuse

Action needs to be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language.

This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.

The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

If a child starts to talk openly to an adult about abuse they may be experiencing the procedure below will be followed.

Procedure:

- ❖ The adult should reassure the child and listen without interrupting if the child wishes to talk
- ❖ The observed instances will be detailed in a confidential report
- ❖ The observed instances will be reported to the nursery manager or DSCO
- ❖ The matter will be referred to the local authority children's social care team.

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Emotional abuse

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

Procedure:

- ❖ The concern should be discussed with the Nursery Manager or DSO
- ❖ The concern will be discussed with the parent
- ❖ Such discussions will be recorded and the parent will have access to such records
- ❖ An Assessment Framework form may need to be completed
- ❖ If there are queries regarding the circumstances the matter will be referred to the local authority children's social care team.

Neglect

Action should be taken if the staff member has reason to believe that there has been persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment, when required, on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

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

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

Procedure:

- ❖ The concern will be discussed with the parent
- ❖ Such discussions will be recorded and the parent will have access to such records
- ❖ An assessment form may need to be completed
- ❖ If there are queries regarding the circumstances the local authority children's social care team will be notified.

Monitoring attendance of children

Although it is not compulsory for children to attend the early years setting, under our safeguarding responsibilities we are required to monitor children's attendance and patterns of absence. If a child is not going to attend a session, we ask parents/carers to share the length and reason for the absence. This information will enable us to monitor illnesses that may occur across the setting.

The management of the setting is required to monitor all absences in order to safeguard children, and demonstrate this during inspections, so please help our team by letting us know of any planned or unplanned absences as soon as possible.

Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by the nursery to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) to be left alone with children. We

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do not allow volunteers to be alone with children or any other adult who may be present in the nursery regardless of whether or not they have a DBS clearance.

All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery. During induction staff will be given contact details for the LADO (local authority designated officer), the local authority children's services team, the Local Safeguarding Children Board (LSCB) and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

We have a named person within the nursery who takes lead responsibility for safeguarding and co-ordinates child protection and welfare issues, known as the Designated Safeguarding Officer (DSO). The nursery DSO liaises with the Local Safeguarding Children Board (LSCB) and the local authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field.

The Designated Safeguarding Coordinator (DSO) at the nursery is: **Natasha Keyes and Laura Salisbury**

- ❖ We provide adequate and appropriate staffing resources to meet the needs of all children
- ❖ Applicants for posts within the nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information
- ❖ We give staff members, volunteers and students regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as whether anyone they live with in a household has committed an offence or been involved in an incident that means they are disqualified from working with children
- ❖ This information is also stated within every member of staff's contract
- ❖ We abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so

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- ❖ We ensure we receive at least two written references BEFORE a new member of staff commences employment with us
- ❖ We use the DBS update service to re-check staff's criminal history and suitability to work with children
- ❖ All students will have enhanced DBS checks conducted on them before their placement starts
- ❖ Volunteers, including students, do not work unsupervised
- ❖ We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern
- ❖ We have procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the nursery so that no unauthorised person has unsupervised access to the children
- ❖ All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use
- ❖ All staff have access to and comply with the [whistleblowing policy](#) which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
- ❖ All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support
- ❖ The deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

Informing parents

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

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Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the LSCB.

Support to families

The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the nursery.

The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the LSCB with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

Employees, students or volunteers of the nursery or any other person living or working on the nursery premises

If an allegation is made against a member of staff, student or volunteer or any other person who lives or works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation then this should be reported to the owner

The Local Authority Designated Officer (LADO), Ofsted and the LSCB will then be informed immediately in order for this to be investigated by the appropriate bodies promptly:

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- ❖ The LADO will be informed immediately for advice and guidance
- ❖ A full investigation will be carried out by the appropriate professionals (LADO, Ofsted, LSCB) to determine how this will be handled
- ❖ The nursery will follow all instructions from the LADO, Ofsted, LSCB and ask all staff members to do the same and co-operate where required
- ❖ Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice
- ❖ The nursery reserves the right to suspend any member of staff during an investigation
- ❖ All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- ❖ Unfounded allegations will result in all rights being reinstated
- ❖ Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision. The nursery will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated
- ❖ All records will be kept until the person reaches normal retirement age or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- ❖ The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- ❖ Counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents.

Extremism – the Prevent Duty

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support). This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care. For more please see our [Prevent Duty Policy](#).

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e-Safety

Our nursery is aware of the growth of internet use and the advantages this can bring. However it is also aware of the dangers and strives to support children, staff and families in using the internet safely.

Within the nursery we do this by:

- ❖ Ensuring we have appropriate antivirus and anti-spyware software on all devices and updating them regularly
- ❖ Using approved devices to record/photograph in the setting
- ❖ Never emailing personal or financial information
- ❖ Reporting emails with inappropriate content to the internet watch foundation <https://www.iwf.org.uk/en/uk-report>
- ❖ Ensuring content blockers and filters are on our computers, laptops and any mobile devices
- ❖ Ensuring children are supervised using internet devices
- ❖ Integrating e-safety into nursery daily practice by discussing computer usage 'rules' deciding together what is safe and what is not safe to do online
- ❖ Talking to children about 'stranger danger' and deciding who is a stranger and who is not, comparing people in real life situations to online 'friends'
- ❖ We encourage staff and families to complete a free online e-safety briefing which can be found at <https://moodle.ndna.org.uk/enrol/index.php?id=106>

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

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APPENDIX 1 – INDICATORS OF HARM

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

Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- ❖ Bruising in or around the mouth
- ❖ Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- ❖ Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- ❖ Variation in colour, possibly indicating injuries caused at different times
- ❖ The outline of an object used e.g. belt marks, hand prints or a hair brush
- ❖ Linear bruising at any site, particularly on the buttocks, back or face
- ❖ Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- ❖ Bruising around the face
- ❖ Grasp marks to the upper arms, forearms or leg

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- ❖ Petechial haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- ❖ The history provided is vague, non-existent or inconsistent
- ❖ There are associated old fractures
- ❖ Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick. Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

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Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

Discrepancies between reported and observed medical conditions, such as the incidence of fits

- ❖ Attendance at various hospitals, in different geographical areas
- ❖ Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- ❖ The child developing abnormal attitudes to their own health
- ❖ Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- ❖ Speech, language or motor developmental delays
- ❖ Dislike of close physical contact
- ❖ Attachment disorders
- ❖ Low self esteem
- ❖ Poor quality or no relationships with peers because social interactions are restricted
- ❖ Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal

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rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- ❖ A responsible adult checks the temperature of the bath before the child gets in.
- ❖ A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- ❖ A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional / behavioural presentation

- ❖ Refusal to discuss injuries
- ❖ Admission of punishment which appears excessive
- ❖ Fear of parents being contacted and fear of returning home
- ❖ Withdrawal from physical contact
- ❖ Arms and legs kept covered in hot weather
- ❖ Fear of medical help
- ❖ Aggression towards others
- ❖ Frequently absent from school
- ❖ An explanation which is inconsistent with an injury
- ❖ Several different explanations provided for an injury

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Indicators in the parent

- ❖ May have injured themselves that suggest domestic violence
- ❖ Not seeking medical help/unexplained delay in seeking treatment
- ❖ Reluctant to give information or mention previous injuries
- ❖ Absent without good reason when their child is presented for treatment
- ❖ Disinterested or undisturbed by accident or injury
- ❖ Aggressive towards child or others
- ❖ Unauthorised attempts to administer medication
- ❖ Tries to draw the child into their own illness.
- ❖ Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- ❖ Parent / carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- ❖ Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
- ❖ May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- ❖ Wider parenting difficulties may (or may not) be associated with this form of abuse. Parent / carer has convictions for violent crimes.

Indicators in the family/environment

- ❖ Marginalised or isolated by the community
- ❖ History of mental health, alcohol or drug misuse or domestic violence
- ❖ History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- ❖ Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

- ❖ Developmental delay
- ❖ Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- ❖ Aggressive behaviour towards others
- ❖ Child scapegoated within the family
- ❖ Frozen watchfulness, particularly in pre-school children
- ❖ Low self-esteem and lack of confidence
- ❖ Withdrawn or seen as a 'loner' - difficulty relating to others
- ❖ Over-reaction to mistakes
- ❖ Fear of new situations
- ❖ Inappropriate emotional responses to painful situations
- ❖ Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- ❖ Self-harm Fear of parents being contacted
- ❖ Extremes of passivity or aggression
- ❖ Drug/solvent abuse

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- ❖ Chronic running away
- ❖ Compulsive stealing
- ❖ Low self-esteem
- ❖ Air of detachment – ‘don’t care’ attitude
- ❖ Social isolation – does not join in and has few friends
- ❖ Depression, withdrawal
- ❖ Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- ❖ Low self-esteem, lack of confidence, fearful, distressed, anxious
- ❖ Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

- ❖ Domestic abuse, adult mental health problems and parental substance misuse may be featured in families where children are exposed to abuse.
- ❖ Abnormal attachment to child e.g. overly anxious or disinterest in the child
Scapegoats one child in the family
- ❖ Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.
- ❖ Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the family/environment

- ❖ Lack of support from family or social network.
- ❖ Marginalised or isolated by the community.
- ❖ History of mental health, alcohol or drug misuse or domestic violence.
- ❖ History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- ❖ Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

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Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- ❖ provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- ❖ protect a child from physical and emotional harm or danger;
- ❖ ensure adequate supervision (including the use of inadequate care-givers); or
- ❖ ensure access to appropriate medical care or treatment.

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

The NSPCC statistics briefing for 2024 has found neglect continues to be the most common form of abuse.

Indicators in the child

Physical presentation

- ❖ Failure to thrive or, in older children, short stature
- ❖ Underweight
- ❖ Frequent hunger
- ❖ Dirty, unkempt condition
- ❖ Inadequately clothed, clothing in a poor state of repair
- ❖ Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- ❖ Swollen limbs with sores that are slow to heal, usually associated with cold injury Abnormal voracious appetite
- ❖ Dry, sparse hair

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- ❖ Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- ❖ Unmanaged / untreated health / medical conditions including poor dental health Frequent accidents or injuries

Development

- ❖ General delay, especially speech and language delay
- ❖ Inadequate social skills and poor socialisation

Emotional/behavioural presentation

- ❖ Attachment disorders
- ❖ Absence of normal social responsiveness
- ❖ Indiscriminate behaviour in relationships with adults
- ❖ Emotionally needy
- ❖ Compulsive stealing
- ❖ Constant tiredness
- ❖ Frequently absent or late at school
- ❖ Poor self esteem
- ❖ Destructive tendencies
- ❖ Thrives away from home environment
- ❖ Aggressive and impulsive behaviour
- ❖ Disturbed peer relationships
- ❖ Self-harming behaviour

Indicators in the parent

- ❖ Dirty, unkempt presentation
- ❖ Inadequately clothed
- ❖ Inadequate social skills and poor socialisation

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- ❖ Abnormal attachment to the child .e.g. anxious
- ❖ Low self- esteem and lack of confidence
- ❖ Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- ❖ Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- ❖ Child left with adults who are intoxicated or violent
- ❖ Child abandoned or left alone for excessive periods
- ❖ Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment

- ❖ History of neglect in the family
- ❖ Family marginalised or isolated by the community.
- ❖ Family has a history of mental health, alcohol or drug misuse or domestic violence.
- ❖ History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- ❖ Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- ❖ Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- ❖ Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- ❖ Lack of opportunities for child to play and learn

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

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The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the child

Physical presentation

- ❖ Urinary infections, bleeding or soreness in the genital or anal areas
- ❖ Recurrent pain on passing urine or faeces
- ❖ Blood on underclothes
- ❖ Sexually transmitted infections
- ❖ Vaginal soreness or bleeding
- ❖ Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- ❖ Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional / behavioural presentation

- ❖ Makes a disclosure.
- ❖ Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- ❖ Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
Self-harm - eating disorders, self-mutilation and suicide attempts
- ❖ Poor self-image, self-harm, self-hatred
- ❖ Reluctant to undress for PE
- ❖ Running away from home
- ❖ Poor attention / concentration (world of their own)

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- ❖ Sudden changes in school work habits, become truant
- ❖ Withdrawal, isolation or excessive worrying
- ❖ Inappropriate sexualised conduct
- ❖ Sexually exploited or indiscriminate choice of sexual partners
- ❖ Wetting or other regressive behaviours e.g. thumb sucking
- ❖ Draws sexually explicit pictures
- ❖ Depression

Indicators in the parents

- ❖ Comments made by the parent/carer about the child.
- ❖ Lack of sexual boundaries
- ❖ Wider parenting difficulties or vulnerabilities
- ❖ Grooming behaviour
- ❖ Parent is a sex offender

Indicators in the family/environment

- ❖ Marginalised or isolated by the community.
- ❖ History of mental health, alcohol or drug misuse or domestic violence.
- ❖ History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- ❖ Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- ❖ Family member is a sex offender.

APPENDIX 2 – SPECIFIC SAFEGUARDING ISSUES

Further Information on a Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education (not on a school role or in any other suitable provision) in their area.

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Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education (truant), particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

A child going missing from education (truant) is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- ❖ have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- ❖ have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- ❖ have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- ❖ are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- ❖ have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child

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who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority (Pupil Entitlement: Investigation) of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State) . 4

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms

ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

If you are a professional making a referral for a child or young person who is at risk of CSE, the 'screening tool' Part A would usually be completed:

https://sussexcds.co.uk/wp-content/uploads/2019/10/LSCB_CSE_Risk_assesment_Document_and_Behaviour_Chart_V2.1_Feb17003.pdf

Completion of this should not delay you making a referral, however it may assist you in being clear about the key areas of concern and the level of risk.

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is

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illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges. Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers , along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have

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been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need prevent people being drawn into terrorism 7 8 " must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

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The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- ❖ Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- ❖ The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- ❖ The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- ❖ Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might

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be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels. 10

In West Sussex, two panels operate, meeting monthly - one specifically for Crawley, and the other for the rest of West Sussex.

Upskirting/down blousing

Up skirting and down blousing are criminal offences. They involve taking pictures of someone's genitals, buttocks or other intimate images under their clothing without them knowing, either for sexual gratification or in order to humiliate, or distress the individual.

If up skirting or down blousing is suspected, then any concerns must be reported in line with our safeguarding procedures.

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Settling in Policy

Policy statement

At Natural Nurture our aim is to work in partnership with parents and/or carers to help them become familiar with the setting and offer a settled relationship for the child. We know children learn best when they are healthy, safe and secure, we build positive relationships with parents to ensure we can meet children's individual needs and help them settle quickly into nursery life.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling into the nursery.

We want children to feel safe and happy in the absence of their parents; to recognise other adults as a source of authority, security and friendship and to be able to share with their parents new learning experiences that they enjoy at the nursery.

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Procedure:

The nursery will:

- ❖ Allocate a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process
- ❖ Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- ❖ Providing parents with relevant information about the policies and procedures of the nursery and a [Settling in Pack for Parents](#)
- ❖ Working with parents to gather information before the child starts on the child's interests, likes and dislikes and their favourite things by filling out an [About Me Form](#)
- ❖ Encouraging parents and children to visit the nursery before an admission is planned
- ❖ Planning [Settling in visits and Sessions](#)
- ❖ Parents will be provided with a [Photobook](#) to help familiarise their child with staff and the new environment
- ❖ Reassuring parents whose children seem to be take a little longer to settle in and developing a plan with them, for example shorter days, where possible
- ❖ Providing regular updates and photos of the children settling
- ❖ Assigning a buddy/back-up key person to each child in case the key person is not available. Parents are made aware of this to support the settling process and attachment
- ❖ Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in
- ❖ Where possible, introduce new families on a staggered basis, for example two new children a day for a week, rather than ten new children all at once.

Managing Separation

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- ❖ Children cannot play or learn successfully if they are anxious and unhappy. Our settling procedures aim to help children to feel comfortable in the nursery, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.
- ❖ If a child is distressed by their parent leaving, their Key Person will take time to comfort and/or distract them by reading a story or turning their attention to a toy, game or friend.

Social Networking Policy

Social media is a large part of the world we live in and as such at Natural Nurture we need to make sure we protect our children by having procedures in place to ensure the safe use.

We use Facebook and Instagram to share posts/pictures of the experiences / activities the children have accessed at nursery, as well as to post updates/reminders and links to best practice.

In order to safeguard children we ensure:

- ❖ We have prior written permission in place from parents / carers before posting any images of children
- ❖ Do not allow others to post on our social media pages, i.e. designated person/ management can post on the page
- ❖ We monitor comments on all posts and address any concerns immediately.

Staff use of social media

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

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When using social networking sites such as Facebook or Instagram we ask staff:

- ❖ Not to name the setting they work at
- ❖ Not to make comments relating to their work or post pictures in work uniform
- ❖ Not to send private messages to any parent's/family members
- ❖ To direct any parent questions relating to work via social networking sites, to the manager
- ❖ To ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
- ❖ Report any concerning comments or questions from parents to the manager/safeguarding lead
- ❖ Follow the staff behaviour policy
- ❖ Not post anything that could be construed to have any impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way
- ❖ To follow this in conjunction with the [whistle blowing policy](#).

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

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g. work emails, phone numbers and Famly app. This is to protect staff, children and parents.

Parents and visitors' use of social networking

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

We ask parents not to:

- ❖ Send friend requests to any member of nursery staff*

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- ❖ 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).
- ❖ We ask parents to:

Share any concerns regarding inappropriate use of social media through the official procedures (please refer to the [Parents & Carers as Partners](#), [complaints procedures](#) and [grievance policy](#)).

Special Educational Needs (SEND) Policy

This policy has been created with regard to:

- [The SEND Code of Practice 2015](#)
- [Children and Families Act 2014 \(Part 3\)](#)
- [Equality Act 2010](#)
- [Working Together to Safeguard Children \(2018\)](#)
- [Statutory Framework for the EYFS \(2021\)](#)

Special Educational Needs and Disability (SEND) code of practice.

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs

A Natural Nurture Nursery we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Statement of intent

We are committed to the inclusion of all children at our nursery. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique and we do not attempt to categorise children.

We are committed to working in partnership with parents in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

We undertake a Progress Check of all children at age two in accordance with the Code of Practice (2015) and statutory framework for EYFS and a Baseline assessment for every new child that joins the nursery.

We will also undertake an assessment at the end of the Early Years Foundation Stage Profile for any children that remain with us in the final term of the year in which they turn five, as per the statutory framework for EYFSP.

We will work closely with the child's parents and any relevant professionals if we identify any areas where a child's progress is less than expected to establish if any additional action is required. This may include:

- ❖ Liaising with any professional agencies

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- ❖ Reading any reports that have been prepared
- ❖ Attending any review meetings with the local authority/professionals
- ❖ Observing each child's development and assessing such observations regularly to monitor progress.

All new children will be given a full settling in period when joining the nursery according to their individual needs and after 4 weeks will have either a 2yr Check or a Baseline Assessment in order for us to assess any additional needs/requirements each child needs.

We will:

- ❖ Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice (2015)
- ❖ Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- ❖ Include all children and their families in our provision
- ❖ Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- ❖ Ensure that children who learn at an accelerated pace e.g. 'most able' are also supported
- ❖ Encourage children to value and respect others
- ❖ Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- ❖ Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Coordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice
- ❖ Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services where required
- ❖ Challenge inappropriate attitudes and practices
- ❖ Promote positive images and role models during play experiences of those with additional needs wherever possible
- ❖ Celebrate diversity in all aspects of play and learning

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



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- ❖ Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- ❖ Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need

Our nursery Special Education Needs and Disabilities Coordinator (SENCO) is Natasha Keyes and Laura Salisbury.

The role of the SENCO in our setting includes:

- ❖ ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- ❖ advising and supporting colleagues
- ❖ ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- ❖ liaising with professionals or agencies beyond the setting
- ❖ taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process

For more information on the Role of our SENCO please see our SENCO Job Description

We will:

- ❖ Designate a named member of staff to be the SENCO and share their name/role with all staff and parents
- ❖ Have high aspirations for all children and support them to achieve their full potential
- ❖ Develop respectful partnerships with parents and families
- ❖ Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible/appropriate
- ❖ Signpost parents and families to our Local Offer in order to access local support and services

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- ❖ Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January (2015) / statutory framework for the EYFS (2021)
- ❖ Provide a statement in our [Parent Handbook](#) showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- ❖ Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions
- ❖ Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- ❖ Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- ❖ Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- ❖ Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools.
- ❖ Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND
- ❖ Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- ❖ Review children's progress and support plans every half term and work with parents to agree on further support plans
- ❖ Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- ❖ Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- ❖ Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- ❖ Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages

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- ❖ Monitor and review our policy and procedures annually.

Effective assessment of the need for early help

We are aware of the process for early help and follow the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- ❖ The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- ❖ A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- ❖ If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

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If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (*Working together to safeguard children 2018*).

Graduated Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

1) Assess

In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

2) Plan

Where it is decided to provide SEND support, and having formally notified the parents, the key person and the SENCO, in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

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3) Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

4) Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Education and Health Plan (EHCP)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including:

- ❖ evidence of the child's developmental milestones and rate of progress
- ❖ information about the nature, extent and context of the child's SEND
- ❖ evidence of the action already being taken by us as the early years provider to meet the child's SEND
- ❖ evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- ❖ evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



We will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.

We will review this policy annually to ensure it continues to meet the needs of the children/parents and our nursery.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Staff Induction and Training

Policy statement

At Natural Nurture Nursery we value our staff highly. We believe that personal and professional development is essential for maintaining the delivery of high-quality support and learning for our children. It underpins all aspects of positive interactions and activities planned for students.

We give every staff member the opportunity to develop their skills to their maximum and to broaden their knowledge and skills supporting people with learning disabilities. A comprehensive and targeted programme of professional development ensures practitioners are constantly improving their understanding and practice. High-quality professional supervision is provided, based on individual performance related targets, consistent and sharply focused observation and evaluations of the impact of staff's practice.

We provide an induction for all staff and volunteers in order to fully brief them about Natural Nurture Nursery, the children, our policies and procedures, and daily practice.

Procedures - Induction

We have a written induction plan for all new staff, which includes the following:

- ❖ Introductions to all staff and volunteers.
- ❖ Familiarisation with the premises, health and safety and fire procedures.
- ❖ Ensuring our policies and procedures have been read and are carried out.
- ❖ Introduction to students and where appropriate their families and carers.
- ❖ Familiarisation with confidential information where applicable in relation to students.
- ❖ Details of the tasks and daily routines to be completed.
- ❖ Additional training on our Safeguarding policy if staff are new and haven't attended a recent Safeguarding Training.
- ❖ The remaining induction period lasts two weeks. The Owner or Manager inducts new staff and volunteers.

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



- ❖ During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines. Successful completion of the induction forms part of the probationary period.

Procedures - Staff Development and Training

Personal and professional development of staff is essential to maintaining high quality support for the children.

- ❖ At Natural Nurture Nursery we ensure that at least 50% of staff are qualified to Level 3 or equivalent in Early Years Education, and aim towards 100%. Other staff working at Natural Nurture Nursery will either be qualified to Level 2 or undertaking training.
- ❖ We strongly promote constant professional development and all staff have individual training records and continued professional development plans to enhance their skills and expertise.
- ❖ External training and support is sought according to the needs of the children and requirements to renew/update staff qualifications.

To facilitate the development of staff we:

- ❖ Offer encouragement and support to achieve a high level of morale and motivation.
- ❖ Promote teamwork through positive and open communication.
- ❖ Model best practice.
- ❖ Provide opportunities for delegation, based on skills and expertise, to offer recognition and challenge.
- ❖ Encourage staff to contribute ideas for change within Natural Nurture Nursery and hold regular staff meetings and team meetings to develop these ideas.
- ❖ Hold regular meetings to discuss strategy, policy and development 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 disseminate knowledge from external training.

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- ❖ Provide regular in-house training relevant to the needs of Natural Nurture Nursery.
- ❖ Carry out monthly or every 6 weeks supervision meetings with all staff. These provide opportunities for staff to discuss any issues particularly concerning student development or well-being, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness.
- ❖ Carry out staff appraisals every year where objectives and action plans for staff are set out and training is identified according to individual needs.
- ❖ Develop a continued professional development plan taking account of qualifications, the needs of the setting and of individual staff.
- ❖ Provide inductions to welcome all new staff
- ❖ Offer ongoing support and guidance

Other useful Learning Alliance publications

[Employee Handbook \(2009\)](#)

[Recruiting and Managing Employees \(2010\)](#)

Sustainability Policy

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



Introduction

Our environmental sustainability policy outlines our intention to encourage and increase awareness of environmental responsibilities and implement practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. Environmentally sustainable practices are becoming embedded into the operations of Natural Nurture and involve educators, children and families in order to be successful.

Goals

Natural Nurture Nursery will ensure the environment is safe, clean and well-maintained. Children's awareness of the environment will be promoted through daily practices, resources and interactions. Sustainable practices will be encouraged within the nursery. Staff, children and families will be encouraged to become advocates for a sustainable future.

Strategies

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

- ❖ helping children to explore nature through art and play
- ❖ supporting children to experience the natural environment through natural materials like wood, stone, sand and recycled materials
- ❖ supporting the environment by learning how to grow and nurture plants in the nursery garden and discovering all about the food cycle by growing, harvesting, and cooking food
- ❖ helping children to learn about water conservation, energy efficiency and waste reduction through play-based activities and adult interactions
- ❖ going on nature walks and learning about plants they see on the farm
- ❖ developing a recycling area and encouraging children to share recycling ethos into the home environment.

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

- ❖ recycling materials for art and creative activities and encouraging parents/carers to bring in their recycling materials for the same use
- ❖ ensuring parents/carers recycle children's take-home recycled material models, if they do not keep them
- ❖ considering our carbon footprint when purchasing materials
- ❖ shopping local where possible
- ❖ turning off equipment and lights when not in use
- ❖ using energy saving light bulbs
- ❖ not leaving any equipment on standby
- ❖ hanging washing out to dry/using clothes horses rather than tumble dryers where possible
- ❖ composting food waste
- ❖ incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed

Natural Nurture already has the following in place;

- ❖ Is off grid and uses wind turbines and solar panels for electricity
- ❖ Where possible uses produce grown on the farm for lunches and snack reducing our carbon footprint
- ❖ Has compostable toilets

Ongoing Sustainability Practices in place are;

- ❖ We encourage staff, families and children to engage in innovative practices and appreciate the wonder of the natural world while protecting the planet for future generations.
- ❖ Staff make sustainable practices a part of the daily routine. These include but are not limited to: Recycling, Gardening, Energy conservation, Water conservation, Sustainable equipment purchases
- ❖ Recycling is part of everyday practice at Natural Nurture
- ❖ Recycling containers will be provided

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- ❖ Staff role model sustainable practices
- ❖ Staff discuss sustainable practices with the children as part of the curriculum
- ❖ We share ideas between staff, children and families about sustainable ideas, implementation and resources. This is done through emails, FAMILY newsfeeds and conversations
- ❖ Staff role model energy and water conservation practices by
 - i) Turning off lights when an area is not in use.
 - ii) Emptying water play containers onto garden areas,
 - iii) Aiming to purchase equipment that is eco-friendly where possible.
 - iv) Reducing the amount of plastic and disposable equipment purchased
 - v) Select materials that are made of natural materials and fibres
- ❖ The concepts of 'reduce, reuse and recycle' will become part of everyday practice for both children and staff to build lifelong attitudes towards sustainable practices
- ❖ Children learn how to be kind to nature by helping to look after the farm animals and picking up any litter that is on the farm and putting it into the recycling bins.

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

Visitors at the Setting Policy

Policy Statement

This policy was reviewed and updated in August 2024. Parts reviewed and amended February 2025.



No visitor will be allowed on site without proper identification, or a pre-arranged appointment. They will be supervised throughout their time at the setting.

Procedures – Outside Agencies (e.g. Ofsted, Environmental Health, Speech & Language Therapists)

- ❖ When a visitor arrives at the setting they use the intercom at the electric gate to gain entry, from staff in the farm office. They are guided to the allocated visitor's parking bay and directed to the farm office.
- ❖ A member of staff will greet the visitor, ask for identification to confirm who they are and ensure that they sign in using the visitor's book.
- ❖ Whilst at the setting, visitors will be chaperoned at all times by a member of staff.
- ❖ When leaving the setting, the visitor will sign out using the visitor's book.

Procedures – Maintenance

- ❖ Individuals carrying out maintenance on the farm or nursery premises will have their identification checked and be chaperoned by a member of staff. They will not be required to sign in using the visitor book, unless spending a long period of time at the setting.
- ❖ Maintenance individuals will park in the visitor's bay, unless they need their vehicle to carry out their maintenance (e.g. fuel delivery).

Procedures – Public footpath walkers

- ❖ Members of the public are able to gain access to the setting via public footpaths. Each gate leading from a public footpath is picked up by CCTV camera. Farm staff will be radioed to watch over the public footpath walkers and will ensure that the farm office and nursery staff are notified once the walkers have left the setting



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Whistleblowing Policy

The whistle blowing procedure aims to help and protect both staff and children.

By following the procedure you are acting to:

- ❖ Prevent a problem getting worse.

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- ❖ Safeguard children and young people.
- ❖ Reduce the potential risks to others. The earlier you raise a concern, the easier and sooner it is possible for the setting to take action.

At Natural Nurture Nursery we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective.

We recognise that there may be occasions where this may not happen and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk.

We expect all team members to talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be resolved as soon as they arise.

Legal framework

The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act', amended the Employment Rights Act 1996 to provide protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'.

On 25 June 2013, there were some legal changes to what constitutes a qualifying disclosure.

A qualifying disclosure is one made in the public interest by an employee who has a reasonable belief that:

- ❖ A criminal offence
- ❖ A miscarriage of justice
- ❖ An act creating risk to health and safety
- ❖ An act causing damage to the environment
- ❖ A breach of any other legal obligation or
- ❖ Concealment of any of the above

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- ❖ Any other unethical conduct
- ❖ Is being, has been, or is likely to be, committed.

Qualifying disclosures made before 25 June 2013 must have been made ‘in good faith’ but when disclosed, did not necessarily have to have been made ‘in the public interest.’

Disclosures made after 25 June 2013 do not have to be made ‘in good faith’; however they must be made in the public interest. This is essential when assessing a disclosure made by an individual.

The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- ❖ You must believe it to be substantially true
- ❖ You must not act maliciously or make false allegations
- ❖ You must not seek any personal gain.

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

Disclosure of information

If, in the course of your employment, you become aware of information which you reasonably believe indicates that a child is/may be or is likely to be in risk of danger and/or one or more of the following may be happening, you **MUST** use the nursery’s disclosure procedure set out below:

- ❖ That a criminal offence has been committed or is being committed or is likely to be committed
- ❖ That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g. EYFS, Equalities Act 2010)
- ❖ That a miscarriage of justice has occurred, is occurring, or is likely to occur
- ❖ That the health or safety of any individual has been, is being, or is likely to be endangered
- ❖ That the environment, has been, is being, or is likely to be damaged

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- ❖ That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

Disclosure procedure

- ❖ If this information relates to child protection/safeguarding then the nursery's safeguarding policy should be followed, with particular reference to the staff and volunteering section
- ❖ Where you reasonably believe one or more of the circumstances listed above has occurred, you should promptly disclose this to the safeguarding officer or manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your safeguarding officer or manager (i.e. because it relates to them) you should speak to [Tracey Poulton](mailto:tracey@naturalnurture.org) (tracey@naturalnurture.org / 07775 654 622)
- ❖ Concerns may be raised verbally or in writing. Staff who wish to make a written report are advised to set out the history and background of the concern, giving names, dates and places where possible, and the reasons for making the disclosure. This will make the investigation easier to complete.
- ❖ Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the nursery manager
- ❖ Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- ❖ Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal
- ❖ Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- ❖ Any management employee who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal
- ❖ We give all of our staff the telephone numbers of the Local Authority Designated Officer (LADO), the local authority children's social care team, the Local Safeguarding Children Board (LSCB) and Ofsted so all staff may contact

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them if they cannot talk to anyone internally about the issues/concerns observed.

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