

The Buchan Nursery



THE BUCHAN NURSERY

Westhill, Castletown

Policies and procedures

Reviewed: 27/7/2023

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Confidentiality

<p>EYFS:3.71, 3.62 3.9</p>	<p>Standard 12 - Working in partnership with parents and carers - Outcome: The registered person and staff must work in partnership with parents to meet the needs of the children.</p> <p>Standard 13 - Safeguarding - The registered person complies with local child safeguarding procedures approved by the Isle of Man Protecting Children’s Board and ensures that all adults working and looking after children at the service are able to put the procedures into practice. Risks are removed or managed</p> <p>Standard 14– Documentation - Records, policies and procedures which are required for the efficient and safe management of the provision, and to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child’s parent</p>
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PRINCIPLES

At the nursery we work very closely with children and their families on a day-to-day basis. It is a legal requirement for the nursery to hold relevant information for each child and their families, which remains confidential at all times. This information is used for registers, invoices and emergency contacts. All records will be stored in a locked cabinet in line with the Data Protection registration.

CONFIDENTIAL ISSUES MAY INCLUDE:

- Child details - Including developmental needs and behaviour.
- Parent details - Including their domestic circumstances.
- Nursery working practices and policies.
- Nursery financial dealings.
- Staff details

PROCEDURE

It is our intention at the nursery to respect the privacy of children and their families which is achieved by:

- Storing confidential records in a locked filing cabinet.
- Ensuring that all staff, volunteers and students are aware that this information is confidential and only for use within the nursery.
- Ensuring that parents have access to files and records of their own children, but not to those of any other child.
- Gaining parental permission for any photographs of the children to be used within the nursery.
- Ensuring that staff have a professional relationship with all parents and don’t become too familiar with particular families within the nursery.
- Ensuring that staff are aware that information held for each child is confidential, and only to be used within the nursery setting. If any of this information is requested for whatever reason, the parent’s permission must always be sought.
- Ensuring that 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 that staff, student and volunteer inductions include an awareness of the importance of confidentiality.
- Ensuring that staff, students and volunteers are aware of, and follow, the nursery’s social networking policy in relation to confidentiality.



• Ensuring that any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file. This information must be shared with as few people as possible on a need-to-know basis. If however, a child is considered at risk, the nursery's safeguarding children policy will override confidentiality.

STAFF AGREEMENT

- All areas of confidentiality must be adhered to at all times. At no time whilst in employment and after termination of employment with The Buchan Nursery are you to divulge any of our clients details, working practices, policies or financial dealings to any other party.
 - When taking on any private baby-sitting arrangements you must remain professional and ensure that confidentiality of the nursery is considered at all times.
 - No information regarding other children or problems within the organisation is to be discussed with parents when baby-sitting is privately arranged. You must never become too familiar with parents and must ensure that this agreement is adhered to.
 - When feedback is given at the end of each child's session you must ensure that it is done in a professional way, giving the parent all the information that they need to know about their child's day. If you have had a particularly bad day or a particular issue had arisen within the nursery, at no time must you express your opinion to, or in the presence of parents as they drop off or collect their child.
 - You must ensure you are aware of and follow our social networking policy in relation to confidentiality.
- If staff, students or volunteers in the nursery are to breach any of the confidentiality provisions, including the above agreement, it is considered gross misconduct. Any staff found to have committed gross misconduct will result in a disciplinary action, and in serious cases, immediate dismissal without notice.

During the day, the Nursery's staff will meet confidential information. To ensure that all those using and working in the nursery can do so with confidence, we will respect confidentiality in the following ways.

- Parents/carers will have ready access to files and records of their own children – but not any other child.
- Staff will not discuss individual children with people other than the parents/carers of that child.
- Information given by parents/carers to nursery staff will not be passed on to third parties.
- Personnel issues will remain confidential to the people involved.

Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the nursery except for the child's key worker and Manager the DSL (designated safeguarding lead)

The nursery will comply with all requirements of the Data Protection Act and in conjunction with the Information Commissioners Office.

Staff may see or hear information regarding a child, this information should not be divulged outside of the setting.

Children's individual abilities and behaviour should not be discussed with anyone other than the parent unless it involves another child.

Please appreciate how upsetting it would be to hear another parent passing on comments about your child.

Any staff member found to be discussing individual children with anyone other than for the purpose of curriculum planning or nursery management, with people other than the parents or carers of the child be suspended without pay immediately and face disciplinary procedure. This includes discussions with ex-employees.

Information given by parents or carers to the nursery will not be passed on to other adults without permission except in exceptional circumstance when the safety of the child or staff is at risk.

Issues relating to staff employment, whether paid or unpaid, will remain confidential to the people directly involved with personnel issues.



Anxieties or evidence relating to the child's welfare will be shared with other professionals on a 'need to know' basis only and will not be open for discussion amongst staff in general terms.

Although we cannot always promise not to pass on information (especially if we believe the child to be in danger) we will do so in a manner totally appropriate and essential for the wellbeing of the child and in consideration of those involved.

Some parents/carers sometimes share information about themselves with other parents/carers as well as staff, the nursery cannot be responsible if information shared beyond those parents/carers whom the person has 'confided' in.

If parents are experiencing difficulties, the nursery manager is available and may be able to offer guidance on where to go for help or advice.

This Nursery policy is written in conjunction with the King William's College, Buchan School & Buchan Nursery policy found on our school website

[Staff Code of Conduct](#)

[Safeguarding](#)

[Equal Opportunities](#)



Behaviour Management

<p>EYFS: 3.53, 3.54</p>	<p>Standard 11 Behaviour: Adults caring for children in the provision are able to manage a wide range of children’s behaviour in a way which promotes their welfare and development.</p>
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We aim to present all children with a code of behaviour. We promote the development of a sense of right and wrong by teaching your child the appropriate way to act and discouraging unacceptable behaviour. Sometimes it is necessary to help children understand their own boundaries in certain situations, explaining why we do not accept certain behaviours.

We believe that all children have a right to feel valued, respected, and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt. This policy provides guidelines on how to support this vision; it recognises that learning self-regulation and socially appropriate behaviour is a developmental process and that modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and wellbeing of everyone at The Buchan Nursery. There are 5 characteristics that we are aiming to develop which underpin good behaviour.

1. Confidence
2. Communication
3. Co-operation
4. Curiosity
5. concentration

Promoting Positive behaviour

For children to follow and co-operate with routines and “expected behaviour” we need to promote positive behaviour by:

- Being a good role mode
- Being consistent
- Positive reinforcement always
- Giving children a chance to change their behaviour
- Using positive body language- do not stand over children, come down to their level etc. Young children usually misbehave because they have not yet learnt how to react to feelings and needs in acceptable ways. The most common needs and feelings that can trigger unacceptable behaviour are- attention, boredom, anxiety, fear, anger, curiosity, independence and anticipation.
- Respect and recognition- to value and celebrate our own and others contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
- Freedom and responsibility- to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions
- Inclusion- to provide access to learning for all, considering everyone’s needs, background and ability, working together to share the same vision and work together the same goal.
- Honesty- to empower everyone to communicate openly and honestly in their interactions with each other.
- Safety and trust- to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.

At no time during disciplining your child would staff use physical punishment, e.g. smacking, shaking or slapping and it is our belief that using negative words like “no” and “naughty” are unhelpful and leave no room for movement. If a child presents us at any time with unacceptable behaviour, staff will approach the situation in the following way:

- Intervene at the time of conflict to establish the cause of upset.
- Talk to the children involved to gauge their feelings and reactions to the situation.
- Ask each child how they feel and how the other must be feeling so that both may realise that it is not just one person involved.
- In younger children who are not yet able to reason diversionary tactics, distraction would be used at this time.



- Where possible staff will anticipate and defuse difficult situations before disagreements arise that children might find hard to handle.

Achieving positive behaviour

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.

Children need to learn to consider the views and feelings, needs and rights, of other and the impact that their behaviour has on people, places, and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social, and emotional development.

If all the above have been tried consistently and there is still a need for modification of behaviour, the following methods will apply:

- Whilst reassuring the child that it is the behaviour which is unacceptable and not the child, firm guidance will be given should the unacceptable behaviours arise again.
- At all times praise is freely given to the child at the slightest sign of positive change in behaviour.
- During this period the Manager will talk with the parent/career in order to inform them of the situation and to ask if they are experiencing similar difficulties.
- Advice will be given if it is needed regarding help from outside agencies. e.g. Senco, Health Visitor, GP.
- A record will be kept of incidents which occur and daily written observations made to learn what the trigger cause was.
- We will use ABC (Antecedent, Behaviour, Consequence) forms to ascertain if there is a pattern, trigger, frequency, what happens before and after.

BITING POLICY

Biting is fairly, common amongst young children and it is one of the things that concerns adults the most. Evidence suggests that up to a quarter of all very young children will bite others at some stage. We understand this is a difficult situation for parents whether it is your child that has bitten or your child that has been responsible for biting.

Biting is often very painful and frightening for the child who is bitten. It can also be frightening for the child who bites, because it upsets the child and makes adults very angry.

Biting can make the child who bites feel very powerful because of the strong reaction that it brings. This power can be frightening for the children because they need to feel secure that their feelings can be controlled. It happens for different reasons with different children and under different circumstances. The first step in learning to control it is to look at why it may be happening.

The Buchan Nursery follows the HPA guidance for the management of human bites in childcare settings.

1 Why children bite

Children bite for many reasons and we aim to handle any biting incident with respect and sensitivity for all involved. It is the nursery's policy to deal with each biting incident on a case basis making sure that parents/carers involved are kept up to date with what is happening, but at the same time respecting the confidentiality of the children involved. Whilst biting is more common at nursery or in other group situations than at home, a biting incident is not negative reflection on the biter, the staff or the nursery. We have very clear behavioural expectations at the nursery and children are expected and encouraged to share, wait their turn, be respectful and play happily together.

Exploration:

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

Teething:

Children begin teething around the ages of four to seven months. Swelling gums can be tender and can cause a great deal of discomfort. Babies sometimes find relief from this discomfort by chewing on something. Sometimes the object they chew is a real person!

Children this age do not truly understand the difference between chewing on a person or a toy.

Cause and effect:

Around the age of 12 months, babies become interested in finding out what happens when they do something. When they bang a spoon on the table, they discover that it makes a loud sound. When they drop a toy from their cot, they



discover that it falls. They may also discover that when they bite someone, they get a reaction.

Attention:

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

Imitation:

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

Independence:

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

Frustration:

Young children experience a lot of frustration. Growing up is a struggle. Drinking from a cup is great yet nursing or sucking from a bottle is also wonderful. Sometimes it would be nice to remain a baby! Toddlers do not always have good control over their bodies. A loving pat sometimes turns into a push. Toddlers cannot always express themselves. They sometimes have trouble in asking for things or requesting help.

They have not yet learned how to interact with others. At times, when they are unable to find the words to express their feelings, they resort to hitting, pushing, or biting.

Stress:

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

2 What we can do

Use the who, what, when and where method to pinpoint the problem:

- Who was involved?
- What happened before or after? How was the situation handled?
- When did the biting occur?
- Where did it happen?

Try prevention:

If you determine that the biting occurs as the result of exploration or teething, you may want to provide the child with a teething ring.

If the child seems to bite when tired or hungry, you may want to look at your daily routine to be sure that s/he is getting enough sleep and nourishment.

Try to keep group play to short periods and small groups. Watch for situations where two children might want the same toy. For example, if the biting occurs when two children are fighting over a toy telephone, you may want to purchase a second one or perhaps try to distract them before a potential biting situation arises. It is not always possible to make very young children share. Toddlers do not necessarily have the skills to negotiate or understand another child’s perspective.

Children in this situation need close adult supervision, especially if they are known to bite. However even the best supervision, unless it is one-to-one, will not prevent some children from getting bitten.

If attention seems to be the main reason for biting, try to spend time with the child and praise them when they are doing more positive things. If the child is experiencing a stressful family or care giving situation, you will want to make everyday life as supportive and normal as possible. Predictable meals and bedtimes and extra time with a loving adult can help.

Often, experiences like rolling, squishing, and pounding play dough or relaxing, splashing and playing in water are a great way to relieve tension.

Parent/career involvement

Working in partnership with our parents/carers it integral to the success of this behaviour policy. For it to work in practice, their contribution is vital.

We will achieve this by:



- Sharing the expectation of behaviour through informal and formal discussions with individuals and group of parents/carers.
- Talking to individual parents/carers about all aspects of all their child's behaviour daily, as well as at regular parent meetings
- Being fair, non-judgmental and consistent when discussing children's behaviour with parents/carers
- Providing extra support for parents/carers to help manage children's challenging behaviour e.g. through outside agencies

We hope parents/carers will feel able to:

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour, e.g. new baby, moving to a new house, bereavement, divorce, separation, or hospitalization etc.
- Re-enforce expectations of positive behaviour by talking to their child at home Actively support staff by implementing positive behaviour strategies.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and student to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- Such solutions might include, for example, acknowledge of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence
- We avoid creating situations in which children receive adult attention only in return for inappropriate behaviour
- When children behave in inappropriate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately
- We never send children out of the room by themselves, nor do we use a "naughty chair" or a "time out" strategy that excludes children from the group, we do however use "reflective time" and "calming time"
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these and we will not tolerate any parent or carer shouting, disciplining or humiliating their child
- We do not use techniques intended to single out and humiliate individual children. We only use physical restraint, such as holding, to prevent physical injury to children or adults and or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the name of the witness) are brought to the attention of the managers and are recorded in the child's personal file. The child's parent is informed on the same day
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitude by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children inconsiderate behaviour
- Antecedent, behaviour and consequence (ABC) charts are extensively used to find the trigger and pattern to a child's behaviour in order to prevent further occurrence.

Children under 3 years

- When children under three behave in inappropriate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this
- Common inappropriate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promoting understanding
- If tantrums, biting or fighting are frequent, we try to find out the underlying causes- such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and their behaviour may be the result of "separation anxiety"
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child

Rough and tumble play and fantasy aggression



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

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard to these kinds of play as pro-social and not as problematic or aggressive
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting, etc. And that these often refer to “goodies and baddies” and as such offer opportunities for us to explore concepts of right and wrong
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of the “teachable moments to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

This Nursery policy is written in conjunction with the King William’s College, Buchan School & Buchan Nursery policy found on our school website

[Behaviour Management](#)

Sickness and Illness

<p>EYFS: 3.44, 3.45, 3.46</p>	<p>Standard 7 - Health Outcome: The registered person must promote the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill</p> <p>Standard 12 - Working in partnership with parents and carers - Outcome: The registered person and staff must work in partnership with parents to meet the needs of the children.</p> <p>Standard 13 - Safeguarding Outcome: The protection of the child must be the registered person's first priority</p>
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At the Buchan Nursery we promote the good health of all children attending. To help keep children healthy and minimise infection, we do not expect children to attend nursery if they are unwell. If a child is unwell it is in their best interest to be in a home environment with adults they know well rather than at nursery with their peers.

Our procedures

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

- If a child becomes ill during the nursery day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time, we care for the child in a quiet, calm area with their key person, wherever possible. If your child has been sent home from Nursery for a temperature (37.5 and over) they need to be kept off Nursery and monitored for 24 hours after their last temperature. Your child will be able to return to Nursery once they have been clear of a temperature without the use of any medication.
- We follow the guidance given to us by Public Health Isle of Man and advice from our The Public Health Directorate - **Health Protection Team (HPT)** on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the nursery
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to nursery until they have been clear for at least 48 hours. We inform all parents if there is a contagious infection identified in the nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection
- We notify ISI and Registrations and Inspections as soon as possible and in all cases within 14 days of the incident where we have any child or staff member with food poisoning
- We exclude all children on antibiotics for the first 48 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell) This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is **non-negotiable**
- If a parent finds that their child has head lice we would be grateful if they could inform the nursery so that other parents can be alerted tpo check their child's hair.

Meningitis procedure

If a parent informs the nursery that their child has meningitis, the Head of Nursery will contact the Buchan School registered nurse. The Nurse will give guidance and support in each individual case. We will follow all guidance given and notify any of the appropriate authorities including ISI and Registrations and Inspections if necessary.



Transporting children to hospital procedure

The Head of Nursery/staff member must:

- Call for an ambulance immediately if the sickness is severe. DO NOT attempt to transport the sick child in your own vehicle
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Inform ISI and Registrations and Inspections as soon as possible
- 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.

Infection Control & Exclusion

At the Buchan Nursery we promote the good health of all children attending through maintaining high hygiene standards and reducing the chances of infection being spread. We follow the health protection in schools and other childcare facilities guidance¹ which sets out when and how long children need to be excluded from settings, when treatment/medication is required and where to get further advice from.

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

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

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- Clean and sterilise all potties and changing mats before and after each use
- Clean toilets at least daily and check them throughout the day
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser, or through washing in the washing machine
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children (If necessary during settling in)

¹ <https://www.gov.im/media/1353241/guidance-on-infection-control-booklet.pdf>



- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are contagious.

In addition:

- The Head of Nursery retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery
- Each room in the nursery will be deep cleaned once every half term including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- In the event of an infection outbreak the nursery will, undertake a deep clean to ensure the spread of infection is contained
- We will follow any the Isle of Man Government health guidance, as well as legal advice and our information from our insurers on any national outbreak of a virus/ pandemic and keep parents informed of any course of action. Each specific circumstance will differ and to ensure we take the most appropriate action we will treat each case on an individual basis.
- In addition, where contagious outbreaks occur, we will adopt government guidance for all visitors to minimise risk of further spreading the risk of infection
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating.

Please ensure you taken follow precautions: –

CONDITION	RECOMMENDED PERIOD TO BE KEPT AWAY FROM NURSERY	COMMENTS
RASHES		
ATHLETE’S FOOT	None	Treatment is recommended
CHICKENPOX	Five days from onset of rash or until all lesions have scabbed over	(Vulnerable children and female staff pregnancies)
COLD SORES (HERPES SIMPLEX)	None	Avoid kissing and contact with sores
GERMAN MEASLES (RUBELLA) *	Six days from onset of rash	Preventable by MMR immunization
HAND, FOOT AND MOUTH	Possible exclusion may be necessary- this will be decided at the discretion of the nursery manager	Contact HPU if outbreak
IMPETIGO	Until lesions are crusted/healed, or 48hrs after antibiotic treatment	Antibiotics
MEASLES *	Four days from onset of rash	Preventable by MMR vaccination



MOLLUSCUM CONTAGIOSUM	None	None
RINGWORM	Not usually required	Treatment is required
ROSEOLA (INFANTUM)	None	None
SCABIES	Return after treatment	Treatment is required
SCARLET FEVER*	Return after 24 hrs after antibiotic treatment	Treatment is required
SLAPPED CHEEK/FIFTH DISEASE. PARVOVIRUS B19	None- possible exclusion- decided at the discretion of the manager	(Vulnerable children and female staff pregnancies)
SHINGLES	Exclude if rash weeping and not covered	Can cause chickenpox
WARTS AND VERRUCAE	None	Must be covered
DIARRHOEA & VOMITING		
DIARRHOEA/VOMITING	48 hrs from last episode	
E COLI TYPHOID */PARATYPHOID ENTERIC FEVER SHINGELLA (DYSENTERY)	* 48 hrs from last episode	May exclude for longer period for under 5's due to young child's hygiene practices. May require microbiologic clearance Consult HPU for advice
CRYPTOSPORIDIOSIS	48 hours from last episode	Exclude from water play for 2 weeks
RESPIRATORY INFECTIONS		
FLU *	Until recovered	Vulnerable children
TUBERCULOSIS *	Always consult HPU	
WHOOPING COUGH *	Five days from antibiotic or 21 days from onset of illness (no antibiotics)	Local HPU will organize contact tracing
OTHER INFECTIONS		
CONJUNCTIVITIS	Possible exclusion- this will be decided at the discretion of the manager	Treatment, if outbreak consult HPU



DIPHTHERIA *	Exclusion is essential, consult HPU	All Family contacts must be excluded, HPU will organize contact tracing
GLANDULAR FEVER	None	None
HEAD LICE	None	Treatment if live lice
HEPATITIS A*	Exclude seven days after onset of jaundice or seven days after symptoms	If outbreak of Hep A, local HPU will advise
HEPATITIS B *, C*, HIV/AIDS	None	Hep B and C and HIV are bloodborne not infectious on casual.
MENINGOCOCCAL MENINGITIS * / SEPTICAEMIA *	Until recovered	Meningitis C preventable by vaccination, no need to exclude siblings. HPU to advise
MENINGITIS * BACTERIA	Until recovered	Hib and pneumococcal meningitis preventable by vaccination, no need to exclude siblings. HPU to advise
MENINGITIS VIRAL *	None	No need to exclude siblings
COVID- 19	Please refer to separate covid policy	
MRSA	None	Good hygiene, handwashing and environment clean. HPU advise
MUMPS *	Exclude for five days after onset of swelling	Preventable by vaccination
THREADWORMS	None	Treatment is recommended for child and family
TONSILLITIS	None	No antibiotics, usually due to virus

- **DENOTES A NOTIFIABLE DISEASE**

If your child is unwell, please read the following guidance and seek treatment where necessary or keep your child off nursery (please call nursery to advise).

There are no exceptions to the exclusion period and any parent attempting to return their child to nursery will be advised as such. If a parent persists and leaves their child within the exclusion period, the nursery will contact Registrations and Inspections as well as the Isle of Man Safeguarding board, duty social worker.

Measures of high temperature



If you suspect a child has a temperature the following steps must be followed:

- Take the child's temperature using the head scanner thermometer.
- Notify parent of temperature
- Record the temperature on a monitoring form
- Attempt to reduce body temperature slowly – removing excess layers of clothing, opening a window, etc.
- Ensure the child is drinking water
- As a general rule, a temperature in children under 5 over 37.5C is a fever
- The child's temperature should be taken in regular intervals
- If the temperature hasn't reduced, parents will be asked to come and administer Calpol or take their child home
- High temperatures can be extremely danger and cause convulsions.
- In emergency cases the school nurse will authorize administering emergency Calpol to reduce a high fever when children become very poorly, this is dependant of the parents giving permission and agreeing to collect their child immediately.

COVID-19

Please refer to the separate Covid Policy (annex)



Arrivals and Departures

<p>EYFS:3.7, 3.62</p>	<p>Standard 13 - Safeguarding - Outcome: The protection of the child must be the registered person's first priority.</p> <p>Standard 9 - Equal Opportunities - Outcome: The registered person and staff must actively promote equality of opportunity and anti discriminatory practice</p> <p>Standard 12 - Working in partnership with parents and carers - Outcome: The registered person and staff must work in partnership with parents to meet the needs of the children.</p>
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At the Buchan Nursery we give a warm welcome to every child and family on their arrival.

Parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety (this is usually a child's class teacher). The staff member receiving the child immediately records his/her arrival in the daily attendance register. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed.

If the child is to be collected by someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. A description of the person collecting and a password is required for the designated adult. Parents are informed about these arrangements and reminded about them regularly.

The child's class teacher or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent, e.g. meals, activities, interests, progress and friendships. The parent should be told about any accidents or incidents and the appropriate records must be signed by the parent before departure. Where applicable, all medicines should be recovered from the medicine box/fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.

The nursery will not release a child to anyone other than the known parent unless an agreement has been made at the time of arrival. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated person of the agreed procedure and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the late collection policy).

On departure, the staff member releasing the child must mark the child register immediately marked to show that the child has left the premises.

Adults arriving under the influence of alcohol or drugs

Please refer to the alcohol and substance misuse policy.

Arrivals and departures of visitors

For arrivals and departures of visitors the nursery requires appropriate records to be completed on entry and exit e.g. in the visitors' book. Please refer to supervision of visitor's policy for further information.

Lost Child Procedure from Nursery & Outings

EYFS: 3.65, 3.73	<p>Standard 6 - Safety Outcome: The registered person must take positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.</p> <p>Standard 13 - Safeguarding Outcome: The protection of the child must be the registered person's first priority</p>
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At the Buchan Nursery we are committed to promoting children's safety and welfare. In the unlikely event of a child going missing within/from the nursery, we have the following procedure which will be implemented immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The Head of Nursery and Owner will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children so they remain supervised, calm and supported throughout
- The Head of Nursery/Owner will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted
- A second search of the area will be carried out
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- The Head of Nursery/Owner will meet the police and parents
- The Head of Nursery 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
- Registrations & Inspections must be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced

Lost Child on a visit or an outing:

We carry out regular head counts of children throughout any outing or visit. In the unlikely event of a child going missing whilst on an outing we have the following procedure which we implement immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The organiser will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout
- If appropriate, on-site security will also be informed and a description given
- The designated person in charge will immediately inform the police
- The designated person in charge will then inform the nursery who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge



- During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children
- It will be the designated person in charge or the Head of Nursery's responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- ISI and Registrations and Inspections must be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.



Late Collection and Non-Collection

EYFS: 3.73	<p>Standard 13 - Safeguarding - Outcome: The protection of the child must be the registered person's first priority.</p> <p>Standard 9 - Equal Opportunities - Outcome: The registered person and staff must actively promote equality of opportunity and anti discriminatory practice</p> <p>Standard 12 - Working in partnership with parents and carers - Outcome: The registered person and staff must work in partnership with parents to meet the needs of the children.</p>
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At the Buchan Nursery we expect all parents to agree an approximate time to collect their child from the nursery. We give parents information about the procedures to follow if they expect to be late. These include:

- Agreeing a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent (designated adult)
- Calling the nursery as soon as possible to advise of their situation
- Asking a designated adult to collect their child wherever possible
- Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- If the designated person is not known to the nursery staff, the parent must provide a detailed description of this person. This designated person must know the individual child's safety password in order for the nursery to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the nursery after a reasonable amount of time (**30 min**) has been allowed for lateness, we initiate the following procedure:

- The Head of Nursery will be informed that a child has not been collected
- The Head of Nursery will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the Head of Nursery will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails the Head of Nursery will try the emergency contacts shown on the child's records
- The Head of Nursery /staff member in charge and one other member of staff must 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 Head of Nursery 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 ISI and Registrations and Inspections as soon as convenient
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child
- The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process
- In order to provide this additional care a late fee will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur charges



Complaints and Compliments

<p>EYFS: 3.74, 3.75</p>	<p>Standard 13 - Safeguarding - Outcome: The protection of the child must be the registered person's first priority.</p> <p>Standard 9 - Equal Opportunities - Outcome: The registered person and staff must actively promote equality of opportunity and anti discriminatory practice</p> <p>Standard 12 - Working in partnership with parents and carers - Outcome: The registered person and staff must work in partnership with parents to meet the needs of the children.</p> <p>Standard 14 – Documentation - Outcome: Robust records, policies and procedures which are required for the efficient and safe management of the provision must be in place and be maintained.</p>
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At the Buchan Nursery we believe that parents are entitled to expect courtesy and prompt, careful attention to their individual needs and wishes. We hope that at all times parents are happy with the service provided and we encourage parents to voice their appreciation to the staff concerned.

Aim: The aim of this policy is to ensure that a concern or complaint is managed sympathetically, efficiently, at the appropriate level and resolved as soon as possible. Doing so is good practice, it is fair to those concerned and it helps to promote parents' and pupils' confidence in our ability to safeguard and promote welfare. We will try to resolve every concern or complaint in a positive way with the aim of putting right a matter which may have gone wrong and, where necessary, reviewing our systems and procedures in the light of circumstances. 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.

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.

Policy Statement:

We need to know as soon as possible if there is any cause for dissatisfaction. We recognise that a difficulty which is not resolved quickly and fairly can soon become a cause of resentment, which could be damaging to relationships and also to our school culture. We intend that parents and pupils should never feel – or be made to feel – that a complaint will be taken amiss or will adversely affect a pupil or his/her opportunities at school. The policy, however, distinguishes between a concern or difficulty which can be resolved informally and a formal complaint which will require investigation.

Support for complaints against staff: Staff who may be questioned as part of a complaint investigation, will be treated in a fair way and have an opportunity to put their case. They should be told about the procedures and be kept informed of progress. There is a critical balance to be maintained between supporting the individual so that his/her rights and reputation are protected and investigating a complaint thoroughly and impartially. The complaints procedure is distinct from staffing procedures, which are treated confidentially. There may be occasions when, due to the nature of a complaint, it is more appropriately dealt with under a staffing procedure. If so, the complainant should be reassured that the matter is being taken seriously but under such circumstances they will not be advised of the outcome in relation to the member of staff.

Confidentiality: It is very important to treat conversations and correspondence with discretion. It is vitally important that complainants feel confident that their complaint will not penalise their child. However from the outset, all parties to a complaint will need to be made aware that some information may have to be shared with others involved in the operation of a complaints procedure. The Principal and members of the Senior Leadership Team may feel it appropriate to be accompanied by another member of staff when dealing with some



complaints. Complainants should be made aware that a written record will be maintained of all meetings as part of the procedures.

Complaints under the Whistleblowing Procedure: The School will treat all such disclosures in a confidential and sensitive manner, respecting the confidentiality and anonymity of the individual raising the concern so long as this does not hinder or frustrate any investigation. Any attempt to victimise the individual raising the concern or to prevent concerns being raised will not be tolerated. It may be appropriate to preserve confidentiality that concerns are raised orally rather than in writing, although members of staff are encouraged to express their concern in writing wherever possible. If there is evidence of criminal activity then the Police will in all cases be informed.

Internal complaints procedure

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 Head of Nursery.

Stage 2

If the issue 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 Head of Nursery. They will then investigate the complaint and report back to the parent within 28 days of him/her making the complaint. The Buchan Nursery will document the complaint fully and the actions taken in relation to it in the complaints file.

(Most complaints are usually resolved informally at stage 1 or 2.)

Stage 3

If the matter is still not resolved, the nursery will hold a formal meeting between The Buchan School, parent and the Head of Nursery 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 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 the department of registrations and inspections and ISI. Parents are made aware that they can contact the department of registrations and inspections and ISI at any time they have a concern, including at all stages of the complaints procedure, and are given information on how to contact these departments.

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, result 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. ISI and Registrations & Inspections inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.



Contact details:

Department of Registrations and Inspections:

Email: Randl@gov.im

Telephone: +44 1624 642422

By Post:

Registration and Inspection Unit

Ground Floor

1st Floor, Belgravia House,

34-44 Circular Road

Douglas

IM1 1AE

ISI (Independent Schools Inspectorate):

Independent Schools Inspectorate, CAP
House, 9-12 Long Lane, London EC1A
9HA

- General enquiries

t: [02076000100](tel:02076000100)

e: info@isi.net

- Complaints about an inspection
- Concerns about ISI

t: [02076000100](tel:02076000100)

e: complaints@isi.net

<https://www.gov.im/about-the-government/departments/health-and-social-care/registration-and-inspection-unit/>

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 if requested.

This Nursery policy is written in conjunction with the King William's College, Buchan School & Buchan Nursery policy found on our school website:

[Complaints Procedure](#)

Educational Needs and Disabilities (SEND)

<p>EYFS: 31.6, 1.7, 2.3, 2.5, 3.20, 3.27, 3.28, 3.67, 3.73</p>	<p>Standard 2 - Organisation Outcome: The registered person must meet the required adult: child ratios and ensure that training and qualifications requirements are met.</p> <p>Standard 3 - Care, Learning and Play Outcome: The registered person must meet children’s individual needs and promotes their holistic development.</p> <p>Standard 4 - Physical Environment Outcome: The premises must be safe, secure and suitable for their purpose.</p> <p>Standard 5 - Equipment Outcome: Furniture, equipment and resources (including toys) must be provided which are appropriate for their purpose and help create an accessible and stimulating environment.</p> <p>Standard 9 - Equal Opportunities Outcome: The registered person and staff must actively promote equality of opportunity and anti discriminatory practice.</p> <p>Standard 10 - Additional Needs (including special educational needs and disabilities) Outcome: The registered person must be aware that some children may have additional needs and is proactive in ensuring that appropriate action, care and opportunities are provided.</p> <p>Standard 12 - Working in partnership with parents and carers - Outcome: The registered person and staff must work in partnership with parents to meet the needs of the children.</p> <p>Standard 13 - Safeguarding Outcome: The protection of the child must be the registered person’s first priority</p>
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This policy has been created with regard to:

Statement of intent

At the Buchan Nursery we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside their peers through positive experiences, to 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 children are discriminated against or put at a disadvantage as a consequence of their needs. Each child’s needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working in partnership with parents in order to meet their child’s individual needs and develop to their full potential. We are committed to working with any child who has a specific 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.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child’s parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child’s parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child’s development and monitoring such observations regularly.

All children will be given a full settling in period when joining the nursery according to their individual needs.

We will:

- 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. gifted and talented children 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 Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs.
- Monitor and review our practice and provision and, if necessary, adjust, and seek specialist equipment and services if needed
- 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.
- 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 Co-ordinator (SENCO) is: Marie Goosen

The role of the SENCO in our setting includes:

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

We will:

- Have high aspirations for all children and support them to achieve to 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 where possible include the thoughts and feelings voiced by the child
- Signpost parents and families to our Local Offer in order to access local support and services
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015
- Provide a statement 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. (See our transitions policy).



- 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, considering their levels of ability
- Review children's progress and support plans [every 4-6 weeks] 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
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. additional support reviews, Education and Healthcare (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
- Monitor and review our policy and procedures annually.

Effective assessment of the need for early help

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.

If at any time it is considered that the child may be a child in need, 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.

Graduated Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, nurseries should 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 the SENCO and appropriate records will be kept according to the Code of Practice.

Assess



In identifying a child as needing SEN 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.

Plan

Where it is decided to provide SEN support, and having formally notified the parents, the key person and the SENCO, in consultation with the parent, 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 consider 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 should be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

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.

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 considering the child's views. Information will be shared with parents about the impact of the support provided.

Assess - The key person works with the setting SENCO and the child's parents and brings together all the information, then analyses the child's needs.

Plan - The key person and the SENCO will agree, in consultation with the parent, the outcomes they are seeking for the child, the interventions and support to be put in place, the expected impact on progress, development and behaviour and finally a date for review.

Do - The child's key person implements the agreed interventions or programmes

Review - On the agreed date, the key person and SENCO working with the child's parents, and considering the child's views, will review the effectiveness of the support and the impact of the support on the child's progress. They will then evaluate the impact and quality of support on the child.

Education and Health Plan (EHC)

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 adjust 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 consider 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 SEN
- evidence of the action already being taken by us as the early years provider to meet the child's SEN



- 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.

We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.

Equality of Opportunities Policy

EYFS: 3.20, 3.59	Standard 9 - Equal Opportunities Outcome: The registered person and staff must actively promote equality of opportunity and anti discriminatory practice.
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This policy is updated and revised annually in line with the revised Code of Practice.

Our pre-school/nursery promotes a positive self-image to all children and respects their individuality, planning for all children according to their needs, irrespective of their gender, race, religion or ability. We ensure we have non-stereotypical images in order to help overcome preconceived ideas of gender, ethnic origin, culture or religion. Every child is included and not disadvantaged because of home language, culture or religion, family background, learning difficulties or disability. We provide books, materials and equipment that are multicultural and non-sexist, and positive images of all groups including the disabled. We provide a welcoming environment that will offer support and guidance for every child and their carer. We aim to develop children's positive self-esteem and the esteem of others and will set a good example by treating one another and the children with respect.

Admissions

Children with special/additional needs, like other children are admitted to pre-school after consultation between parents/carers, pre-school management and outside agencies. We ask parents to give as much notice as possible for a child with disabilities or special/additional needs, to enable us to explore how we can provide most effectively for that child, this may include staffing ratios being affected, therefore each individual case is discussed between families and management in order to enable a smooth transition from home to our nursery. Where a request is initiated by an outside agency, the request will be considered in line with our Admissions Policy. All children are welcome, information on the admission form and at the initial parents meeting is collected to ensure each child's individual needs are met. In some cases we may seek further professional advice to support the admission of a child with special/additional needs to ensure adequate and suitable provision can be made to suit their needs.

In order to promote Equality and Diversity we will:

- Ensure that all parents are made aware of our policy
- Offer equality and choice for all
- Access additional funding where necessary and available
- Reflect the diversity of members of our society in our publicity and promotional materials
- Ensure our admissions policy promotes equality for all families
- Not discriminate against a family or prevent admission to our setting on any grounds
- Provide opportunities for parents/carers to contribute to their child's care and education
- Challenge inappropriate attitudes and practices by staff children and parent/carers

We aim to encourage children to develop positive attitudes about themselves and other people. We will do this by:

- Listening to children and ensuring each child feels included, safe, valued and respected.
- Ensuring that all children have equal access to activities, resources and learning opportunities.
- Making appropriate provision to ensure each child receives the widest possible opportunity to develop their skills and abilities and recognise different learning styles.
- Providing play materials/resources and activities that demonstrates diversity of background and ability, and help to develop positive attitudes to differences of race, culture, language, gender and ability.



- Avoiding stereotypical images in equipment, resources and activities.
- Using positive non-discriminatory language with all children.
- Valuing the home background of all children.

In order to meet the children's diverse needs we will endeavour to plan a wide range of challenging play opportunities to develop their knowledge and skills, develop motivation, self-esteem and concentration, provide a safe and supportive environment and provide support by different approaches, including additional adult help or other agencies where appropriate.

We are primarily concerned with identifying/planning to meet individual needs, providing a well-planned structured environment with access available for all children, providing a wide range of activities, resources and equipment, giving access to different types and levels of interaction and communication, identifying any specialist skills, methods or strategies, evaluating and recording individual learning and achievements.

English as an Additional Language

We will value linguistic diversity and seek support for children and parents as required. We understand that young bilingual learners need time to observe, tune into the new language and try out things that are unfamiliar to them.

The setting will try to provide information in languages that reflect the needs of our families who speak English as an additional language.

Alongside valuing parent's home language, we will provide a range of meaningful contexts in which children have opportunities to develop English. English will be crucial as the language they use to access learning.

Inclusion

We aim to provide a happy stimulating and secure environment for all children regardless of culture, background or disability, where individual abilities are recognised and children learn through first hand experiences, exploration, practice and discovery. Each person is regarded as an individual, with differing social, intellectual and cultural backgrounds. Different needs, likes, dislikes, similarities and differences are respected and accounted for. Nobody in the pre-school is subjected to discrimination, racist comments or gender bias. Cultural and religious diversity is respected. Inclusion is not optional, children have defined entitlements in this area and settings have legal responsibilities. During play we encourage the children to respect and value each other. We discourage them from making hurtful and unkind remarks. We challenge any discriminatory actions or comments made by staff or children. We acknowledge the diversity of our society and help prepare the children for their part in society. Staffs ensure that children are helped towards understanding that it is wrong to judge someone because of their gender, race, beliefs, disability or social background. We explain why, talk things through, making it clear immediately the unacceptability of the behaviour and attitudes, by means of explanation rather than personal blame, and praise positive behaviour. We aim to treat our children with equal respect and provide a range of equipment resources and activities to meet their individual needs. We seek to respond to each child as an individual. We believe in adapting our practice to meet the needs of each child rather than just making children fit in with what we do. We work together with parents and professionals valuing their experience and contribution.

We comply with these duties:

- Not to treat a disabled child 'less favourably'
- To make 'reasonable adjustments' for disabled children.

We will focus on each child's individual learning, development and care by:

- Removing or helping to overcome barriers for children where these already exist.
- Being alert to the early signs of needs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary.



- Stretching and challenging all children.

Staff Training

Staff will be encouraged to attend training opportunities to support their awareness and understanding of equality and diversity.

The setting SENCO will attend training around special educational needs and the code of practice.

Staff will have equal access to identified training to ensure professional development.

Any complaints will be dealt with in accordance with our complaints policy.

We will regularly review and monitor this policy and our practice to ensure that we are fully implementing the policy for Equality of Opportunities and SEN. We will continue to monitor the effectiveness of the policies and update annually or as and when deemed necessary.

This Nursery specific policy is written in conjunction with the King William's College, Buchan School & Buchan Nursery policy found on our school website

[Equal Opportunities](#)

Staff Induction and Training

EYFS: 3.4-3.18, 3.19, 3.21, 3.22	<p>Standard 2 – Organisation Outcome: The registered person ensures that the required adult: child ratios are met, ensure that training and qualifications requirements are met and organises space and resources to meet the children’s needs effectively.</p> <p>Standard 13 – Safeguarding- Outcome: The protection of the child must be the registered person’s first priority.</p>
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At The Buchan Nursery we value our staff highly. We believe that personal and professional development is essential for maintaining the delivery of high-quality care and learning for children in their early years. It underpins all aspects of positive interactions and activities planned for children.

In the interests of the nursery, the children, their families and the individual we give every staff member the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children. 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, volunteers and managers in order to fully brief them about the nursery, the families we serve, our policies and procedures, curriculum and daily practice. The nursery highly values its staff.

Procedures - Induction

- We have a written induction plan for all new staff, which includes the following:
 - o Introductions to all staff and volunteers.
 - o Familiarisation with the premises, health and safety and fire procedures.
 - o Ensuring our policies and procedures have been read and are carried out.
 - o Introduction to parents, especially parents of allocated key children.
 - o Familiarisation with confidential information where applicable in relation to any key children.
 - o Details of the tasks and daily routines to be completed.
- Additional training on our Safeguarding Guarding policy if staff are new and haven’t attended a recent Safeguarding and Child Protection Course. This training takes place within 4 weeks of staff work in the setting.
- The remaining induction period lasts two weeks. The Operations Manager inducts new staff and volunteers. The Management Team inducts new managers.
- 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 care and education for young children. It underpins all aspects of curriculum delivery and positive interactions.

- At The Buchan Nursery we ensure that at least 50% of staff are qualified to Level 3 or equivalent in childcare and education, and aim towards 100%. Other staff working at the nursery will either be qualified to Level 2 or have a plan in place to undertake training. Where necessary staff will be supported to achieve GCSE grade C and above in Maths and English for the completion of the Early Years Educator.
- 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 nursery and the children attending, and to 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 the nursery and hold regular staff meetings and team meetings to develop these ideas.
- Hold regular meetings to discuss strategy, policy and curriculum 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.
- Provide regular in-house training relevant to the needs of the nursery.
- Carry out monthly or every 6 weeks supervision meetings with all staff (see meeting frequency chart for frequency). These provide opportunities for staff to discuss any issues particularly concerning children's development or wellbeing, 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

Children/Child Protection/Safeguarding Policy

<p>EYFS: 3.4-3.18, 3.19, 3.21, 3.22</p>	<p>Standard 13 - Safeguarding</p> <p>Outcome: The protection of the child must be the registered person's first priority.</p>
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Statement:

King William's College ("the School", which for the purposes of this Policy includes the Buchan School and The Buchan Nursery), and its Governing Body is committed to safeguarding and promoting the welfare of children and young people and believes that all pupils, regardless of gender, age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. Safeguarding and promoting the welfare of children is defined by KCSIE 2021 as: protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and acting to enable all children have the best outcomes. The School expects all Staff to share this commitment and this Safeguarding and Child Protection Policy forms a fundamental part of our approach to providing excellent pastoral care to all pupils. Safeguarding is everyone's responsibility; everyone has a role to play and the best interests of the child are at the centre of the School's approach. We are committed to providing an environment where staff, parents and children are able to whistle blow without the fear of alienation.

At the Buchan Nursery 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.

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.

This policy works alongside these other specific policies to cover all aspects of child protection:

- Online safety
- Human Trafficking and Modern Slavery
- Prevent Duty and Radicalisation
- Domestic Violence, Honour Based Violence (HBV) and Forced Marriages
- Looked After Children

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
- Acting to enable all children to have the best outcomes.

Policy intention

To safeguard children and promote their welfare we will:

1. Create an environment to encourage children to develop a positive self-image
2. Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
3. Support staff to notice the softer signs of abuse and know what action to take
4. Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
5. Provide a safe and secure environment for all children
6. Promote tolerance and acceptance of different beliefs, cultures and communities
7. 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.
8. Always listen to children
9. Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
10. 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
- Ensure staff are trained right from induction to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer 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
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and children
- 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, including thorough annual safeguarding newsletters and updates



- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Isle of Man Government Safeguarding Act 2018.
- 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
- Keep the setting safe online using appropriate filters, checks and safeguards, monitoring access at all times
- Ensure that children are never placed at risk while in the charge of nursery staff
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy
- 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 ISI and Registrations and Inspections and other relevant authorities
- 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 Isle of Man Government.

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 and support them to learn how to keep themselves safe.

Types of abuse and particular procedures followed

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
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

- Low self-esteem
- Wetting and soiling
- Recurrent nightmares
- Aggressive behaviour
- Withdrawing communication
- Habitual body rocking
- Indiscriminate contact or affection seeking
- Over-friendliness towards strangers
- Excessive clinginess
- Persistently seeking attention.



Peer on peer abuse

We are aware that peer on peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse, or sexual abuse. We will report this in the same way as we do for adults abusing children, and will take advice from the appropriate bodies on this area.

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.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the nursery manager or room leader.

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 designated safeguarding lead (DSL) and/or 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. This procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community². 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 children's social care team in the same way as other types of physical abuse. There is a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18, we will ensure this is followed in our setting.

Breast Ironing

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. Although this is unlikely to happen to children in the nursery due to their age, we will ensure any signs of this in young adults or older children are followed up using the usual safeguarding referral process.

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.

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 DSL
- The matter will be referred to the local authority children's social care team (see reporting procedures).

Child sexual exploitation (CSE)

Working Together to Safeguard Children defines CSE as "...a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology."

We will be aware of the possibility of CSE and the signs and symptoms this may manifest as. If we have concerns, we will follow the same procedures as for other concerns and we will record and refer as appropriate.

Adult sexual exploitation

As part of our safeguarding procedures we will also ensure that staff and students are safeguarded from sexual exploitation.

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.

Neglect

Action should be taken if the staff member has reason to believe that there has been any type of 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.

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.

Domestic Abuse / Honour Based Violence / Forced Marriages

We look at these areas as a child protection concern. Please refer to the separate policy for further details on this.

Reporting Procedures

All staff have a responsibility to report safeguarding concerns and suspicions of abuse. These concerns will be discussed with the designated safeguarding lead (DSL) as soon as possible.

- Staff will report their concerns to the DSL (in the absence of the DSL they will be reported to the Deputy DSL)
- Any signs of marks/injuries to a child or information a child has given will be recorded and stored securely
- If appropriate, the incident will be discussed with the parent/carer, such discussions will be recorded and the parent will have access to these records on request
- If there are queries/concerns regarding the injury/information given then the following procedures will take place:

The designated safeguarding lead will:

- Contact The Safeguarding Children Board to report concerns and seek advice. If it is believed a child is in immediate danger, we will contact the police. If the safeguarding concern relates to an allegation against



an adult working or volunteering with children then the DSL will follow the reporting allegations procedure (see below).

- Record the information and action taken relating to the concern raised
- Speak to the parents (unless advised not to do so by The Safeguarding Children's Board).

The Safeguarding Children Board

Website: <http://www.isleofmanscb.im>

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 lead (DSL). This record should include:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Exact position and type of any injuries or marks seen
- Exact observation of any incident including 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 DSL, 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 the Isle of Man Duty Social Worker and team and Registrations and Inspections. 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 co-operate with the Isle of Man Safeguarding Children Board, police, Registrations and Inspections, and ISI 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.

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 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.

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 local authority.

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 local authority 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.

Allegations against adults working or volunteering with children

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 Head of Nursery. If this person is the subject of the allegation then this should be reported to the Educational Services Manager instead.

Registrations and Inspections and ISI will then be informed immediately in order for this to be investigated by the appropriate bodies promptly:

- ISI and Registrations and Inspections will be informed immediately for advice and guidance
- If as an individual you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform ISI and Registrations and Inspections yourself directly
- A full investigation will be carried out by the appropriate professionals: Isle of Man Safeguarding Children Board, Registrations and Inspections or ISI to determine how this will be handled
- The nursery will follow all instructions from The Safeguarding Children Board, Registrations and Inspections or ISI 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 Registrations and Inspections and ISI 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.
- Founded allegations will be dealt with as gross misconduct in accordance with our disciplinary procedures and may result in the termination of employment, ISI and Registrations and Inspections 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 years 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.

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 no cause for concern.

Parents should please inform the nursery prior to their children taking holidays or days off, and all sickness should be called into the nursery on the day so the nursery management are able to account for a child's absence.

If a child has not arrived at nursery within one hour of their normal start time the parents will be called to ensure the child is safe and healthy. If the parents are not contactable then the further emergency contacts will be used to ensure all parties are safe.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the local authority children's social care team to ensure the child remains safeguarded.

This should not stop parents taking precious time with their children, but enables children's attendance to be logged so we know the child is safe.

Looked after children

As part of our safeguarding practice we will ensure our staff are aware of how to keep looked after children safe. In order to do this, we ask that we are informed of:

- The legal status of the child (e.g. whether the child is being looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- The details of the child's social worker and any other support agencies involved
- Any child protection plan or care plan in place for the child in question.

Please refer to the Looked After Children policy for further details.

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 will obtain enhanced criminal records checks (DBS) for all volunteers and do not allow any volunteers to be unsupervised with children. We will also conduct a suitability check for all staff prior to the start of their employment.



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. All staff are reminded in regular staff meetings where to find contact details for the Isle of Man Safeguarding Children Board, Duty Social Worker, ISI and Registrations and Inspections to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

We have named persons within the school who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Leads (DSL). The DSL for the Buchan Nursery and Buchan School is Janet Billingsley Evans.

These designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year.

The nursery DSLs liaise with the Isle of Man Safeguarding Children Board, duty social worker team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge update of all staff on the team.

- We provide adequate and appropriate staffing resources to meet the needs of all children
- 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 child protection plans for their own children
- This information is also stated within every member of staff's contract
- As of March 2021 we use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children. All staff employed by King William's College prior to this will be added to the update service over the coming year. This is a rolling change affecting all staff.
- We abide by the requirements of the EYFS and any Registrations & Inspections and Ofsted (ISI – British School Overseas) 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
- We ensure we receive at least two written references BEFORE a new member of staff commences employment with us
- All students will have enhanced DBS checks conducted on them before their placement starts
- Volunteers, including students, do not work unsupervised
- 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
- As a staff team we will be fully aware of how to safeguard the whole nursery environment and be aware of potential dangers on the nursery boundaries such as drones or strangers lingering. We will ensure the children remain safe at all times
- The Staff Behaviour Policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management so we are able to support the individual staff member and ensure the safety and care of the children is not compromised



- 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
- Signs of inappropriate staff behaviour may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately
- All staff will receive termly 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.

We also operate a Phones and Other Electronic Devices and Social Media policy which states how we will keep children safe from these devices whilst at nursery. This also links to our Online Safety policy.

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.

Online Safety.

We take the safety of our children very seriously and this includes their online safety. Please refer to the Online Safety policy for details on this.

All contact details for Isle of Man Safeguarding Children's Board are as follows:

Safeguarding Children Board

Chief Secretary's Office
Government Office
Bucks Road
Douglas
Isle of Man
IM1 3PN

E mail Gary.McManus@gov.im

Telephone: (+44) 01624 685707

Police HQ



THE BUCHAN NURSERY

Westhill, Castletown

Glencrutchery Road
Douglas

Telephone: 631212

Health Services Division
Crookall House

Demesne Road
Douglas

Telephone: 642608

Duty Social Worker – Initial Response Team

01624 686179 (option 2)

ISI contact details

t: 02076000100

e: concerns@isi.net

More information can be found about raising concerns to ISI on

<https://www.isi.net/concerns/>



THE BUCHAN NURSERY

Westhill, Castletown

This Nursery specific policy is written in conjunction with the King William's College, Buchan School & Buchan Nursery policy found on our school website

[Safeguarding Policy 2021](#)



Health and Safety – General Policy

Ultimately the employer is accountable for health and safety and therefore cannot delegate health and safety duties. It can require staff to cooperate with them and to follow what they are told, but it cannot delegate a duty. There is no problem asking staff to do something e.g. a risk assessment, which is part of the policy, but it remains the employer’s duty to ensure it’s done and that it’s suitable and sufficient. It would not be a defence to a nursery if a member of staff did not undertake, for example, a risk assessment. The employer must therefore have a system in place to ensure such things are done.

<p>EYFS: 3.25, 3.28, 3.29, 3.30, 3.44, 3.45, 3.46, 3.47, 3.50, 3.51, 3.54, 3.55, 3.56, 3.57, 3.63, 3.64, 3.65, 3.66</p>	<p>Standard 4 - Physical Environment Outcome: The premises must be safe, secure and suitable for their purpose.</p> <p>Standard 5 - Equipment Outcome: Furniture, equipment and resources (including toys) must be provided which are appropriate for their purpose and help create an accessible and stimulating environment.</p> <p>Standard 6 - Safety Outcome: The registered person must take positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.</p> <p>Standard 7 - Health Outcome: The registered person must promote the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill</p> <p>Standard 9 - Equal Opportunities - Outcome: The registered person and staff must actively promote equality of opportunity and anti discriminatory practice.</p>
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At the Buchan Nursery 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 and parents, 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.

The allocation of duties for safety matters and the particular arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

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
- Establish and maintain safe working practices amongst staff and children
- Plan 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.

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

- Ensure all entrances and exits from the building, including fire exits are clearly identifiable and remain clear at all times
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensure that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out
- Have the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensure that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children
- 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)
- Prohibit smoking/vaping on the nursery premises
- Prohibit any contractor from working on the premises without prior discussion with the Head of Nursery or Owner
- Encourage children to manage risks safely and prohibit running inside the premises unless in designated areas
- Risk assess all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- Ensure all cleaning materials are placed out of the reach of children and kept in their original containers
- Wear protective clothing when cooking or serving food
- Prohibit certain foods that may relate to children's allergies, e.g. nuts are not allowed in the nursery
- Follow the allergies and allergic reactions policy for children who have allergies
- Ensure risk assessments are undertaken on the storage and preparation of food produce within the nursery
- Familiarise all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provide appropriately stocked first aid boxes and check their contents regularly
- Ensure children are supervised at all times
- Ensure no student or volunteer is left unsupervised at any time
- Ensure staff paediatric first aid certificates are on display (or made available to parents).

Focus

KWC, The Buchan School and The Buchan Nursery's work programmes will, so far as is reasonably practicable, adopt good safety practices. These will include:

- the safe use, storage, handling and transport of articles and substances.



- the provision of adequate information, instruction, training and supervision for employees including temporary employees and contractors.
- the provision of safe machinery and equipment regularly maintained, including the operation and maintenance of plant and systems of work.
- the provision of a safe and healthy place of work, including access and egress to and from the premises, and adequate facilities and arrangements for the welfare of employees at work.
- the consideration of the safety of pupils, parents, contractors and any others accessing the premises including those who hire or undertake leisure activities.

Co-operation

All aspects of health and safety remain a management responsibility. However a safe and healthy workplace can only be achieved with the full co-operation of every employee. Employees are duty bound to act responsibly and to do everything reasonably practicable to prevent personal injury to themselves and to others. They must also safeguard all persons to whom the schools & nursery owes a duty of care, namely people who may come into contact with their work; pupils, parents, visitors etc.

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 problem which they are not able to rectify, they must immediately report it to the appropriate person. Parents and visitors are requested to report any concerns they may have to the Head of Nursery.

To achieve this employees must:

- Obey all the safety rules and procedures, including the wearing of protective clothing and the use of protective devices if they are specified by the school risk assessments.
- Exercise their awareness, alertness, self-control and common sense at work.
- Report promptly to their Department Head all hazards, potential hazards, defects in equipment and any shortcomings in the school's work systems or procedures. Employees should not be in any doubt that the school will apply disciplinary procedures to any employee who is in breach of the school's health and safety policy. This includes any specific safe systems of work, instructions, training and procedures laid down for the protection of those involved in the school's operations, and for those who may become involved in them.

Employee Responsibilities

Daily contact & weekly staff meetings provide consultation between management and employees. This will include health and safety matters.

Employer Responsibilities:

As an employer we have a range of responsibilities and obligations to ensure their employees get certain basic rights under employment law.

Health and safety training

Person responsible for monitoring staff training is **Bruce Kirkham /Gemma Gelling**.

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



Training table:

Area	Training required	Who
Paediatric First aid	Course	All staff
Dealing with blood	In house training/course	All staff and students
Safeguarding/Child protection	In house training/course	All staff and students
Fire safety procedures	In house training	All staff and students
Use of fire extinguisher	In house training/course	All staff where possible
Food hygiene	In house training/course	All staff and students
Allergy awareness	In house training/course	All staff and students
Manual handling	In house training/course	All staff and students
Stress awareness and management	In house training/course	All staff
Changing of nappies	In house training	All staff and students
Fire warden duties	External course	Fire Warden
Medication requiring technical or medical knowledge e.g. Epi Pen	External course	As required
SENCO	External course	SENCO
Supervision and appraisal	External course	Head of Nursery/ Deputy Head of Nursery

At present at least one member of staff on duty MUST hold a full paediatric First Aid certificate in the nursery and when on outings. 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 3 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.

Health and 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 and cleaning equipment
- These are reviewed at regular intervals and when arrangements change
- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our outings policy



- All equipment, rooms and outdoor areas will be checked thoroughly by staff before children access them or the area. These checks will be recorded and initialled by the staff responsible. Unsafe areas will be made safe/removed from the area by this member of staff to promote the safety of children. If this cannot be achieved 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
- The nursery will 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
- All staff and students will receive appropriate training in all areas of health and safety which will include risk assessments, manual handling and fire safety. We may also use benefit risk assessments for particular activities and resources for children
- We have a clear accident and first aid 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 to be 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 will receive these updates, as with all policy changes, as and when they happen
- Staff and parents are able to contribute to any policy through the suggestion scheme and during the regular meetings held at nursery.

This Nursery policy is written in conjunction with the King William's College, Buchan School & Buchan Nursery policy found on our school website

<https://kwc.im/wp-content/uploads/2021/03/Health-and-Safety-Policy.pdf>



Fire Safety

<p>EYFS: 3.54, 3.55, 3.56</p>	<p>Standard 4 - Physical Environment Outcome: The premises must be safe, secure and suitable for their purpose.</p> <p>Standard 5 - Equipment Outcome: Furniture, equipment and resources (including toys) must be provided which are appropriate for their purpose and help create an accessible and stimulating environment.</p> <p>Standard 6 - Safety Outcome: The registered person must take positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.</p> <p>Standard 7 - Health Outcome: The registered person must promote the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill</p> <p>Standard 13 – Safeguarding - Outcome: The protection of the child must be the registered person’s first priority</p>
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At the Buchan Nursery **we** make sure the nursery is a safe environment for children, parents, staff and visitors through our fire safety policy and procedures.

The designated fire marshal, Rosie Radcliffe & Mackenzie Kneale makes sure the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises and seeks advice from the local fire safety officer as necessary.

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

The designated fire marshal checks fire detection and control equipment and fire exits regularly.

Registration

An accurate record of all staff and children present in the building must be kept at all times and children/staff must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the visitor’s book. These records must be 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 blowing the whistle
- Immediately evacuate the building under guidance from the Head of Nursery/ Designated Fire Marshal
- Using the nearest accessible exit lead the children out, assemble at [**the grassy area outside the front door**]
- 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 Head of Nursery of your location and the identity of the children and other adults with you.

The Head of Nursery is to:

- Pick up the children's register, staff register, 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 – [***the grassy area outside the front door***] 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.

This Nursery policy is written in conjunction with the King William's College, Buchan School & Buchan Nursery policy found on our school website

[Buchan Fire Procedures](#)

Visits and Outings

EYFS: 3.65, 3.66	Standard 6 - Safety Outcome: The registered person must take positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.
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At the Buchan Nursery we offer children a range of local outings including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the nursery environment and extend children's experiences. We always seek parents' permission for children to be included in such outings.

Procedures

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

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

Risk assessment/outings plan

The full risk assessment and outing plan will be available for parents to see before giving consent. This plan will include details of:

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



- Financial arrangements
- Emergency procedures
- The name of the designated first aider and the first aid provision

Use of vehicles for outings

- All staff members shall inform parents in advance of any visits or outings involving the transportation of children away from the nursery
- The arrangements for transporting children will always be carefully planned and where necessary additional people will be recruited to ensure the safety of the children. This is particularly important where children with disabilities are concerned
- All vehicles used in transporting children are properly licensed, inspected and maintained
- Drivers of vehicles are adequately insured
- All vehicles used are fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age/weight of the children carried in the vehicle. Any mini buses/coaches are fitted with 3-point seat belts
- When we use a mini bus, we check that the driver is over 21 years of age and holds a Passenger Carrying Vehicle (PCV) driving licence. This entitles the driver to transport up to 16 passengers
- When children are being transported, we maintain ratios.

When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

- Ensure seat belts, child seats and booster seats are used
- Ensure the maximum seating is not exceeded
- All children will be accompanied by a registered member of staff
- No child will be left in a vehicle unattended
- Extra care will be taken when getting into or out of a vehicle
- The vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.

Lost children

In the event of a child being lost, the Lost Child Procedure will be followed. Any incidents or accidents will be recorded in writing and Registrations & Inspections and Ofsted (ISI – British School Overseas) will be contacted and informed of any incidents.

There may be opportunities for parents to assist on outings. The Head of Nursery will speak to parents prior to the visit regarding health and safety and code of conduct.

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

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



Medication

<p>EYFS: 3.19, 3.44, 3.45, 3.46</p>	<p>Standard 7 - Health Outcome: The registered person must promote the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill</p> <p>Standard 12 - Working in partnership with parents and carers - Outcome: The registered person and staff must work in partnership with parents to meet the needs of the children.</p> <p>Standard 13 – Safeguarding - Outcome: The protection of the child must be the registered person’s first priority</p>
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At the Buchan Nursery we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see sickness and illness policy). If a child requires medicine we will obtain information about the child’s needs for this, and will ensure this information is kept up to date.

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

Medication prescribed by a doctor, dentist, nurse or pharmacist

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

- Prescription medicine will only be given when prescribed by the above and for the person named on the bottle for the dosage stated
- Medicines must be in their original containers 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 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 administrated)*

- The nursery will not administer any non-prescription medication containing aspirin
- The nursery will only administer non-prescription medication for a short initial period, dependant 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
- 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 Head of Nursery 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 too unwell to meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy.

If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability they must inform their line manager and seek medical advice. The Head of Nursery 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 a separate container in the staff room or nursery room where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored out of reach of the children. It must not be kept in the first aid box and should be labelled with the name of the member of staff.

Storage

All medication for children must have the child's name clearly written on the original container and kept in a closed box or fridge, 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.



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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.

Access and Storage of Information

EYFS: 3.68 – 3.71	Standard 14 – Documentation - Outcome: Robust records, policies and procedures which are required for the efficient and safe management of the provision must be in place and be maintained.
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At the Buchan 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.

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 Head of Nursery to access the file held at the nursery. The Head of Nursery 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 in line with the nursery’s communications policy.

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 is held with the Bursar, at King William’s College. 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 10 years to ensure we are covered for any child protection concerns. For those children moving up to The Buchan and/or King William’s College these records are kept until the child is 25.

Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current Isle of Man data protection laws and our Privacy Notice which can be found on the website or the policy file.

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.

This policy will be reviewed annually and amended according to any change in law/legislation.

This Nursery policy is written in conjunction with the King William’s College, Buchan School & Buchan Nursery policy found on our school website

[Staff Code of Conduct](#)
[Safeguarding](#)

Intimate Care

<p>EYFS: 3.1, 3.6, 3.27 3.20 3.64</p>	<p>Standard 3 - Care, Learning and Play - Outcome: The registered person must meet children’s individual needs and promotes their holistic development.</p> <p>Standard 4 - Physical Environment - Outcome: The premises must be safe, secure and suitable for their purpose.</p> <p>Standard 7 – Health - Outcome: The registered person must promote the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.</p> <p>Standard 10 - Additional Needs (including special educational needs and disabilities) Outcome: The registered person must be aware that some children may have additional needs and is proactive in ensuring that appropriate action, care and opportunities are provided.</p> <p>Standard 13 – Safeguarding - Outcome: The protection of the child must be the registered person’s first priority.</p>
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At the Buchan Nursery we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance.

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 the nearest qualified first aider.

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

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. first aid training, specialist medical support
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappies will be changed or intimate routines take place behind closed doors
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child’s care and education. This is essential for intimate care routines which 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 safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery
- Conducting working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines
- The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

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

Hazardous Substances – COSHH

<p>EYFS: 3.55, 3.56</p>	<p>Standard 4 - Physical Environment - Outcome: The premises must be safe, secure and suitable for their purpose.</p> <p>Standard 6 - Safety – Outcome: The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.</p> <p>Standard 7 – Health - Outcome: The registered person must promote the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.</p> <p>Standard 13 – Safeguarding - Outcome: The protection of the child must be the registered person’s first priority.</p>
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We work to ensure the Nursery is covering control of risks to employees and other people arising from exposure to harmful substances generated out of or in connection with any work activity under the employer's control. The main objective of the Nursery is to reduce occupational ill health by setting out a simple framework for controlling hazardous substances in the workplace.

The Nursery Manager and Deputy Manager will ensure that any substances hazardous to the health of the children, staff members and visitors will be kept outside nursery premises or remain out of reach and locked in the storage cupboards / store rooms in the nursery. The cleaners on the premises will be asked to use substances that are ecologically friendly and must ensure no traces of cleaning substances remain before children, staff and visitors enter the building.

The implementation of this policy requires the total co-operation of all members of management and staff. The company will, in consultation with workers and their representatives:

- a) Ensure that all storage of chemicals are appropriate and adequate.
- b) Provide suitable and well-maintained emergency fire-fighting Equipment, i.e. Fire Extinguishers etc.
- c) It is the responsibility of the staff members to ensure that all chemicals are correctly stored away.

Care Learning and Play

EYFS: 1.3, 1.6, 1.8	<p>Standard 3 - Care, Learning and Play: The registered person meets children’s individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children’s emotional, physical, social and intellectual capabilities.</p>
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At The Buchan Nursery we aim to provide a stimulating and supportive environment for all children in our care. We value the essential support and contributions from parents/carers and the wider community provide, and feel this all helps towards enabling children to develop to their full potential.

We promote respect for cultural diversity and include all aspects of anti-bias and equal opportunities into our planning, activities and attitudes to learning and play.

Aims

- To provide an inclusive, balanced curriculum and encourage progression for all children in every area of their development.
- To plan a stimulating environment using the Early Years Foundation Stage Framework.
- To provide opportunities for each child to acquire the self-esteem, skills, knowledge and confidence to enable them to eagerly embark on their journey to the next stage of play, learning and development, whether that is to go onto another early years setting or school.
- To build children's self-esteem and confidence as independent learners.
- To be aware of equal opportunities, inclusion and anti-bias practice in our planning and implementation of the activities and experiences we offer the children in our care.
- To work closely with parents/carers working in partnership with them to ensure consistency of care and education for every child.

We aim to provide a safe and secure environment in which the children can play, with practitioners who support and progress their learning. The manager has the overall responsibility to ensure this policy is implemented.

The Early Years Foundation Stage (EYFS) is how the Government and early years professionals describe the time in a child’s life between birth and age 5.

This is a very important stage as it helps children to get ready for school as well as preparing them for their future learning and successes. At The Buchan Nursery we follow the new EYFS Framework (implemented September 2021). All children within our care will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development (See below).

The 3 prime areas are fundamental in a child’s life. If they are not achieved, the further four specific areas may not develop efficiently. The 3 prime areas are seen as essential ‘building blocks’ for securing positive outcomes and healthy development in young children and their future learning.

The prime areas are:

- Communication and language
- Physical development



- Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in 4 specific areas.

These areas are:

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

These 7 areas are used to plan each child's learning and activities. The practitioners at The Buchan Nursery will make sure that the activities are suited to each child's unique needs. We will provide a safe, caring and stimulating environment where all children can learn and develop freely as individuals without discrimination or prejudice.

We are aware of the characteristics of effective learning and we reflect upon these as we plan and guide children's activities. Children in the EYFS learn by playing and exploring, being active, and through creating and thinking critically which takes place both indoors and outside.

Playing and Exploring

We will support children to investigate and experience things and have a go.

Active Learning

We will support children's concentration and support them to keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically

We will support children to develop their own ideas, make links and develop strategies for doing things.

Parent/carers are the primary teachers of their children and carry the most influence. A successful partnership between parents/carers and staff enables both to benefit and share the detailed knowledge of the child's experience, skills and abilities. With continual dialogue and sharing of information, we endeavor to do the best for the children in our care. We have home observation sheets that parents/carers are advised to complete to ensure we are aware of any recent achievements at home and to support us to build on that in the setting. As children start we share EYFS information with them as well as EYFS information giving ideas for activities at home.

Care

Food – The Buchan Nursery will endeavour to provide children with the opportunity to experience a well-balanced, nutritional and varied menu with alternatives for individual specific dietary requirements. Food and liquid consumption will be regularly monitored to ensure children do not go hungry or become dehydrated.

Drinking water will be freely available for children to self-select or request throughout the whole day.

Well-being – The Buchan Nursery will endeavour to support, enhance and promote the wellbeing of all the children in their care. This will be governed by the directives included in all the policies, parents' instruction and legislative requirements. Personal hygiene is advertised and encouraged to prevent cross contamination, spread of disease and to pronounce children's awareness. The nursery will help children to distinguish right from wrong by encouraging positive behaviour, and giving praise for a child's affirmative contribution and good behaviour.



Environment – The Buchan Nursery will endeavour to provide an environment that is both physically stimulating and exciting whilst retaining stringent procedures to safeguard the security and safety of the children in the setting. We aim to keep our areas of learning similar to the natural environment but also challenging to give children the opportunity to take new risks.

Children will be encouraged to take on their responsibilities to promote and enhance their learning whilst understanding how to keep safe within the guidelines and direction of the practitioners and setting rules.

Social Development – The Buchan Nursery understands, supports and promotes the social development of the children in its care. Through daily routine, encouragement, reward and the provision of positive role models children should develop a well balance, confident and happy disposition.

Children will be encouraged, whenever possible; to set their own ground rules, correct inappropriate behaviour and express feelings with the support and empathy of the staff deployed as they progress through the natural changes of their growing years. Children will be encouraged to build positive relationships with each other, across all age ranges, as well as with the settings practitioners.

Key Person - Children must feel safe and secure in the early years environment. Through the appointment of the key person the children are encouraged to form attachments within the setting which reduces anxiety as well as developing a genuine bond with the child and offering a settled, close relationship. With the allocation of a key person it is hoped that the children and their parents become familiar with the setting and feel confident and safe within it. This will enable the keyworker to build positive relationships with the family.

The key person will be regularly writing observations and taking pictures of the children to put in their profiles and on Tapestry. Parents will be informed of this and consent will be given when the child starts nursery. The observations will be linked to the EYFS. For discussions about your child's development an arranged meeting can be organised by the key person.

Learning

Planning – Staff meet weekly as a class group to discuss and plan for the week ahead. We base a lot of our planning around the children's interests and draw on themes and topics relevant to the children's environment, wider world and time of the year. These may follow guidelines provided in the Early Years Foundation Stage depending on the age of the children in their classes.

Observation and Assessment - Each child's key worker is responsible for maintain accurate and up to date observations and assessments of the child. We use these observations, along with our knowledge of the children to compile a more formal written assessment at the end of the year. We also do a focused extended observation on each child which we use to guide their next steps. Parents are encouraged to provide informal parental observation and assessment so that a more defined overall assessment can be achieved.

At the end of their time at The Buchan Nursery a report of their development will be made available to parents and the child's new school if wished

Parents as Partners – The Buchan Nursery understands and promotes the statement "Parents are children's first and most enduring educators." and ensures that the parent's involvement as part of the shared learning process plays a significant part in the welfare of children attending the setting. The continuing contribution of children's parents is regarded as a special relationship in terms of shared educational aims so that the best developmental outcomes may be achieved for the children.

Play



Child initiated – As children advance through the Nursery setting and the EYFS, opportunities for child initiation is encouraged. Planning is carried out using the children's interests as our starting points and next steps are then completed accordingly. Older children may become involved in the actual planning of activities, may request changes to the set up or may independently clear away and choose other resources. Children will be encouraged to take turns, self-select, clear away, maintain aspects of health and safety or take lead depending on their individual development stage.

Free Play - Free play provides the children with the opportunity to have an open choice for what they wish to play with. They can move freely from table to table or around the floor without restriction. A range of toys available for free play may include; Duplo, stickle bricks, car mat and cars, train set, books, small world toys, animals etc.

Small Group Activities - The daily routine will include small group activity where play is planned specifically to enhance development on an individual basis. These periods may often include an activity linked to the needs of certain children for that session which may involve individual or group play.

A range of equipment for this area may include; jigsaws, board games, sorting, matching, small discussion groups, large group projects etc.

Creative, Mark making and Malleable Play - Opportunities for creativity includes a wide range of activities which may involve imagination, awareness of colour and design, mark making and malleable materials but above all it encourages experimentation. A range of these activities will be offered to all children on a regular basis and participation encouraged.

Staff will have the opportunity to attend regular courses to help support the provision of a continually improving quality learning experience for the children in our setting. Supply staff will be used to give staff the time to attend these courses.

Staff will be observing the children regularly to ensure that they know the child's stage of development and can tailor for each individual child's needs, they will then reflect on and include the different ways that children learn in their practise when planning activities. Each individual child's development file will be available for their parents/carers to read and they will be kept up to date on how their child is progressing at nursery.

There are plenty of activities for the children to explore of all ages, taking the appropriate age into consideration, children make their own choice on which activities they want to do. The staff will plan for children that attend different sessions by meeting the individual needs of all children. It is important to deliver personalised learning, development and care to help children get the best possible start in life.

Effective assessment involves analysing and reviewing what is known about each child's development and learning so that next steps to learning can be planned to meet their individual needs.

Formative Assessment - is assessment based on observations, photos, video, things children make or draw, information from parents etc.

Summative Assessment – is a summary of all the formative assessments done over a longer period and makes a statement about a child's achievements. The EYFS Profile is the summative assessment used to review children's progress along the early learning goals

It is our aim to help all children reach their potential.

At 2 years old children will undertake a 2-year progress check. The Key person will record a summary on how each child is progressing in the 3 prime areas of learning, this will highlight where children are developing well and any areas where they might need any extra help and support. Parents/carers will be asked to attend a meeting to discuss



this giving them the opportunity to also contribute to this information. The 2-year check will usually be done around the time your child is 2 years and 6 months.

For children whose home language is not English we offer opportunities for them to develop their own language in play liaising with parents/carers.

Overall the staff will:

- Act as enablers for the children, with careful planning and organisation of the play-setting, both formal and informal, within and beyond the nursery in order to provide for and extend learning.
- Observe each child's progress and report to parents/carers on their child's achievements.
- Have high expectations of each child's ability to achieve and will look for progression and continuity in their development.
- Provide emotional and social support so that children can gain confidence to master new experiences and challenges.
- Provide opportunities for children to work together in small groups to promote conversation and discussion.
- Introduce adults who will stimulate and encourage dialogue and questions and who will offer views and ideas.
- Regularly review the effectiveness, value and appropriateness of the provision made and, where possible, involve parents/carers in this process.
- Have a professional, patient and caring attitude.
- Be willing to explore every avenue of development in order to appropriately support the children they care for.
- Regularly attend training in order for them to develop professionally so they are best equipped to aid all children in their care.

Lone Working Policy

<p>EYFS: 3.4-3.18, 3.19, 3.21, 3.22</p>	<p>Standard 1 - Suitable person Outcome: Adults providing day care, looking after children or having unsupervised access to them must be suitable to do so.</p> <p>Standard 4 - Physical Environment Outcome: The premises must be safe, secure and suitable for their purpose.</p>
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At the Buchan Nursery we aim to ensure that no member of the team is left working in either a room alone and no staff member is ever alone with a child in the building at any time.

However, there may be occasions when a staff member may be in a room alone for a short period of time such as:

- 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. opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours.

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

It is the responsibility of both the employee and the Head of Nursery to identify the hazards and minimise the risks or working alone.

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

Public liability insurance for lone working will be sought where applicable.

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

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

Employee's responsibilities when left in the building alone:

- To make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work
- To ensure they have access to a telephone at all times in order to call for help if they need it, or for management to check their safety if they are concerned



- Ensure that the building remains locked so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as is practicably possible.

Management's responsibilities when left in the building alone:

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

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

Mobile Phone and Electronic Device Use

EYFS: 2.1 & 3.4	<p>Standard 4 - Physical Environment Outcome: The premises must be safe, secure and suitable for their purpose.</p> <p>Standard 13 - Safeguarding Outcome: The protection of the child must be the registered person's first priority.</p>
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This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically, capable of connecting us to the outside world. We will adapt the policy to include all devices we deem required to safeguard children.

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

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

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones in the classrooms during working hours. Smartwatches and/or fitbits are only allowed if not connected to a mobile phone and can receive no information.

We use mobile phones supplied by the nursery to provide a means of contact in certain circumstances, such as outings.

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

Staff must adhere to the following:

- Mobile phones 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 should be stored safely in the office or the kitchen during the hours of your working day
- The use of nursery devices, such as tablets, must only be used for nursery purposes
- The nursery devices will not have any social media or messaging apps on them
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age appropriate and safe apps will be accessible to staff or children using them
- Passwords / passcodes for nursery devices must not be shared or written down
- During outings, staff will use mobile phones belonging to the nursery wherever possible. Photographs must not be taken of the children on any personal phones or any other personal information storage device. 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. If a device is needed to be taken home due to unforeseen circumstances then the person taking this device home must ensure it is securely stored and not accessed by another other individual and returned to nursery as soon as practically possible



Parents' and visitors' use of mobile phones and smartwatches

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care and share information about the child's day. However, parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children.

If you are found to be using your phone inside the nursery premises you will be asked 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.

Photographs and videos

At the Buchan Nursery 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. We obtain this when each child is registered and we update it on a regular basis to ensure that this permission still stands.

We ask for individual permissions for photographs and video recordings for a range of purposes including: use 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. We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey.

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.

Photographs or videos recorded on nursery mobile devices will be transferred to the correct storage device to ensure no images are left on these mobile devices.

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 Head of Nursery.

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.

Applicable for settings using Online Learning Journals only



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At the Buchan Nursery we use tablets in the rooms to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only and do not install applications such as social media or messaging sites on to these devices.

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.

Acceptable IT Use

This Information and Communications Technology (ICT) Acceptable Use Policy describes the rights and responsibilities of staff using resources, such as computers, the internet, land line and mobile telephones, and other electronic equipment. It explains the procedures you are expected to follow and makes clear what is considered acceptable behaviour when using them.

These facilities are a vital part of our business and should be used appropriately and in the best interests of the nursery.

Security and passwords

Passwords for our systems are confidential and must be kept as such. You must not share any passwords with any other person; in particular you must not allow any other staff member to know your password.

Email

We expect all staff to use their common sense and good business practice when using email. As email is not a totally secure system of communication and can be intercepted by third parties, external email should not normally be used in relation to confidential transactions.

Emails must not be used to send abusive, offensive, sexist, racist, disability-biased, sexual orientation based or defamatory material, including jokes, pictures or comments which are potentially offensive. Such use may constitute harassment and/or discrimination and may lead to disciplinary action up to and including summary dismissal. If you receive unwanted messages of this nature, you should bring this to the attention of the Head of Nursery.

Internet access

You must not use the internet facilities to visit, bookmark, download material from or upload material to inappropriate, obscene, pornographic or otherwise offensive websites. Such use constitutes misconduct and will lead to disciplinary action up to and including summary dismissal in serious cases.

Each employee has a responsibility to report any misuse of the internet or email. By not reporting such knowledge, the employee will be considered to be collaborating in the misuse. Each employee can be assured of confidentiality when reporting misuse.

Personal use of the internet, email and telephones

Any use of our electronic communication systems (including email, internet and telephones) for purposes other than the duties of your employment is not permitted within working hours unless taken in an area away from children.

Emergency personal calls need to be authorised by the Head of Nursery and where possible, be made on your own personal mobile phone outside the nursery.

Disciplinary action will be taken where:



- the privilege of using our equipment is abused; or
- unauthorised time is spent on personal communications during working hours.

Data protection

When using any of our systems employees must adhere to the requirements of the General Data Protection Regulation 2018 (GDPR). For more information see our Data Protection and Confidentiality Policy.

Downloading or installing software

Employees may not install any software that has not been cleared for use by the Head of Nursery onto our computers or systems. Such action may lead to disciplinary action up to and including summary dismissal in serious cases.

Using removable devices

Before using any removable storage, media which has been used on hardware not owned by us (e.g. USB pen drive, CDROM etc.) the contents of the storage device must be virus checked.

No Smoking/Vaping Policy

EYFS: 3.56	Standard 7 - Health Outcome: The registered person must promote the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill
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At the Buchan Nursery we are committed to promoting children’s health and well-being. This is of the upmost importance for the nursery. Smoking has proved to be a health risk and therefore in accordance with legislation, the nursery operates a strict no smoking/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.

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

Staff must not smoke/vape while wearing nursery uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. If staff choose to smoke/vape during breaks they are asked to change into their own clothing and smoke/vape away from the main entrance.

We respect that smoking/vaping is a personal choice, although as an organisation we support healthy lifestyles. We aim to help staff and parents to stop smoking/vaping by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline - www.smokefree.nhs.uk
- Offering information regarding products that are available to help stop smoking
- Offering in-house support.

This policy also applies to electronic cigarettes.

Safe Recruitment of Staff

EYFS: 3.9 – 3.20, 3.29	Standard 1 - Suitable person Outcome: Adults providing day care, looking after children or having unsupervised access to them must be suitable to do so.
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At the Buchan Nursery we are vigilant in our recruitment procedures aiming to ensure all people working with children are suitable to do so. We follow this procedure each and every time we recruit a new member to join our team.

Legal requirements

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

Advertising

- We use reputable newspapers, social media websites, King William's College 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.

Interview stage

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



Starting work

- The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked and copies taken for their personnel files where applicable
- Prior to employment but after the job has been offered a health check questionnaire will be given to the employee and its results will be considered in making an overall decision about suitability. The nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the absence management policy for more details about how the nursery manages health problems including access to medical records
- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check and a suitability 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 criminals records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad
- The HR Department of King William's College and 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 discretion of the Buchan School's senior leadership team considering the following:
 - seriousness of the offence or other information
 - accuracy of the person's self-disclosure on the application form
 - nature of the appointment including levels of supervision
 - age of the individual at the time of the offence or other information
 - the length of time that has elapsed since the offence or other information
 - relevance of the offence or information to working or being in regular contact with children.
- Any individual appointed to the Buchan Nursery will be asked to go onto the DBS update service. 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
- 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 Head of Nursery and their mentor during their induction period to discuss their progress.

Ongoing support and checks

- All staff are responsible for notifying the Head of Nursery in person if any 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 termly 'staff suitability questionnaire'). This includes any incidents occurring outside the nursery. Staff will face disciplinary action should they fail to notify the Head of Nursery **immediately**

- The Head of Nursery 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. Please see the Disciplinary Policy for further details
- Every member of staff will have a probation review meeting after 6 months. This will provide an opportunity for the manager and member of staff to discuss training needs for the following six months as well as evaluate and discuss their performance in the previous six months
- The Head of Nursery and Deputy Head of Nursery will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback.
- The nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

Suitability of Staff

EYFS: 3.9-3.18, 3.20-3.26	Standard 1 - Suitable person Outcome: Adults providing day care, looking after children or having unsupervised access to them must be suitable to do so.
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At the Buchan Nursery we are committed to ensuring that all staff, including students and volunteers are suitable to work with or be in regular contact with children. We have systems in place to ensure that this includes deciding about suitability, as part of the recruitment process and monitoring continued suitability, as part of regular staff or student supervision.

The HR department of KWC is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS) as well as a suitability check, and that the results of such checks are assessed as part of a decision on suitability. All staff will have the checks completed prior to starting employment.

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

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

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

Access to the service by non-staff members

ENTERING AND LEAVING THE BUILDING

- The Management have overall responsibility for safety and security but every parent, carer and staff member plays a vital role. Constant vigilance and supervision are essential.
- The Nursery has a doorbell entry system at the front door. Parents and visitors must ring the doorbell. Staff will ask for a name if they do not recognise the adult and are within their rights to request to see ID of the visitor.
- Please be patient, staff know that you are waiting and will get to you as soon as possible.
- For parents collecting or dropping off children, please ensure that they are with you at all times.
- Please hand your child's belongings over to the member of staff at the door at drop off. We will help them sanitise their hands and hang up their coats & bags.
- Do not presume that the person following behind you has the right to enter the building. Please do not allow strangers to enter into the building.
- No parent or carer should take offence if challenged by another parent or member of the nursery personnel as they approach and or enter the building. This vigilance should be welcomed.
- No person is permitted to enter the building whilst there are children inside without the consent of the Head of Nursery or Deputy Head.
- All visitors/volunteers and non-staff members are asked to sign in the visitors book and will be given a visitors badge on a lanyard. The visitor is required to wear this at all times and is not to be left alone with access to children.
- After hours access - The only people who have access to the building out of hours are the cleaners and the KWC porters/maintenance team. The security team will do a late-night security test checking doors, windows etc. They will enter the building to collect laundry.



THE BUCHAN SCHOOL



KING WILLIAM'S COLLEGE

King William's College, The Buchan School and The Buchan Nursery

Infection Control Policy

Issue date: 01/17

Last Review Date: 03/22

Next Review Date: 03/25

Nursery Specific Review Date: 31 August 2022

Dr Mary Drijfhout - School Medical Officer

Mrs Tracy Bostrom – School Nurse

Mrs Frances Bland – School Nurse

Mrs Nicola Quayle – School Nurse

Stuart Corrie – Deputy Head Pastoral

Caroline Reid – Head of Buchan Nursery



Infection Control Policy

King William’s College, The Buchan School and The Buchan Nursery (the ‘School’) recognise that students and staff will become unwell from time to time during their life at the School. If a member of the community is unwell/carrying an infection, they should not be in School. We aim to minimise the spread of infections and the School takes a common-sense approach to infection control. The School maintains the highest standards of cleanliness through the Domestic Bursar’s department and external service providers with particular attention to bathrooms and the Medical Rooms.

Procedure

Students or staff who show signs of infection in the form of either diarrhoea or vomiting should take leave from the School for a minimum of 48 hours after symptoms have ceased. This is reviewed on a case by case basis and the Medical Centre Team are always happy to give advice. Any issues about advice given should be dealt with via the Schools’ Complaint’s Procedure.

Students or staff who have been diagnosed with an infectious disease should take leave from the School and follow the advice of their GP.

Action Plan for highly infectious disease:

1	Identify ‘index case’
2	Speak with the Principal
3	Liaise with the Medical Officer
4	Speak with the Isle of Man Public Health Directorate
5	The Duty Nurse will coordinate all enquiries and care through the Medical Centre.
6	Obtain vaccines – where appropriate and vaccinate where appropriate and necessary.
7	Put in place preventable measure – such as isolating the index case, with appropriate care in place.
8	Obtain consent from the student’s parents or staff member for communication with the School population, in an appropriate manner, that a highly infectious disease is present in the School community.
9	The Principal will coordinate the communication to staff, parents and students.
10	GP and the Nursing Team will liaise with the Isle of Man Public Health Directorate.

Preventative Measures:

- Staff and student training on hand washing (as part of the PSHE programme)
- Availability of hand washing facilities throughout the School and where a basin is not available, hand gel is made available.
- Encourage all children to use tissues when coughing and/or sneezing.
- Encourage all to dispose of tissues hygienically and to wash hands afterwards.
- Effective communication with the nursing team on a daily basis, through providing information on student and staff illness and prolonged absence from School.
- Encouraging parents and guardians to keep students at home, within the guidelines suggested, preventing the spread of infection within the boarding houses and School at large.



- Wear appropriate PPE when changing nappies, toileting children and when dealing with any other bodily fluids. This must be disposed of in an appropriate manner.
- At the nursery, clean and sterilise all potties and changing mats before and after each use.
- At the nursery, store dummies in individual hygienic dummy boxes, labelled with the child's name to prevent cross-contamination with other children.
- Regular cleaning regime and comprehensive cleaning rota throughout the School, including toys, equipment and resources.
- If there is the unfortunate event of an infection outbreak, deep cleaning of the relevant areas will be undertaken.
- Management may refuse access to the School for students, staff or parents if they are deemed contagious where it may have a negative impact on the welfare of other members of the School community.

General illness

The School follows the guidance issued by the Isle of Man government and Public Health Isle of Man.

- Any child who is unwell or has a high temperature should not be sent into school. If the child has had a high temperature they must not return to school until their temperature has returned to normal for at least 24 hours.
- At The Buchan Nursery, children who have been newly prescribed antibiotics must stay at home for the first 48 hours of the course. This is because it is important that children are not subjected to the rigours of the nursery day which requires socialising and other children being part of a group setting.
- Children who become ill whilst at school will be sent home as soon as possible. If the child has been sent home with a temperature they must not return to school until their temperature has returned to normal for at least 24 hours.
- All medication sent from home must have been prescribed for the child, it must be labelled with the child's name, name of medication and dosage. The medication must have been prescribed within the last 3 months. Parents of children at KWC and The Buchan School must also notify the Medical Centre for advice on storage of the medication at School. There are separate arrangements at the Buchan Nursery, where the Record of Medication Administered Form needs to be filled in before any medication is given to a pupil. No fever medication (such as Paracetamol / Ibuprofen) will be administered at the Buchan Nursery.

Infectious diseases

- Diarrhoea and vomiting – must not return to school before 48 hours after the last episode of diarrhoea and/or vomiting
- Chickenpox – must not return to school until all spots have crusted over. Usually 5-7 days
- Mumps – Must not return to school for 5 days from the onset of the swelling
- Measles – Must not return to school for 4 days from the onset of the rash.
- Shingles – Can come to school as long as the area is covered.
- Impetigo – Must not come to school for 48 hours after starting antibiotics



- Molluscum Contagiosum – Child can come to school.
- Hand, foot and mouth – Child can come to school, as long as they are well and haven't had a temperature in the last 24 hours
- Slapped cheek- Child can come to school, as long as they are well and haven't had a temperature in the last 24 hours.
- Conjunctivitis – Child can come to school
- Tonsillitis – Child can come to school, as long as they are well and haven't had a temperature in the last 24 hours
- Scabies – Child can return to school after first treatment
- Ringworm – Child can come to school, but treatment is required
- Threadworm – Child can come to school but treatment is required.
- Headlice – Child can return to school after first treatment. It is requested that parents inform the School in the case of headlice so that other parents can be alerted to check their child's hair.

Meningitis procedure

If a parent informs the School that their child has meningitis, advice will be sought from the School Medical Team and the School's Medical Officer. We will follow all guidance given and notify the appropriate authorities, including Social Care Registrations and Inspections if necessary.

Immunisation

The School expect that children are vaccinated in accordance with the government's health policy and their age. We ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children/staff/parents in the best way possible. In particular, The Head of Nursery must be aware of any children who are not vaccinated within the nursery in accordance with their age.

We make all parents aware that some children in the nursery may not be vaccinated, due to their age, medical reasons or parental choice. The School does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations and ask parents to sign a disclaimer.

We record, or encourage parents to record, information about immunisations on children's registration documents and we update this information as and when necessary, including when the child reaches the age for the appropriate immunisations.

Staff vaccinations policy

It is the responsibility of all staff to ensure they keep up-to-date with their vaccinations, as recommended by the NHS vaccination schedule.

If a member of staff is unsure as to whether they are up-to-date, then we recommend that they visit their GP or practice nurse for their own good health.

General Covid-19 Provisions

From 1st April 2022, there is an endemic approach to Covid on the Isle of Man. We will treat Covid as any other illness. i.e. if a member of the community is unwell and/or carrying an infection they should not be in school. Any member of the KWC and Buchan community who tests positive for Covid is advised to:

- record a positive result and stay at home until 48 hours after symptoms have stopped.
- keep distance from others when positive, stay away from work or sensitive locations.
- stay at home when recovering and seek medical help if required.

Anyone leaving their home when positive is strongly advised to wear face coverings.



Boarding students who test positive will continue to be isolated in the Medical Centre until 48 hours after symptoms have stopped.

For staff, as with any illness, please follow the School sickness policy which can be found in the Staff Handbook.

Nursery specific provisions:

If a child, or anyone in their household tests positive, parents are advised to follow the same guidelines as KWC, Buchan and Buchan Nursery staff. This is to:

- record a positive result and stay at home until 48 hours after symptoms have stopped.
- keep distance from others when positive, stay away from work or sensitive locations.
- stay at home when recovering and seek medical help if required.

Anyone leaving their home when positive is strongly advised to wear face coverings.



THE BUCHAN NURSERY

Westhill, Castletown

Morning drop off will be at the front door and parents are requested to hand over their children and belongings to the staff member at the door. Parents are able to enter the Nursery with prior arrangement. Collection will be from the Nursery playground at school hour pick ups or the front door for all late pick ups.

Parents of pupils starting at the Nursery after the 1st April 2022 will be allowed to accompany their children to a taster session in the playground. We will also invite parents inside the building for a short time during the settling in session.

Parents are advised to take a Lateral Flow Test before they visit the premises.

If a child displays symptoms of covid, or any other illness we will contact the parents and suggest they are taken home. They will be welcomed back into the Nursery if they test negative for Covid and otherwise are well enough to attend Nursery.