

Safeguarding children

1. Children’s rights and entitlements (Including PREVENT DUTY)

Policy statement

- At Sunny Days Nursery we promote children's right to be *strong; resilient and listened to* by creating an environment in our setting that encourages children to develop a positive self-image which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- As part of the PREVENT DUTY we actively promote British values.
- We encourage children to develop a sense of autonomy and independence.
- We support children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- Sunny Days Nursery work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.2 Supporting every child	4.4 Personal, social and emotional development

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

To be **strong** means to be:

- secure** in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued** as individuals in their families and in relationships beyond the family, such as day care or school ;
- self assured** and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong** in early years settings and in community life;
- confident in abilities** and **proud** of their achievements;

- **progressing optimally** in all aspects of their development and learning;
- **to be part of a peer group** in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- **to have their voice heard and listened to when things affect them and decisions are being made about them**

To be **resilient** means to:

- **be sure** of their self worth and dignity;
- be able to be **assertive** and state their needs effectively;
- be able to **overcome** difficulties and problems;
- **be positive** in their outlook on life;
- be able to **cope** with challenge and change;
- have a **sense of justice** towards self and others;
- to develop a **sense of responsibility** towards self and others; and
- to be able to **represent** themselves and others in key decision making processes.

To be **listened to** means:

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

2. Child protection and vulnerable adults policy

Policy Statement

Sunny Day’s Nursery and pre-school wants to work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

Our aims are to:

- Create an environment in our nursery and pre-school which encourages children to develop a positive self image, regardless of race, language, religion, culture or home background.

- Help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- Encourage children to develop a sense of autonomy and independence.
- Enable children to have the self confidence and the vocabulary to resist inappropriate approaches; and
- Work with parents to build their understanding of and commitment to the welfare of all our children.

The legal framework for this work is:

- The Rehabilitation of Offenders Act
- The Children Act 1989, 2004
- Human Rights Act 1998
- GDPR 25TH May 2018
- The Protection of Children Act 1999
- The Children (NI) Order
- The Children (Scotland) Order

Liaison with other bodies:-

- We work within the Local Safeguarding Children's Partnership guidelines as outlined in the 'what to do if you're worried a child is being abused' booklet and the Family Services Child protection Procedures. We work within the 'working together to Safeguard Children' with particular regard to page 56.
- We have a copy of the Safeguarding Children's Partnership Guidelines available for staff and parents to see.
- We notify the registration authority (Ofsted) within 14 days of any incident or accident and any changes in our arrangements which affect the wellbeing of children.
- We have procedures for contacting the local authority on child protection issues.
- If a report is to be made to the authorities, we act following guidance as set out on www.swcpp.org.uk in deciding whether we must inform the child's parents at the same time.
 - At Sunny Days Nursery we realise that it is not only children but also adults that can be vulnerable to abuse. We have a copy of the Cornwall Council 'say no to abuse' information available in the lobby. All staff have read and discussed this leaflet in order to ensure that they understand and can help parents, staff or volunteers who may be victims of abuse.

Methods

Staffing and volunteering

Gemma is our child protection/Safeguarding officer. Kathy is deputy safeguarding officer. All staff knows who the safeguarding officer is and how to refer concerns, including whistle blowing. Gemma is available outside of working hours should a parent, volunteer or member of staff have a concern. Parents, volunteers and practitioners are given Gemma's number when they join the setting (01209 714289 or 0741205758)

Kathy can be contacted at the setting and Lucy Askew (Chairperson is available for contact on 07881490729

Staff have been provided with the number for **Local Authority's Designated Officer (LADO)** (01872 327225) and information on their role should they need their assistance.

We provide adequate and appropriate staffing resources to meet the needs of children.

Applicants for posts within the nursery and pre-school are clearly informed, following our settings employment and staffing policy that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers and keep a central record, to ensure that no disqualified person or unfit person works at the pre-school or has access to the children.
Volunteers do not work unsupervised.

- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the pre-school.
- We take security steps to ensure that we have control over who comes into the nursery or pre-school so that no unauthorised person has unsupervised access to the children.

Disciplinary Action

Where a member of staff or a volunteer is dismissed from the pre-school or internally disciplined because of misconduct relating to a child, we notify the Independent Barring Board so that the name may be included on the List for the Protection of Children and Vulnerable Adults.

Training

All members of staff know how to access training. The designated safeguarding officer **Gemma Gould (Manager) and Kathy Marchant (Deputy Manager and Second Safeguarding Officer in Gemma's absence)** will attend LSCP Inter agency child protection updates every 2 years. All members of staff receive basic child protection awareness training at least every three years to ensure that they are able to recognise the signs and symptoms of possible physical, emotional, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals. We ensure that all staff knows the procedures for reporting and recording their concerns in the setting. We also have strong connection to the school.

Curriculum

- We introduce key elements of child protection into our foundation stage curriculum, so that children can develop understanding of why and how to keep safe by creating an environment that is calm, interesting and well supported by adults.
- We create within the nursery and pre-school a culture of value and respect for the individual, where the child's voice is listened to.
- We ensure that this is carried out in a way that is appropriate for the ages and stages of our children.

Planning

The layout of the space allows for constant supervision by sight or hearing as appropriate. Where children need to spend time away from the rest of the group, for instance when an adult is changing a nappy, the door is left ajar.

Complaints

- Our prospectus ensures that all parents know how to complain about staff or volunteer action within the nursery and pre-school, which may include an allegation of abuse.

We follow the guidance of the Local Safeguarding Children's Partnership when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child. Contact **number Multi Agency Referral unit - 0300 1231 116 - Out of hours office 01208 251300**

- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint **immediately** to the **Local Authority's Designated Officer (LADO) (01872 327225)** social care department to investigate. We also report any such alleged

incident to Ofsted within 14 days and what measures we have taken. We are aware that it is an offence not to do this.

- We contact the DBS referral helpline to determine if a referral and investigation is necessary on **01325 953795**
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.
- Staff members should notify management immediately when an allegation /complaint have been received. If an allegation is made **against Deputy Manager then Gemma (Manager)** should be notified. If an allegation is received against **Gemma** then **the chairperson Lucy Askew will be notified.**

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, sexual and neglect.
- When children are suffering from physical, sexual or emotional abuse, this may be demonstrated through changes in their behaviour, or in their play. Where such changes in behaviour occur, or where children's play gives cause for concern, the nursery and pre-school investigates.
- At Sunny Days Nursery we recognise that early intervention and support for families can help prevent abuse, for instance by supporting a family to manage a child's behaviour effectively, thus reducing tension. Therefore we work with parents to support them where appropriate.
- We allow investigation to be carried out with sensitivity. Staffs in Sunny Days take care not to influence the outcome either through the way they speak to children or ask questions of children.
- Where a child shows signs and symptoms of 'failure to thrive' or neglect, we make appropriate referrals.

Safeguarding Action may be needed to protect children from:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Bullying, including online bullying and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Gender based violence / Violence against woman and girls
- Radicalisation and/ or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour
- Teenage relationship abuse
- Substance misuse
- Issues that may be specific to a local area or population
- Domestic abuse
- Female genital mutilation
- Forced Marriage
- Fabricated or induced illness
- Poor parenting, particularly in relation to babies and young children

Disclosures

Where a child makes a disclosure to a member of staff, that member of staff:

- Offers reassurance to the child (does not advise it wont happen again)
- listens to the child

- Gives reassurance that she or he will take action.
- The member of staff does not question the child

Recording suspicions of abuse and disclosures

Staffs make a record of:

- The child's name;
- The child's address;
- The age of the child;
- The date and time of the observation or the disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child;
- The name of the person to whom the concern was reported, with date and time; and
- The names of any other person present at the time.

These records are signed and dated and kept in a separate confidential file.

All members of staff know the procedures for recording and reporting. We refer to the 'what to do if you're worried a child is being abused'

Informing Parents

We share the 'What to do if you are worried a child is being abused' summary booklet with parents when they start at the setting.

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 Safeguarding Children Partnership does not allow this. This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Area Child Protection Committee.

Support to give families

- Sunny Days Nursery and pre-school recognise the value of early intervention. Therefore we build up trusting and supportive relations among families, staff and volunteers in the group. This means that we are able to discuss concerns and support to families as soon as a concerns are raised.
- We would continue to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child only if appropriate under the guidance of the Safeguarding Children Partnership.
- With the proviso that the care and safety of the child is paramount, we offer to work closely to support and work with the child's family.

3. Children in Care (CIC) & PLAC (Previously Looked After Children)

At Sunny Days Nursery we believe that all Children in Care should have equitable access to excellent pre-school provision and achieve at a similar level to all Cornwall children. We as a community aim to be champions for Children in Care and take a proactive approach to support their success, recognising that we as a pre-school setting have a vital role to play in promoting children and young people's social and emotional development.

Designated Teacher for CIC & PLAC – Gemma Gould (Manager& Safeguarding Officer)

Second contact for CIC & PLAC if DT not available – Kathy Marchant (Deputy Manager)

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is

important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory Framework for the Early Years Foundation Stage DFE March 2012

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
Every Child is unique and deserves the best possible start in life. Practitioners will support each child by identifying their needs, keeping them safe and valuing and respecting their individuality	Each child has a key person and a CIC designated adult who will support them and liaise with their carers and outside agencies. They will provide a warm, trusting relationship where boundaries and expectations are clearly defined.	Children learn and develop well in an enabling environment. The key person will ensure that this is right for their child. An environment where the individual and learning is valued	The key person will foster the characteristics of effective learning for the individual child.

Our aims to support Pre-School Children in Care (CIC) & PLAC Previously Looked After Children

- Provide a safe and secure environment, which values education and believes in the abilities and potential of all children.
- Narrowing the gap - Bring the educational attainments of our Children in Care in line to those of their peers. Ensure appropriate use of Pupil Premium Plus *to support education.
- Making sure that they have access to education appropriate to their age and ability. This includes full access to the Early years Foundation Stage
- Identifying our settings' role to promote and support the learning and development of our Children in Care. Always ask the question "Would this be good enough for my child?"
- **Gemma Gould** is our designated person for Children in Care who will act as their advocate and coordinate support for them, liaising with carers and or **parents** (as appropriate) and social workers on a wide variety of educational and care issues. **The deputy** will act in this role in her absence.

All staff and management are committed to ensuring improved educational life chances for Children in Care by ensuring that the relevant personnel have reasonable support and time to complete tasks and responsibilities. Also establish and maintain appropriate reporting and monitoring procedures both within the setting and with other agencies.

DESIGNATED Person / SETTING MANAGER FOR CHILDREN IN CARE (CIC) & PLAC Previously Looked After Children.

- Maintain a register of all Children in Care (this includes children both from in and out of Cornwall)

This will include a record of:

- The contact person in the relevant Children in Care Education Support Service (CiCESS).
- Status i.e. type of care. See sheet at end of policy for definitions of care orders
- Type of Placement e.g. foster, respite, residential, adoptive.
- Name of Social Worker, area office, telephone number

"The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential." (*Promoting the Educational Achievement of Looked After Children DCSF March 2010*) "The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances." (*Promoting the Educational Achievement of Looked After Children DCSF March 2010*)

- Ensure statutory documentation is kept up to date and is relevant to the child's needs and ability i.e. Personal Education Plan

- Daily contact and telephone numbers of those who need to be contacted in an emergency or for any other concerns. E.g. name of young person, name of parent or carer or key worker in children's home.
- Share Child Protection / disability information if appropriate (if not appropriate to share, indicate the confidential nature of the information)
- Relevant health information
- Baseline information and any other relevant assessments or information.
- The child (where appropriate) is entitled to decide who attends their Children in Care Statutory Reviews (6 monthly); if the setting does not attend they need to submit a written report that promotes the continuity and stability of their personal education plan.
- Participate in appropriate Children in care training and joint agency training.
- If there are safeguarding concerns for a Child in Care or any other child, contact and advice should be sought from the **Multi agency referral unit (MARU) 0300 1231 116**

The Manager will keep the Chair, informed of any Children in Care in the setting, their progress and any concerns including:

Number of CIC on setting roll
 Number of CIC with up to date PEPs
 Overall attainment of CIC in the setting / performance compared to peers
 Number of CIC with SEN and statements
 Authorised and unauthorised absence levels of CIC
 Number of CIC who have been excluded in previous 12 months

- The setting celebrates the achievements of Children in Care.
- Staff should have high expectations of the child, encouraging achievement and ambition
- The child will have a key person in the setting who is able to take time to listen to them and have access to support and counselling if required.
- For young Children in Care, there should be clarity in relation to who is and is not allowed to collect the child from the setting
- All staff within the setting are made aware of the needs of Children in Care and actively promote their best interests
- Adults in the setting will need to be sensitive to the young person's wishes over what is known and by whom regarding their care status
- Effective assessment, recording and reporting practices are established
- Ensure systems are in place to keep staff updated and informed about Children in Care
- Gemma ensures that positive messages about behaviour and achievement are shared within the setting and between setting, carers and outside agencies and that high educational expectations are maintained
- Staff work in partnership with carers and agencies and parents (where appropriate).
- Support carers to value educational achievement and improve attendance
- Staff can help the individual begin to feel that they are fitting in and offer them a safe haven and a sympathetic ear in a crisis
- Staff are aware that being or becoming 'in Care' has a major impact on children's lives and that when considering children's learning and or behaviour, due consideration will be given
- Staff are aware of a variety of issues that may undermine the young person's ability to engage in the learning process including feelings of loss, rejection, isolation, confusion and low self-esteem
- Staff need to be aware of possible unresolved feelings the young person may have about their own families and siblings, in addition to insecurity over their current homes and carers

Special Educational needs / Gifted and talented:

- Any special educational needs / Gifted and talented abilities are quickly identified and appropriate provision is made.
- Ensure that systems are in place to identify and prioritise when Children in Care are underachieving and have early interventions to improve this.

- Contact needs to be made with the Children in Care Education Support Service (CiCESS) as soon as concerns are raised.
- If the child or young person has a statement of special educational need, then ensure the six monthly review coincides with one of the six monthly care planning reviews; dates can be obtained from the social worker and should include the Senior locality SENCO from the Early years Inclusion team.

Admissions and transitions:

- Ensure that on admission or transfer all relevant information is obtained at the outset
- Make every effort to provide continuity of pre-school educational experience
- Prioritise Children in Care within settings own admissions procedures and admit children as quickly as possible recognising the importance of re-establishing educational stability for Children in Care.

Exclusion:

- Identify any Child in Care who is at risk of exclusion and contact the EY School improvement team (Carol Kimberley), the Inclusion team (Clare Lowry) Children in Care Education Support Service (CiCESS), Social Worker and or relevant professionals to put proactive strategies in place to avoid the Child in Care missing days from school

Multi-agency liaison: Links with Early years services

- Designated person / Centre Manager will need to liaise closely with carers, parents (if appropriate) and the child's social worker on a variety of issues. It is important that positive messages about behaviour and achievement are shared
- There should be a well-planned and co-ordinated approach to meeting the child's educational and social needs, for example, whether potentially disruptive changes in the setting can be prevented
- There needs to be clear understanding about the role and responsibility of setting staff in relation to the young person and the roles and responsibilities of the other professionals involved
- Staff will need to share positive perceptions and high expectations of the child with other professionals but especially with the child themselves
- The setting should be aware of and sensitive to the appropriate role of the carers and or parents
- Designated person /Managers should ensure that requests from the LA for statistical information held by the setting are completed and returned on time to comply with statutory obligations
- Support the child to have the opportunity to participate fully in planning and decision making

Early years Improvement team:

Early years Inclusion team:

Supporting practice and quality of provision for all children including children in care. Offering wider support across the settings

Childcare and play development team:

Supporting any aspect of early year's provision. Focus on leadership and management meeting the safeguarding and welfare requirements in settings.

Personal education plans (PEPs):

“The PEP is the joint responsibility of the local authority and the school.”(*Promoting the Educational Achievement of Looked After Children DCSF March 2010*)

- Ensure that there is a quality Early years Personal Education Plan in place for each child to include appropriate targets. This must be compatible with the child's Care Plan held by the Social Worker, and form part of any other setting plan. E.g. Statement, Transition Plan, Pastoral Support Programme, adoption plan

- Contribute to the process whereby all Children in Care have a high quality EY Personal Educational Plan (PEP) in place within 10 days of starting the setting. This will include SMART educational targets and will be linked to the child's Care Plan and any other plan resulting from the assessment of the child (IEP, PSP, Statement of Educational Need)
- Following the writing of an EY PEP, any educational recommendations in that PEP will be adhered to by staff in order that any Child in Care has the opportunity to fulfil and achieve the targets set
- Hold an EY PEP meeting for every statutory care review, involving the Social worker, foster carers, young person and parent if appropriate (*See brief PEP Guidance on website*)
- PEP 'Responsibility sheet' will record who holds PR / signing of consent forms / emergency contact

Being 'in care'

Section 20 – When a child is accommodated under a Section 20 voluntary arrangement. Cornwall, in this instance does not have parental responsibility, this remains with the parents but the child is 'accommodated' by Cornwall.

Interim care order -This is an Order that is made at the first hearing after Care Proceedings have been issued. This Order can last for up to 8 weeks and can be renewed every 4 weeks after that. The Order can only be granted if the Court feels there is good reason to believe that a child may be at serious risk of harm.

When Social Services apply for an Interim Care Order, they have to have prepared an Interim Care Plan which sets out where the child should live until the final hearing. This will include contact arrangements between the parent and the child. The Interim Care Order, like a Care Order grants Cornwall Parental Responsibility which means they are able to make decisions about the child's living arrangements and do not need the parents' permission to do so.

There are several final orders the court can make:

Care order

This is an order that places the child in the care of Cornwall and gives it parental responsibility. This does not mean the parents lose parental responsibility but it does mean Cornwall can override their wishes if it believes this would be best for your child. However, it must have consulted parents first.

For this order to be made, the child must be under 17 years old.

A care order means that Cornwall must provide a place for the child to live (for example with relatives or foster carers) and is responsible for the child's 'maintenance' (making sure they have money to live on). Occasionally the child remains at home with parents under a care order, but Cornwall still makes all decisions and can remove the child at any time if they are concerned about the care the child is receiving.

If Cornwall is granted a care order, its plans for the child will be set out in the care plan filed at court. This plan must be reviewed regularly and parents should be consulted about this. **A full care order remains in force until the child is 18 years old, unless the court:**

- Makes a residence or special guardianship order;
- Decides that the order should end (known as 'discharging' the order);
- Makes a supervision order instead; or

- Makes an adoption order.

Supervision order

This means parents have parental responsibility and remain responsible for their child's care, but Cornwall has the power to 'supervise' how they care for your child. A supervision order lasts up to one year but the council can ask the court for an extension for up to two more years.

Residence order

This order would mean that the child would live with someone else, such as a member of the family, without Cornwall being involved. It would give that person parental responsibility for the period of the order.

Special guardianship order

This court order places a child with someone who is not their parent in a longer-term arrangement. It is more permanent than a residence order because a parent cannot apply to 'revoke' (end) the order without the courts permission. The court can give this permission only where the circumstances have changed significantly since the order was made. However, a special guardianship order (SGO) does not break the legal relationship between a parent and child. If an SGO is made for the child, the special guardian will gain parental responsibility for him or her. Parents will still have parental responsibility as well, but the special guardian has the right to override their wishes if they cannot agree.

Placement order

In rare cases Cornwall may consider that the child should be placed for adoption. Where adoption is planned, Cornwall will probably apply for a 'placement order' at the final hearing. This order allows Cornwall to place the child with prospective adopters even if parents don't consent to this.

There are further legal proceedings before the court can make an 'adoption order'. If the child is adopted, he or she will stop being a member of the birth family, and will become legally related to the adoptive parents. Once a placement order has been made, there are only very limited circumstances in which parents can later apply to end it or to oppose adoption.

Related documentation:

See CiCESS website on Cornwall intranet for related documentation and information

www.cornwall.gov.uk/cicess

'Statutory Framework for the Early Years Foundation Stage DFE March 2012'

Promoting the Educational Achievement of Looked After Children Statutory Guidance for Local Authorities DCSF March 2010

Improving the Educational Attainment of Children in Care (Looked After Children) DCSF 2009

Improving the Attainment of Looked After Children in primary schools DCSF 2009

Special Educational Needs SEN Code of Practice and SEN toolkit

'Conducting Early years Inspections' Ofsted July 2012

4. Confidentiality and client access to records

Policy statement

Definition: *‘Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.’*

(Information Sharing: Practitioners’ Guide)

Sunny Days Nursery, staff and managers can be said to have a ‘confidential relationship’ with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. Here at Sunny Days we aim to ensure that all parents and carers can share their information. In the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the General Data Protection Regulation (GDPR) and the Human Rights Act.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

Confidentiality procedures

- Sunny Days check whether information parents share with us is to be regarded as confidential or not.
- Parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if a parent they confide in reveals this information
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see record keeping procedures) – e.g. accidents, injuries, changes to family etc

Client access to records procedures

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

- Any request to see the child’s personal file by a parent or person with parental responsibility must be made in writing to the **Manager Gemma Gould or the Chairperson.**

- If Gemma receives a letter, she will inform the chairperson and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The Manager and chairperson of Sunny Days committee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter and a photocopy of the complete file is taken.
- The **manager Gemma Gould and chairperson of Sunny Days committee** go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be reviewed by the manager so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of Sunny Days Nursery, which is to the safety and well-being of the child. Please see also our policy on child protection.

[Facebook](#)

Facebook is an internet site that is in the public arena. It is vital that practitioners who go on Facebook maintain a level of professionalism that will not have a negative impact on parents or prospective parents to the nursery. Therefore is not a place to discuss events that have happened at Sunny Days Nursery or individuals views of Sunny Days or their staff. When practitioners join the nursery the induction stresses the importance of maintaining confidentiality and that something said positively by one person can be interpreted as negative by another. Failure to maintain a professional relationship on face book or elsewhere can result in disciplinary action, including dismissal. This includes the inclusion of inappropriate comments or photographs out of hours that may affect the professionalism of the individual.

Legal framework

- General Data Protection Regulation (GDPR) 2018
- Human Rights Act 1998

Further guidance

- Information Sharing: Practitioners' Guide (HMG 2006)

www.everychildmatters.gov.uk/files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf

5. Information sharing (Including GDPR)

“Practitioners need to understand their organisation’s position & commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally.” Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

Policy statement

At Sunny Days Nursery we recognise that parents have a right to know that information they share is regarded as confidential. Parents should be informed of the reasons we are obliged to share information. We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest when:

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

When the child protection officer or her representative shares information she has gained with regard to safeguarding a child or adult the committee will support her decision providing the correct procedure has been followed.

The three critical criteria are:

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

Procedures

Sunny Days Nursery procedures are based on the 7 golden rules for information sharing as set out in *Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)*.

- Remember that the General Data Protection Regulation is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately. Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies

- Be open and honest. Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

At Sunny Days we ensure parents:

- Are advised about our information sharing policy when enrolling their child, they sign a form to confirm that they *understand* circumstances when information may be shared without their consent. (When it concerns safeguarding a child or vulnerable adult) This is on our [Parents as Partners contract](#)
- Have access to information about our Safeguarding Children and Child Protection policy
- Have access to information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
 - Seek advice when there are doubts about possible significant harm to a child or others.
- Managers contact children's social care for advice where they have doubts or are unsure.
 - Share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.
 - The Manager Gemma Gould is conversant with this and is able to advise staff accordingly. Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding 'significant harm' the child's well being and safety is paramount.

At Sunny Days we:

- Record concerns and discuss these with the settings *designated person*. Record decisions made and the reasons why information will be shared and to whom.
- Follow the procedures for reporting concerns and record keeping.
 - Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.

Our Child Protection procedure and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.

- Reasons for decisions to share information or not are recorded. This is set out in our Record Keeping procedure

Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or in our prospectus.
- Parents sign a form at registration to say they understand this.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass child development summaries, to the next provider/school.
- Copies given to parents of the forms they sign.

Sunny Days staff consider the following questions when we need to share:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential? If so do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection policy.

GDPR

GDPR is a regulation that requires businesses to protect the personal data and privacy of its users.

At Sunny Days we do require Data from our Staff, parents and of our Children in order to offer our services.

In order to protect our Families we ensure that Data collected is viable and relevant, we only gather what we need in order to offer our service such as:

- Children's details such as address, DOB, full name to enrol a child at the setting
- We would also require to see evidence of their DOB (for funding purposes)
- Parent's details such as DOB, National Insurance Number and Contact details for Funding Purposes and emergency contact information for the setting.
- We gather staff details such as Full names, address, DOB and employment history
- We also gather bank details in order to pay staff along with their national insurance number

A full detailed Audit sheet is attached to see all data gathered and how and why Sunny Days uses this data.

We store data for the legal recommended time for each and ensure that all data is secured.

We do this by ensuring that our computers are all password protected and that we limit access to these.

We ensure that all staff files are kept securely locked in the office. All parent and children's record are securely locked in office.

All Sunny Days banking information is password protected and accessible by Gemma Gould, the book keeper and the treasurer of the committee.

Legal framework

General Data Protection Regulation 2018
Managers

Human Rights Act 1998

www.everychildmatters.gov.uk/files/116ABBC875E8FEE7BC1E03F534A1EFAA.pdf

Further Guidance

Information Sharing: Guidance for practitioners and

6. Uncollected Child

Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, Sunny Days Nursery puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
- Place of work, address and telephone number (if applicable).
- Mobile telephone number (if applicable).
- Names, addresses and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
- Who has parental responsibility for the child?
- Information about any person who has legal access to the child.
- On occasions when parents are aware that they will not be at home, in their usual place of work or unable to be contacted by mobile phone, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and

telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.

- However we recognise that there are times when written permission cannot be given in advance, for instance when there is a family emergency. On these occasions staff can release a child to a nominated adult provided they are sure that parental permission has been given. Where written permission has not previously been given that adult who collects is asked to sign for the child. If not known a password is put in place and description given.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our **child protection procedures** as set out in our child protection policy in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the following procedures:
- The room diaries are checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority children's social care team: **0300 1234 101 / 0300 123 1116**

For full day care, this will be the out of hour's duty officer: **0300 1234 101 / 01208 251 300**

- The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
 - Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
 - Under no circumstances do staff to go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.

- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed on: 0300 123 1231

7. Missing child

Policy statement

At Sunny Days Nursery children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out the outings procedure and the exit/entrance procedure to ensure the security of children is maintained at all times.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the a staff member will carry out a brief search
- Within 5 minutes she alerts the manager, a member of staff is allocated to stay with the children.
- The staff and managers will carry out a thorough search of the building and outside areas.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out, school is informed and a further search undertaken, getting support from school staff if appropriate.
- If the child is not found, the parent is contacted within 15 minutes of the child going missing and the missing child is reported to the police.
- Manager talks to the staff to find out when and where the child was last seen and records this.
- Sunny Days Nursery management team contacts the chairperson to report the incident. Chairperson and committee officers carry out an investigation and come to the setting.
- **OFSTED are informed within 14 days**

Child going missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the Sunny Days management team and other members of staff back in the setting. If Gemma has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount, then call the register to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- **Gemma is** contacted immediately and the incident is reported, if they are not present at the outing.
- The management team contacts the police and reports the child as missing.
- Within 10 minutes a member of the management team contacts the parent, who makes their way to the setting or outing venue as agreed with **Gemma**. The members of staff that remain at the setting are advised, as by the time the parent arrives, the child may have been returned to the setting.
- Practitioners are allocated to take the remaining children back to the setting.
- The management team contacts the chairperson and reports the incident. The chairperson, with the committee officers carry out an investigation and may come to the setting immediately.
- Management or designated staff member may be advised by the police to stay at the venue until they arrive.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The management team together with the chairperson speak with the parent(s).
- The chairperson/ committee carry out a full investigation taking written statements from all the staff present
- The key person/staff member writes an incident report detailing the date and time of the report.
- What staff/children were in the group and the name of the staff designated for the missing child and when the child was last seen in the group/outing. What took place in the group or outing since the child went missing. Estimated time that the child went missing. A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy) The local authority Health & Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed within 14 days on 0300 123 1231 at **The National Business Unit, OFSTED, Piccadilly Gate, Store Street Manchester M1 2WD.**
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Sunny Days Nursery staff may be the understandable target of parental anger and they may be afraid. The managers need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.

- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the management committee or representative. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but reassuringly
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson will use their or committee officials will use their discretion to decide what action to take. Staff must not discuss any missing child incident with the press without taking advice.

8. Supervision of children on outings and visits

Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff ensure that there are procedures to keep children safe on outings, all staff and volunteers are aware of and follow the procedures below.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning

Procedures

- Parents sign a general consent on registration for their children to be taken out on general village walks
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place and all venue risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two or three children, depending on their age, sensibility and type of venue as well as how it is to be reached.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Outings are recorded in an outings record book kept in the setting stating:
 - The date and time of outing, including return time
 - The venue and mode of transport.
 - Names of staff assigned to named children.

- A mobile phone is taken on outings, supply of tissues, wipes, spare clothes, mini first aid kit, snacks, water and a contact list for children attending. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Records kept of vehicles used along with named drivers and appropriate insurance cover.
- A minimum of two staff accompany children on outings and a minimum of two should remain behind with the rest of the children.

Other useful Pre-school Learning Alliance publications:

- Register and Outings Record (2006)
- Risk Management in Early Years Settings (2007)

9. Maintaining children’s safety and security on premises

Policy statement

Sunny Day’s Nursery maintains the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners		

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau. Until a satisfactory enhanced enclosure is in place new staff are not left alone with children.
- Adults do not normally supervise children on their own, but all children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises unchallenged.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

10. Making a complaint

Policy statement

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

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other 2.2 Parents as partners	3.2 Supporting every child 3.4 The wider context	

Procedures

Sunny Days Nursery are required to keep a 'Complaints Summary Log' of all complaints that reach stage two or beyond. The Complaints Summary Log is available to parents as well as to Ofsted inspectors. All complaints will be responded to within 28 days from the date of the complaint.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision should firstly talk over their concerns with the key person.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If 'stage 1' does not have a satisfactory outcome, or the problem recurs, the parent then moves to stage 2 of the procedure by putting their concerns or complaint in writing to the Manager Gemma Gould, Deputy Manager Kathy Marchant or the Chairperson.

- For parents who are not comfortable with making written complaints they may complete a written form with the Manager, Deputy Manager or Committee officer, signed by the parent.
- Sunny Days Nursery stores written complaints from parents in the complaints folder. However, if the complaint involves a detailed investigation, the setting Manager may wish to store all information relating to the investigation in a separate file designated for the complaint.
- When the investigation into the complaint is completed, the management team or committee officer(s) meet with the parent to discuss the outcome.
- Parents must be informed of the outcome (unless the complaint is ongoing) of the investigation within 28 days of making the complaint.
- When the complaint has been resolved, the summative points are logged in the Complaints Summary Log.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Setting Manager and the Chairperson of the Management Committee. The parent should have a friend or partner present if required and the Manager should have the support of the Chairperson of the Management Committee present.
- An agreed written record of the discussion is made as well as any decision or action to be taken. All the parties present at the meeting will sign the written record and receive a copy.
- The signed record signifies that the procedure has been concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Log.

Stage 4

- If at the stage 3 meeting the parent and Sunny Days Nursery cannot reach an agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action taken so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (setting Manager and Chairperson
- Of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the Sunny Days Nursery Management team and the Chairperson of the committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help in reaching a decision.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has been concluded.

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Local Safeguarding Children Board

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is:
0300123 1231

- Address:- **The National Business Unit, Ofsted, Piccadilly gate, Store street, Manchester M1 2WD**
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints against our setting and/or the children and/or the adults working in our setting is kept in a separate file, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Complaints Summary Log which is available for parents and Ofsted inspectors on request. This is kept for a minimum of three years.

Parental Behaviour

At Sunny Days Nursery we believe staff, parents/carers and the children are entitled to a safe and protective environment in which the setting conducts itself. Behaviour that will cause harassment, alarm or distress to the users of the premises is contrary to the aims of the setting.

We expect parents and carers to show respect and concerns for others by:

- Set a good example in their own speech and behaviour towards all members of the setting.
- Working together with the staff for the benefit of the children. This includes approaching Gemma or Lisa to resolve any issues of concern and to discuss and clarify events in order to bring out a positive solution;
- Correcting own child's behaviour, especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour;
- Keeping the setting tidy by not littering;

In order to support a calm, caring environment at Sunny Days, we'll not tolerate:-

- disruptive behaviour which interferes with the running of the Nursery;
- Attempts to gain entry to any part of the premises in disregard of procedure or without permission and appropriate supervision.
- using loud and /or offensive language or displaying temper;
- damaging or destroying pre-school property;
- Smoking and consumption of alcohol or other drugs or accessing the school grounds whilst intoxicated.

Following an incident of misconduct, the managers of the nursery can suspend a child and/or their parent/ carer for the remainder of the day, with immediate effect. If a child is suspended there will be no refund of fees paid for those sessions from which they have been suspended.

Gemma/ Kathy must then inform the Chairperson of the committee as soon as possible with a written report of circumstances. Suspension can be extended to 7 days if necessary.

Having interviewed any staff and any other witness present, the Chairperson will then be responsible for taking necessary action required to resolve any complaints. The Chairperson can delegate their position to another committee member if it is felt more appropriate.

The Chairperson or committee member will invite the offending parent or carer for an interview if it is deemed necessary. The Chairperson or committee member must be accompanied at the interview by the manager or another staff/ committee member who is not directly involved.

The parent/ carer are permitted to bring a person of their choice to the interview as well. An agreed written record of the discussion will be made for the official complaints records. All of the parties present at the meeting must sign the record and be in receipt of the copy of document.

At this stage the parent/ carer and setting cannot reach agreement, and then we would follow complaints procedure

11. Policy on using children's images and using the internet

Policy statement

This policy forms part of our safeguarding policy. Photographs are a valuable tool for recording and assessing children’s activities and achievements at Sunny Days Nursery.

Photographs will only be taken with digital cameras or the ipads, **NEVER WITH MOBILE PHONES!!**

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 6 Areas of learning

- We take photos of children during their normal day. The Children enjoy seeing these and discussing their play. Parents are welcome to see the pictures. Photographs are added to learning journeys or displayed with the setting to enhance conversation and children’s learning.
- Written consent is obtained from parents when their child starts at Sunny Days to ensure that parents are happy to have their child photographed. Parents are given a number of options, see appendix a, and parents wishes are adhered to. Should a parent/carer not give permission for their child to be photographed, all staff will be informed so that all reasonable steps can be taken to ensure the parent’s wishes are followed.
- Only staff members of Sunny Days Nursery who have an enhanced CRB/DBS disclosure are permitted to take photographs within the pre-school and nursery except at events, where parents give permission to other parents to take photo’s of their own children at those events.
- Visitors/ Workmen will be asked not to use their mobile phones on the premises(if they need to use their phone in regards to work in the to the setting to ask a member staff)
- Cameras will never be taken into the toilets/changing areas. A child will never be photographed when their clothes or nappy is being changed.
- Staff mobiles will be left in the office, locked storage cupboard or yellow cupboard and are not handled or answered during sessions, except with the permission of the Manager (Gemma Gould) or the Deputy Manager (Kathy). Any member of staff found using a mobile phone without permission may be subject to a disciplinary action by the Manager/Deputy Manger or the Sunny Days Committee.
- Staff are permitted to take personal mobile phones when on outings for emergency reasons only, if a work mobile is not available. No photographs including the children on the outing are permitted to be taken on staff’s personal mobile phones. The Manager/Deputy Manager or Sunny Days committee may at any time request to inspect staff’s personal phone images following an outing, to ensure no images of children have been stored.
- Parents who volunteer or parents dropping off or picking up their children and other visitors are not permitted to take photographs in the setting.
- Photographs will normally be stored on the office computer. The majority of photos will not normally be kept for more than a term after a child has left pre-school or nursery. Exceptions of this will be photographic records of special events, for example Feast Day or sports day or when permission was granted for the use of a child’s photograph to be used in our prospectus or in publicity material.
- Sunny Days Nursery will ensure that parents will always be consulted before a photograph is used for publicity material or for our prospectus. Children’s first or second names are not given to the press unless parents have given permission to do so.

Internet use

At Sunny Days Nursery we recognise the children and adults have regular access to the internet at home and that we need to use the internet to keep up to date with information and use the e-mail system as a means of correspondence and informing others. Children at Sunny Days Nursery are not given access to the internet. However they do use the computer to begin to develop their computer skills.

All staff are aware of the need to maintain confidentiality - **see policy 4 which covers face book.**

Sunny Days Nursery does have direct access to the [internet in the office](#). This is filtered by [Cornwall Council](#). We use USB's to transfer information from one machine to another. The management committee have the right to look at these USB's on demand.

Any member of staff who misuses the USB or accesses unsuitable sites could be subject to disciplinary measures. Internet or phone misconduct that could be considered safeguarding will result in our safeguarding policy being enacted.

Sunny Days Nursery has an information web site www.sunnydaysnursery.org.uk. All pictures of children posted on the web site are checked for suitability and parent permission before being added. No-one other than Gemma (Manager) or the site designer Lee Willoughby can access the web site to add or alter materials.

The web site is used to inform parents and prospective parents about Sunny Days Nursery. The site includes information about how to make a complaint and who to contact with a safeguarding concern.

12. Unauthorised access (emergency protection of children)

Policy statement

At Sunny Days Nursery we recognise that children's safety is paramount. We recognise that there are times when children's safety could be at risk because of an unauthorised visitor. This could be outside of opening hours or whilst the children are on the premises. Therefore we take precautionary measures to limit the risk. All practitioners understand their role in dealing with unauthorised access.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development

Procedures

Outside of opening hours intrusion

- Key people check indoor and outdoor space each morning for damage and unwanted materials and that the fencing remains secure. If they find anything they deal with this, if possible, and let the manager on duty know.
- The Manager on duty will assess the situation. The area will be put out of use if damage to an area has made it unsafe or there is a concern about broken glass or other foreign material. She will discuss as appropriate with the school and if, necessary, call the police.
- The Manager on duty will inform the chair of what has happened.
- If the police become involved all staff will cooperate as appropriate.

Unwanted visitor when setting is open

An unauthorised visitor may have a genuine reason for being at the setting - for instance he or she could be a parent who does not live with their child. Our parental rights policy deals with this situation.

- The Manager on duty will greet the person and, where possible, keep them outside of the setting.

- The Manager will try and keep in sight or hearing of another member of staff. However, the children's safety is paramount and key people will ensure that children are safe and, as much as possible, unaware of the situation.
- Where the person has accessed the Sunny Days Nursery grounds Key people will, where possible, maintain the safety of the children in their care. This may mean accessing an area in the school.
- The school will be informed that there is an unwanted person on the premises and asked for support if necessary.
- The Manager on duty will try and come to an amicable arrangement with the unwanted person. However if the manager on duty feels that she, or anyone else, is at risk of harm then she will stay inside and call the police on 999 or 112.
- After a breach of security all staff on duty will be asked to give a written statement.
- OFSTED will be informed
- Staff will be supported through this process and any trauma they may have received from the incident.

13. Visitors policy

Policy Statement

At Sunny Days we welcome visitors to the setting, whether they are professional, parents, prospective parents or members of the community. We realise that children learn best through interactions with others. We also realise that there are times when work needs to be carried out on the premises. However the safety of the children in our care is our paramount concern and therefore we retain the right to deny access should practitioners deem this necessary.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.1 Child development 1.3 Keeping Safe	2.2 Parents as Partners	3.4 Working with the wider context	

Procedures

- All visitors are greeted and asked to sign in and read our visitors policy on arrival
- Visitor's details are checked. We make a call to confirm identity if the visitor is unknown to the setting and unexpected.
- Staff ensure that the security door is locked at all times.
- Staff assess if this is an appropriate time for the visitor. If not the visitor will be asked to return at a later convenient date, for instance when the visitor is a workman.

- Mobile phones are not permitted on the premises; visitors are required to leave mobile phones and any medicines that they carry in their possession in the office or cleaning cupboard.
- Visitors are usually accompanied and not allowed to be alone with the children.
- Known professionals, such as the speech and language therapist can be alone with the child providing they are within shouting distance of a practitioner and have confirmed with the setting they are DBS cleared.
- Workmen are asked to confirm that any electrical tools they will be using have been PAT tested. They are reminded of the need to keep their tools away from children and not to leave them unattended.
- Visitors are told where the fire exits are and shown where the adult toilet is.

This policy is supported by a procedure