



Ark Ayrton Nursery

Policy book

September 2020
To be review September 2021.
Policies are reviewed annually.





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This policy book has been designed to give you a good understanding of the policies our nursery abides by and the procedures that we follow.

If you have any queries about the information in this policy book, we are happy to answer your questions.

We are open from 7:30am to 6pm (5pm on a Wednesday), Monday to Friday, 49 weeks of the year with 10 days closure throughout the year. Closure dates will be available at the beginning of each year.

We are closed Bank Holidays and in between Christmas and New Year as well as additional dates for staff training.

(Previous known as) ARK Alpha Nursery was inspected on: 8th March 2014 and were awarded an 'Outstanding'.

ARK Ayrton Nursery's Ofsted number is EY469031.

Our Mission Statement

ARK Ayrton nursery provides high quality care and education for all of our children. We offer a home-from-home experience with a personal, friendly and professional atmosphere for children and their families. We also build positive relationships with families and assist children with learning the skills that are required for school.

To ensure a child's welfare is of paramount importance we:

- ◆ Provide a safe and secure environment.
- ◆ Make learning fun and effective.
- ◆ Develop a child's self-esteem and confidence.
- ◆ Meet the individual needs of each child and their family.
- ◆ Build a partnership with parents and carers.

**Re-opening from
1st September 2020**

Information for Parents and Carers



Dear parent/carer,

Welcome back to Ayrton and our new way of 'normal' at least for now!

This is to guide you through all the steps and procedures we have adopted in order to re-open the nursery as safely as possible for the children, staff and parents and carers.

The government have now said all children can and should return to school and nursery and we are all ready to welcome them to continue with their education.

Please be assured all guidance from the Government, Ark and Portsmouth Local Authority has been followed and more! The health, safety and well-being of everyone is my top priority.

It is so important that you read and understand this guide.

There is a sheet at the end of this guide for you to sign and return to your child's teacher/key worker.

It's so good to be able to welcome your child and you back to school and nursery and I would like to take this opportunity to thank you for all your support throughout this situation and your ongoing support as we enter the next phase!

**Mrs Chapman
Head Teacher**



SOCIAL DISTANCING

The easiest way I can explain it is that we need to see Ayrton as one big bubble doing everything it can to protect all the other bubbles inside it. From now on all children and class/room-based staff will be grouped in bubbles.

The bubbles become the main social distancing measure for the children because we ensure they do not mix with other bubbles.

Children within their own bubble can play and mix together when they are outside. In order to keep everyone as safe as possible we do expect that all our families are following and sticking to whatever the guidance is at the time.



CULTURE



Our priority is to ensure all children feel safe, secure and happy quickly. We will make sure as much as possible is familiar to them alongside the new rules and routines. We need to introduce the new way to be, but we will ensure we do not scare or worry the children. They still need to know we are a team, we shine brightly, bubbles shine brightly, and the new rules and routines are to be followed out of respect and kindness and to keep us all safe. We can all still enjoy being together and we can have fun and enjoy learning and laugh!

HYGIENE PROCEDURES HAND WASHING HAND WASHING



All children and staff will wash their hands regularly as part of every day in school and nursery. This will be built into their timetable at the start of every day, play and lunchtimes, before and after eating, using the toilet and if they have coughed or sneezed.

We have provided extra handwashing troughs in the playgrounds in school to support with this and additional wall mounted hand sanitizers. Children will use soap and water as much as possible and a 70% alcohol hand gel if needed.

We expect all our families to be practising regular handwashing at home as part of their routines and your child must wash their hands before leaving home each day and not touch anything on their route to school.

PPE (Personal Protective Equipment)

The guidance is clear that PPE does not need to be worn during the school day unless it is part of normal practice i.e., intimate care/nappy changing, or staff are dealing with a medical issue or a child who has developed symptoms of COVID 19 in which case they will wear relevant items.

Face masks do NOT need to be worn as part of the normal daily routine.

CATCH IT BIN IT KILL IT

Children will be taught and reminded, to cough/sneeze into their elbow and to use a tissue wherever possible. We have special bins just for tissues now.



TOILETS

Each bubble of children will have specific toilets they will use and regular breaks to use them. Staff will accompany them to ensure they are following the distancing rules and are washing their hands etc.

In nursery staff will continue to support with toilet training and routines.

CLEANING

We have cleaners on site all day to clean all the areas and things that may get touched a lot i.e., door handles, toilets, surfaces, light switches etc. All rooms will be thoroughly cleaned each night.

Reception and nursery will regularly clean and sterilise all toys and resources that are used by the children in their bubbles.

ARRIVAL AT NURSERY

Each school bubble has a set time to arrive to ensure we do not have large gatherings by the gates. It is really important that you do not arrive early or late to your time as this will impact other bubbles arriving and leaving. Nursery is now a one-way system.

Staff will check with each parent and child each day, before they come onto site, if everyone at home is well and not displaying any of the symptoms of COVID. If anyone is, the child must not come into school.

Children may not bring their own belongings in from home – just a packed lunch if they have one and a coat/jacket if needed, change of clothing and items needed for nursery.

LEAVING NURSERY

Children will leave by the same entrance they arrived at, at the set times where parents must be waiting for them. They will be dismissed one at a time. Once your child has been collected, please follow the one-way system out of the nursery grounds.

Quick, general handovers will be given and if there is anything more detailed to be discussed, staff will ring you to do this.

PLAYTIMES

Nursery children will continue to use the outdoor spaces throughout the day as part of their provision but will not mix with other bubbles or share equipment from another room bubble.

EYFS AND NURSERY

- staff in EYFS and nursery will only select toys and resources for the children to use each day that are easy to clean.
- toys will be sterilised regularly throughout the week.

COMMUNICATION

As much communication as possible will take place via email, text and the website/Facebook pages. Please ensure we have the correct email address and contact numbers for you to ensure you receive everything you need.

VISITORS TO NURSERY

We know you will all have lots of questions and we want to continue working really closely with you, and we can do, just a bit differently for now. Visitors to nursery are going to be strictly limited for the foreseeable future – to help protect all adults. Wherever possible staff will discuss anything raised by you or them over the phone. If this is not possible and a meeting has to take place, this can only be by appointment and with 1 parent in a designated room in the school with strict social distancing.

UNIFORM

Any child returning to nursery including pre-school, can wear their own clothes.

CORONAVIRUS

If your child becomes unwell with symptoms or anyone else in your household, your child **MUST NOT** come to school. If they become unwell in school with symptoms we will contact you for their immediate collection and you must follow the staying at home guidance.

The 4 symptoms now are – a fever and temperature over 37.8, a new persistent cough, sudden loss of taste or smell.

If a child becomes unwell in nursery, they will be isolated immediately until they are collected. They will be supervised at all times.

You will be provided with a letter to explain what you have to do in these circumstances.

What happens if there is a confirmed case of coronavirus in a setting?

If a child or staff member develops symptoms, they will be sent home and advised to self-isolate for 10 days. Their fellow household members must self-isolate for 14 days. All staff and children have access to a test if they display symptoms of coronavirus.

We will expect parents to arrange to get their child tested within 5 days of the symptoms beginning and as soon as possible. Children under 5 will need a test ordered to their home so parents/carers can support with it. Over 5's can book at the test centre or order a test online.

Where a child or staff member tests negative, they can return to school/nursery and the fellow household members can end their self-isolation. Where the child or staff member tests positive, the rest of their bubble will be closed and them all sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child or staff member they live with in that group subsequently develops symptoms.

Any child off with symptoms will be followed up and contacted to check on their symptoms and their progress, test status etc.

We will keep in contact with you and keep you updated throughout any of these scenarios.

ABSENCE

If your child is unwell for any other reason, then the normal procedures apply – please contact nursery to let us know of your child's reason for absence and we will advise accordingly.



BEHAVIOUR

We know many of our children will return to school with mixed feelings and experiences. We are ready to support the children with this and all their feelings as best we can. Any child with social, emotional and/or behavioural difficulties, will be supported as best we can and all reasonable attempts will be made to help them adjust if needed. If a child really struggles to adjust to the new rules and routines and cannot follow them, we may have to consider if they can continue to attend just at this time for their own safety and the safety of others.

MEDICAL AND FIRST AID

If a child is on medication – this should be administered at home wherever possible (if 3 doses a day needed). If a 4th dose is needed in school, the child should be able to do this themselves with an adult present.

Nursery will follow their medicine policy.

Sun Cream – if we have any hot days, please apply sun cream before your child comes to school or nursery. We will have some spray cream in each bubble if a child needs topping up during the day. We cannot accept sun cream from home into school.

Administering Medicine and Child Sickness Policy

Aim

To provide a safe and healthy environment for children to play, develop and learn.

Policy

We know that children occasionally become sick, and we do allow children to attend school and nursery if they have a cold, but if they are not well enough in themselves and require one to one care, then we ask that they stay at home until they are well enough to benefit from being in the school and nursery environment.

It is your responsibility to ensure your child does not attend the setting and put other children/staff at risk. Please note that a child that is sick needs one-to-one attention that we cannot provide in the setting.

If an on-going medical problem occurs, the Head teacher/ Nursery manager will decide whether a child can attend the setting as long as others are not put at risk.

Procedure

- 1) You will be contacted by staff if your child becomes ill. We will make a telephone call to notify you that we may be sending your child home if there is no improvement. In the Nursery staff will administer Calpol on request if your child is unwell and you have provided some for your child. If your child's temperature goes above 39 degrees, they will be sent home.

- 2) If your child shows no sign of improvement after Calpol or requires a second dose you will be contacted to collect your child. Your child will be cared for by a member of staff in a quiet area away from other children until collected.

- 3) You will be expected to keep your child at home until they are well enough to return.

Sickness and Diarrhoea

Children can be sick for a variety of different reasons. On the first occasion of your child being sick, a telephone call will be made to you to notify you that we may be sending your

child home. We will monitor your child for the next hour. If they are sick again, you will be contacted to come and collect your child.

If your child has a loose stool, you will be phoned to notify you that we may be sending your child home. Obviously, children, in particular babies, have runny nappies due to a number of reasons: teething, weening of new foods etc. Upon the third loose stool, you will be contacted to come and collect your child.

At least one parent or emergency contact must be available at all times during the day. Please ensure you inform the office of any changes to contact details.

You are requested to report all absences due to sickness to the staff in the settings first thing in the morning when they are due to attend.

Please use the following guidelines before bringing your child back to school/nursery:

- ◆ Colds and Flu - The child should have a normal temperature and feel fit and healthy.
- ◆ Conjunctivitis - Cream/drops must have been received from the doctor and 24 hours of treatment should have commenced. Eyes should not have any discharge from them (Usually 24-48 hours) this is vitally important for the under twos who have little understanding of being able to leave their eyes alone.
- ◆ Chicken Pox - All spots must be completely scabbed over.
- ◆ Impetigo - Medical advice must have been sought and sores must no longer be weeping.
- ◆ Hand, Foot and Mouth - All sores must have been treated by a doctor and sores should not be weeping.
- ◆ Head lice - Children will not initially be sent home, however, parents will be notified so the treatment process can commence as soon as the child gets home. A child's hair must be tied back (if long enough) to minimise spread. Letters/texts will be sent home to the class/group. Failure to treat the problem will be viewed as neglect.
- ◆ Sickness/diarrhoea - At least 48 hours should pass since the last bout if it was a sickness bug. Other examples of sickness caused by overeating, heat etc will be advised on a case-by-case basis.

- ◆ Temperature - The normal temperature for a child is around 37 C. If your child reaches 38 C or above, parents will be contacted for medical advice or collection.
- ◆ Unknown rashes - Medical advice should be sought.
- ◆ Broken Limbs / Stitches - According to medical advice and based on the individual child. This will be discussed with parents and risk assessed.

Also, if a child has a notifiable illness (as advised by NHS guidelines), the school/nursery will contact the Department of Health (02392) 835144 and Ofsted (In the case of the nursery).

Administering Medicine.

School – Medicines will only be administered to children in school where it is not possible for the prescribed number of doses to be given outside school hours. Parents will normally be requested to attend school to administer the medicine to their child, however when this is not possible the school will administer the medicine as long as the medicine has been provided to the school in the original packaging with the attached administration/prescription label.

Nursery - We will administer prescribed medicine. However, on the first occasion that a new antibiotic is prescribed, which a child has not previously taken before, this must be 48 hours after the first dose has been given. This time period is to allow the child to recover from illness and ensure that there is no adverse reaction to the medicine. After 48 hours your child may come back to nursery with the antibiotics, providing they are well enough. The prescription label must be present on the bottle and the medicine form must be completed each day before it can be administered. Repeat prescriptions will be administered by staff as long as your child is well enough to be in nursery.

Non-prescribed medicine (such as allergy relief, pain relief and teething gel) will administered when this has been recommended by a health care professional, doctor, nurse or dentist.

All medicine must be clearly labelled. Staff will only administer non-prescription medication if your child displays clear signs of needing it (e.g., high temperature, signs of pain) – a verbal/written consent will be gained before any medicine is administered, and

staff will abide by the dosage stated on the medicine packaging. If your child has an inhaler, the prescription label will also need to be on the inhaler itself. Administration of non-prescription medicine is also at the discretion of the manager. Non-prescription medicines will not be administered for a period of longer than 3 days.

School and nursery - It is the parent's responsibility to ensure that school/nursery staff are aware of any medication that has been administered before attending and the reason for this.

All medication should be handed over to a member of staff who will ensure it is stored appropriately.

Procedure.

Parents are required to complete a medicine form prior to administration of medicine.

The following information is required.

- ◆ Child's name.
- ◆ Date
- ◆ Name of medication and reason for medication.
- ◆ Time that medication is required.
- ◆ Time of last dose administered.
- ◆ Amount of medication required.
- ◆ Parent/carers signature/ staff signature
- ◆ Medication expiry date

Medicine will be administered/witnessed by two members of staff, and both will sign to confirm it has been given. Medication will only be administered when appropriate; ensuring the recommended dosage is not exceeded. Every time medicine is administered both the witness and person administering will check the date, name of child, medicine name and amount and expiry date before medicine is given.

If a child takes regular medication (such as inhalers, etc), a permission and dosage slip is required to be completed by the parent to administer it on a regular basis. This will be kept in a zipped-up bag along with the inhaler/s. Staff will record when this regular medication has been given to the child, and parents must sign to acknowledge this.

Nursery - If a child has already had any medication before coming in, parents/carers must inform staff who will document this information in the communication book to prevent an overdose of medication.

Accident Policy

Aim.

ARK Ayrton Nursery provides a safe and secure environment for your child to play, explore and learn.

Policy

All children fall and bump themselves, so it is crucial that they receive the correct treatment.

On application parents are required to sign consent for emergency medical attention if it is required.

All accidents, no matter how minor (even if no wound shows) will be recorded electronically on an accident sheet and uploaded onto Ed aware. Parents are asked to sign the accident sheet when collecting their child to acknowledge that they have been told about the accident.

All of our staff hold a current paediatric First Aid certificate and those who do not are awaiting training. Staff are required to maintain their qualification.

First Aid boxes are available around the setting and are fully stocked and checked/replenished by the room leader.

If the accident is serious and requires emergency treatment, we will dial 999 and the child will be taken by ambulance to the nearest Accident and Emergency department. A member of staff will accompany the child in the ambulance, and they will take the child's records containing details of the child's doctor and any allergies they may have. Parents will be contacted immediately, so that they can join their child and member of staff at the hospital.

The Nursery management will be made aware of any serious injuries and will act accordingly. This will also be reported to Health and Safety, RIDDOR and Ofsted.

Procedure.

The accident sheet will record the following information:

- ◆ Child's name
- ◆ Date of accident
- ◆ Circumstances of accident
- ◆ Extent of injuries (indicated on a body map)
- ◆ Details of any first aid given by staff.
- ◆ Which member(s) of staff dealt with the accident
- ◆ Whether medical aid was sought.
- ◆ Signature of parents acknowledging that they have been told about the accident.
- ◆ Any further treatment given.

Parents will be contacted immediately regarding any head injuries, so they can decide on medical attention or collection from nursery.

If an injury has taken place at home, the parents are required to fill in the home incident form and sign it. This will prevent staff mistaking any injuries that happen at nursery with those that have happened elsewhere.

Health and Safety Policy

Aim.

To provide a safe and secure environment for all children, families, staff and visitors. This policy is supported by many other policies (please see below).

Policy

To help us achieve our aim we have the following procedures:

- ❑ Emergency Evacuation Policy
- ❑ Staffing policy
- ❑ Accidents Policy
- ❑ Administering medicine and sickness policy
- ❑ Mobile phone Policy
- ❑ Ratios/Staffing policy
- ❑ Smoking
- ❑ Sun cream
- ❑ Outing's policy
- ❑ Nappy Changing/toilet procedures.
- ❑ Sleeping Children
- ❑ Safer Recruitment policy
- ❑ Outside Play policy
- ❑ Risk Assessments
- ❑

Visitors, staff and adults are responsible for their own Health and Safety. The manager must be made aware of any issues that are deemed to compromise our Policy.

Staffing Policy

Aim

To provide a safe and secure environment which supports the developmental needs of the children.

Policy

Staff are trained and experienced in the childcare field with recognised childcare qualifications. It is only these staff that take on the key person role within the setting. We also take part in an apprenticeship scheme which allows us to increase the overall adult/child ratio within the nursery.

Staff members will not be able to start working within the nursery without a current and clear DBS check at enhanced level.

The staffing ratios are as follows:

Under 1's – 1:3

1 year - 2 years - 1:3

2 years - 3 years - 1:4

3 years - 5 years - 1: 8

QTS – 3year + - 1:13

Management have obtained degrees to a level 6 with honours.

No Smoking Policy

Aim

ARK Ayrton Nursery provides a safe and hygienic environment for all children.

We therefore operate a no smoking policy within the building and on the premises.

Procedure

The Staff are required to leave the premises, they are asked to cover their uniform and are required to thoroughly wash their hands using the anti-bacterial soap provided and freshen their breath after they have finished smoking.

Sun-cream Policy

Aim.

To maintain the children's health and safety whilst at nursery.

Policy

We follow the NHS guidelines on sun safety. Parents are asked to give consent for sun cream to be applied in the registration form. At present on sunny days in the summer we ask parents to apply sun cream to their child before attending nursery, as this needs to be applied usually an hour before sun exposure. The staff will then re-apply throughout the day as required. Parents must provide the nursery with a clearly named sun hat. The nursery provides sun cream, if you wish your child to use an alternative this will need to be provided and clearly labelled with the child's name. Parents must make the nursery aware of any allergies their child has regarding sun cream.

Procedure.

On very hot days the children will be kept out of the midday sun and tents/cover, or areas of shade will be sought at other times of the day. Water is always available for the children to access, and this is encouraged.

Outing Policy

Aim

For children to leave the setting and make use of the local environment to enhance their learning and development.

Policy

On occasions the children are taken on educational trips that are linked with the curriculum planning and the children's interests.

The following ratios of staff members to children will be adhered to when outings occur:

- ◆ Children under two years old - 1:3
- ◆ Children aged between two years old - 1:4.
- ◆ Children aged between three and four years old - 1:8.

There is always a level 3 qualified member of staff as well as a first aid qualified staff member. The mobile phone will be taken, carry a first aid box, any medication the children may require and emergency contact details for each child. If an emergency situation was to occur staff are required to inform the manager of the nursery. The most senior member of

staff will follow the emergency procedure while other staff will care for the rest of the children with the least disruption as possible.

Only children whose parents have signed the consent forms and are aware of the outing will ever be taken on trips. All safety elements are taken into consideration before using public transport and Risk Assessments are carried out two weeks before a trip, with approval from the manager and the head teacher.

Parents will receive letters prior to any trips which involve the children going on a day, morning/afternoon trip away from the nursery. Sometimes parents may be asked to cover the cost of the trips. Children also go on short local trips (to the park, library, children centre etc). Parental consent for this forms part of the registration pack.

Snacks and refreshments will be provided as required by the nursery, taking into account any allergies etc.

If parents need to contact staff whilst on an outing, they can contact the nursery.

ARK Ayrton Nursery – (023) 9282 9899

Nappy Changing and Toileting **(Taken from the Intimate Care policy)**

Nappy changing and toilet learning are seen as an opportunity for care and education. All staff are hired following safer recruitment practices and are trained so that they are able to change nappies, clothes, or assist with toileting. The setting prioritises the child's needs and preferences for his/her own intimate care and will try to ensure that each child's key person is available for the majority of intimate care given. Doors are always kept open whilst staff are changing/toileting children and staff let children know that it is time to be changed, asking for consent when appropriate even with the youngest of children.

The Nursery setting provides nappies, wipes and lotions/creams. Cream is applied as and when needed, there are allergies signs in the nappy areas to notify staff if a child cannot use cream. Cream is provided in a tube, to ensure that germs are not spread from one child to another. For toilet learning, staff will work individually with each family giving advice and support to help with the process. Plenty of clothes are required, including socks, pants vests, and tops etc to allow for accidents – all clearly named. For children in Reception and KS1, parents will need to provide any nappy changing items that are required.

Procedure

All staff use disposable gloves and aprons whilst changing nappies, accidents and toilet learning (and when dealing with other bodily fluids). These are provided by the nursery and disposed of in the sanitary bin, these are emptied daily or more frequently if necessary.

Changing mats are covered with a disposable layer which is disposed of after every change. The units are cleaned with a disposable cloth (paper towel) and anti-bacterial spray after every use.

Nappy changes are logged on the 'Nappy Check' and recorded on the daily feedback sheets. Parents will be informed when supplies are low so replacements can be arranged.

When required for health and safety reasons, some children may have their nappy changed on a mat on the floor or standing in the toilet cubical (something children often request and is suitable especially when children are learning to use the toilet.). This will very much depend on each child's unique situation and stage of development.

When touching a child, staff should always be aware of the possibility of invading a child's privacy and will respect the child's wishes and feelings in order to give the highest possible level of care. High levels of safety and hygiene are maintaining because all staff follow the same procedure:

- Care is usually provided by the child's key worker.
- Each adult washes his/her hands.
- Each child is approached and asked before intimate care is provided.
- Disposable gloves and aprons are worn.
- Changing mats are covered with a disposable layer.

- Each adult talks the child through the changing process, remembering to have eye contact with the child and allowing the child to act independently when safe and appropriate (e.g., to pull own trousers up standing on the floor)
- With very young children's adults are encouraged to sing nursery rhymes remembering to have eye contact with the child.
- Disposables (gloves, mat, nappies, apron) are disposed of in the sanitary bin. These are emptied daily or more frequently if needed.
- The units are cleaned with a disposable cloth and antibacterial spray after every use.
- Adults wash their hands once the care is complete.

Sleep policy

Aim

To ensure all children have time to rest and are safe when doing so.

Policy

Sleep is vital for children's brain development and overall health. We will always work alongside with sleep routines but also have a legal obligation to ensure that children's needs are met. As sleep is a basic need we are unable to keep children awake when they are clearly in need of sleep. Where children's sleep patterns are causing problems at home, we will work with parents to gain outside advice and support.

When children are asleep whilst in the care of ARK Ayrton Nursery, a member of staff will check on them every ten minutes. These checks will be recorded and initialled by a member of staff to confirm that checks have taken place. The child's photo is placed on the sleep room door to easily identify how many children are in the room in the case of an emergency. When children are sleeping in a separate room to staff an intercom is always in use.

We will ensure the child is both comfortable and safe. Gentle music may be used for relaxation, whilst being sensitive to the children's needs. Cots and sleep mats are provided for the children.

No child will be put down to sleep with a bottle, dummy clip, bib and hooded tops are removed.

Parents may provide the child's usual comforter. Parent's wishes will be followed relating to how the child is positioned to sleep providing it is safe.

Safer Recruitment Policy

Aim

To recruit safely ensuring we employ quality staff to work at a high standard providing excellent care for all children.

Policy

All vacancies will be advertised for an acceptable length of time, usually no less than 2 weeks, either externally, internally or both to ensure a fair period of time for all persons to see and apply.

Procedure.

Staff will be required to complete an application form. These will be viewed by at least two members of the Senior Management Team who will shortlist and invite the successful applicants for an interview.

The interview will consist of 4 parts.

- 1) A statement of interest may be required if internal.
- 2) A tour of the setting with a brief introduction of how the nursery operates if appropriate.
- 3) A series of questions with at least 2 members of the Senior Management Team.
- 4) The applicant will complete a relevant task that may include spending time in a room being observed by the Room leader.

If the applicant is successful, the position will be offered subject to a DBS check being returned without any inappropriate disclosures. Two good references are also required in writing, one of which must be from a previous employer.

An intense induction process is started on the employees first day. This is a probationary period that lasts for 6 weeks for apprentices and 6 months for qualified staff.

Outside play policy

Aim.

To offer a safe, secure outside play area that is stimulating with various learning opportunities that support the children's individual needs and development.

Policy

Ark Ayrton Nursery has 6 outside areas for the children to access throughout the day. We encourage outside play in all weathers. It is important to ensure your child is well equipped with appropriate clothing depending on the weather. When children are outside a mixture of structured activity and child led activity takes place. Being outside allows children to try new things, take risks and problem solve. It also promotes wellbeing, physical activity and freedom to explore the natural world.

Procedure

To ensure security whilst the children are playing outside it is the duty of the parents as well as staff, to ensure gates are closed. Doors and gates are monitored, and CCTV is in operation. Gates have a code operation mechanism known to parents and staff only. This code is changed on an annual basis or more frequently if necessary to ensure the safety of the children in our care.

Staff will be deployed appropriately whilst in the garden to ensure good observation and interaction with children at all times.

The garden is risk assessed before the children go out to play.

Risk Assessment Policy

Aim

To provide a safe and secure environment for all families, staff and children. To prevent any injury or danger to all our children, parents, staff and visitors.

Procedure.

Daily risk assessments are carried out by staff before the children arrive at the nursery. We risk assess all equipment, resources and activities regularly, monitoring equipment to ensure it is in good working order and that the activities and resources provided are suitable for the purpose intended.

This is completed by all staff and the senior management team. It is kept on an excel spread sheet and is updated when necessary and also on a yearly basis. Parents are welcome to view our risk assessment or process at any time.

Emergency Evacuation Policy

Aim

To protect and keep safe all children, families, staff and visitors accessing the nursery.

Policy

In the event of an emergency, such as fire, gas leak, bomb scare etc, the same procedure will be followed.

The person discovering the emergency will raise the alarm by sounding the bell in the break glass units. These are located in every room of the building as well as by the main nursery door, back exit and in the Jellyfish room by the fire escape.

Procedure

On the sound of the alarm all children and adults on site must be evacuated. The safety of all children and members of staff is of the utmost importance.

- ◆ The person raising the alarm will shout “EMERGENCY FIRE/BOMB/GAS” etc – whilst activating the alarm.
- ◆ The manager/person in charge will telephone the fire brigade (by dialling 999), **AFTER** the evacuation bell has been activated. They will tell the fire brigade our exact location:

ARK Ayrton Nursery C/o ARK Ayrton Primary Academy

Somers Road

Portsmouth

Hants

PO5 4LS

- ◆ The manager/most senior member of staff will be responsible for collecting the children's emergency contact box, the phone and visitor's book.
- ◆ Each room is responsible for bringing their register.
- ◆ Evacuate all children using the nearest exit. All exits are marked with emergency exit signs.
- ◆ The assembly point is on the grass in front of the nursery underneath the large tree marked 'Assembly point'.
- ◆ A senior member of staff will sweep the building on exiting.
- ◆ A senior member of staff will check that everyone is accounted for and report to the Head Teacher.

- ◆ No one should re-enter the building, unless the fire brigade advises that it is safe to do so, or we are informed that it is a drill.
- ◆ If we are unable to return into the nursery, parents will be contacted to collect their children.
- ◆ If we are unable to stay on the premises and the weather is safe to stay outside, then we will lead the children around to Somers town children's centre until parents/carers are able to collect.

Somers town Children's Centre:
Omega Street
Southsea
Hants
PO5 4LP
Tel: 023 9282 1816

Safeguarding & Child Protection Policy 2020-21

All staff should have access to this policy and sign to the effect that they have read and understood its contents.

Date of last review:	September 2020	Author:	Head of Safeguarding
Date of next review:	September 2021	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Ayrton Primary Academy Nursery	Key Contact Name:	Governance Team
Key Contact Email:	governance.team@arkonline.org	Key Contact Phone:	0203 116 6333

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Safeguarding



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32	Child Criminal Exploitation (CCE)
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35	Honour Based Abuse (HBA)
36	Female Genital Mutilation (FGM)
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Ark Ayrton [Primary Academy](#) [Nursery](#)

SAFEGUARDING & CHILD PROTECTION POLICY

Safeguarding Key Contact leaders:

Principal	Ark's Regional Director	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Designated Teacher for Looked After Child (LAC)
Mrs Anne Hibberd Chapman	Kate Magliocco	Sophie Bennett Acres Julie Ayrton/ Kimberley Todd	Mandy Rutledge	Julie Ayrton Lynette Payne

Designated Teacher for online safety	Data Protection Lead	SENCo	Behaviour Lead	Educational Visits Co-ordinator
Julie Ayrton/Kimberley Todd	Julie Truscott	Lynette Payne Jessica Harrison	Julie Ayrton/Kimberley Todd	Tracey Woods

Lead First Aiders	Nominated Safeguarding Link Governor	Chair of Governors	Ark's Head of Safeguarding	People Business Partner (HRBP)
Julie Ayrton Kimberley Todd Amanda Phillimore Gemma Paddon Jemma Pullen Paige Wort	Gareth Jelly	Katie Oliver	Joycelyn Thompson	Karen Stant

Ark's Health & Safety Lead	School Local Authority	Local Authority Designated Officer (LADO)	Virtual School Head (LAC)	Schools Police /liaison Officer
Dave Allen	Portsmouth	Hayley Cowmeadow	Tina Henley	



What to do if you have a safeguarding concern in Ark Ayrton **Primary Academy** Nursery

Why are you concerned?

For example:

- Disclosure
- Child's appearance
- Behaviour change
- Witnessed concerning behaviour.

Immediately record your concern on 'Impero EdAware' online recording tool or on a 'Cause for Concern' form (external/visitors only)

FORWARD to DSL WITHOUT DELAY

- Clarify concerns if necessary.
(**TED**: Tell, Explain, Describe)
- Use child's own words.
- Sign and date your records
- Reassure the child (remain with child if in immediate danger)

Designated Safeguarding Lead reviews referral and makes a decision about next steps.

Referral /Further discussion

- Consider whether child is at immediate risk of harm e.g., unsafe to go home.
- Discussion/refer to other agencies as appropriate e.g., Inter-agency referral.
- If allegation against professional inform Principal - LADO notification, Tel call, form.
- If allegation against Principal inform RD and Ark Head of Safeguarding
- If unsure then consult with Ark Head of Safeguarding /HR Business partner

In School Monitoring Process by identified person or DSL

- What you are monitoring – Behaviour, trends, appearance etc.
- How long will you monitor? Timeline
- Where, how and to whom will you feedback? Staff/referrer/Principal
- Where will you record? Impero EdAware
- Inform parent/carer of support provided? Meetings/Support Plans

Record decision

Child deemed at risk of significant harm or the likelihood of danger of harm. and or risk. Decision made to refer to Children's social care (MASH/EARLY



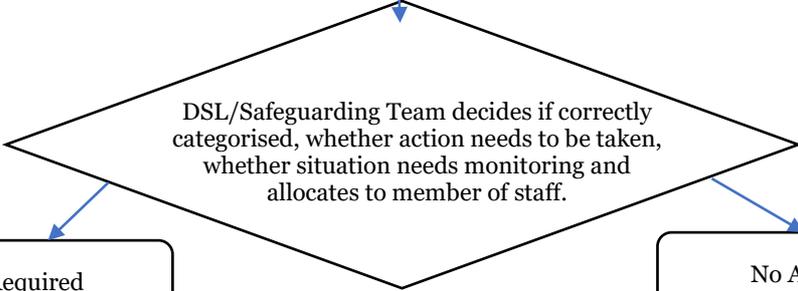
**At all stages the child’s circumstances will be kept under review
The DSL/Staff will re-refer if required to ensure the child’s safety is
paramount.**

Impero EdAware Reporting Concerns

If a member of staff has a safeguarding concern, they log it on Impero EdAware.

Categorise as either **Child Protection**, **Pastoral** concern or **First Aid**. Choose one or more subcategories.

DSLs/ Safeguarding Team receive an email alerting them of a new concern.

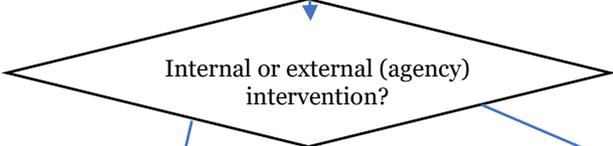


Action Required

No Action Required

DSL consults/makes judgement to ascertain what further action is required.

DSL logs on Impero EdAware that no action is required, and whether or not the situation needs to be monitored.



DSL replies to concern and sets the type of reply to Resolution to close concern.

Internal

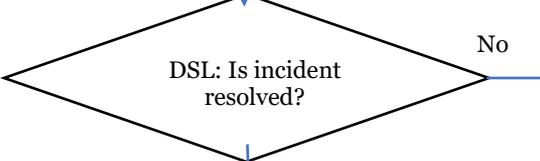
External

Incident referred to relevant staff within the school using “Send Alert To...”

Incident referred to relevant external agency. New referral logged in EdAware.

All staff log their actions on Impero EdAware until they believe the situation is resolved. When this is the case, they inform the DSL.

All correspondence from external agency logged on EdAware against referral, including scanned letters. DSL to revisit case once agency work done.



DSL logs on Impero EdAware that no **further** action is required, and whether situation needs to be monitored.

DSL logs on Impero EdAware that no **further** action is required, and whether situation needs to be monitored.

DSL replies to concern and sets type of reply to Resolution to close concern.

DSL replies to concern and sets type of reply to Resolution to close concern.

1. INTRODUCTION AND ETHOS

Ark Ayrton [NurseryPrimary Academy](#) is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Ark Ayrton [Primary AcademyNursery](#) recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.

At Ark Ayrton [Primary AcademyNursery](#) we are committed to safeguarding children and young people, and we expect everyone who works in our school to share this commitment.

Ark Ayrton [Primary AcademyNursery](#) recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly about anything that worries them; and enable them to feel confident that they will be listened to. Adults in our school take all welfare concerns seriously and are alert to the signs of abuse and neglect; and follow our procedures to ensure that children receive effective support, protection and justice.

Our [school's Nurseries](#) core safeguarding principles are:

- That [Nurseryschool](#) is an important part of the wider safeguarding system for children.
- It is a whole [settingchool](#) responsibility to safeguard and promote the welfare of children as its paramount concern.
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All children have a right to be heard and to have their wishes and feelings taken into account.
- All staff understand safe professional practice (inc role requirements) and adhere to our code of conduct and other associated policies.
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance.

There are four main elements to our safeguarding policy:

- **Prevention** (e.g., positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures).
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
- **Support** (for all students, parents and staff, and where appropriate specific intervention for those who may be at risk of harm).
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

This safeguarding policy requires:

- staff **must** read this safeguarding and child protection policy and as a minimum at least Part 1 of Keeping Children Safe in Education (September 2020).
- all staff members and governors must receive regular refresher training, at least annually, to keep up to date with any relevant safeguarding and child protection developments.
- staff and governors are required to complete the Ark online KCSIE module to assist further to understand and discharge their role and responsibilities.
- staff and governors are required to read the Covid-19 addendum to this policy and related guidance and risk assessments.
- staff and new governors to complete the e-learning training module on Prevent, produced by the Home Office to equip individuals with the knowledge necessary to help prevent vulnerable people from being exploited and drawn into terrorism and having extremist views.
- all staff will read and sign to indicate their understanding of the Ark IT Acceptable Use Agreement.

- all schools to undertake an annual internal safeguarding audit process and will be required to complete their LA section 175 audit.
- all schools to reference the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people (2016).
- all schools to have a safeguarding induction and a training plan.
- all staff members are to be informed of and how to access their school's safeguarding and child protection policy and procedures (Appendix A of their safeguarding and child protection policy), school's behaviour policy and advice from their Local Authority safeguarding local three partner approach procedures. *(Inserted in Appendix A- locally agreed multi-agency procedures that have been put in place by local three partner approach)*

2. SCOPE

This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff and third-party contractors (whose employees or sub-contractors have access to school premises), governors, volunteers and trustees working in or on behalf of the school, including those from the Ark central team. All references in this document to 'staff' or 'members of staff' or 'adult' should be interpreted as relating to all those specified above. Staff also includes those individuals who educate pupils off-site and when individuals undertake an educational visit with pupils, unless otherwise stated.

Rather than duplicating all content from Keeping Children Safe in Education (September 2020) in this policy, it should be understood that the school will always refer to KCSIE as the benchmark for all safeguarding practice and decision-making.

3. CONTEXT

This policy has been developed in accordance with the principles established by The Children Acts 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017 and comply with statutory and legislative requirements and guidance that seeks to protect children including:

- Keeping Children Safe in Education (KCSIE) DfE (Sept 2020)
- Working Together to Safeguard Children DfE (July 2018)
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 which defines what 'regulated activity' is in relation to children.
- What to do if you are worried a child is being abused DfE (March 2015)
- Information Sharing Advice for practitioners DfE (July 2018)
- Safer Working Practice for Adults who Work with Children and Young People in Education Settings (May 2019)
- Use of reasonable force: Advice for head teachers, staff and governing bodies (July 2013 reviewed July 2015)
- 'Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015.
- The Equality Act 2010 and the Special educational needs and disability (SEND) code of practice: HM Government 2014
- The Data Protection Act 2018 and General Data Information Protection Regulations
- Sexual violence and sexual harassment between children in schools and colleges DfE (May 2018)
- The Serious Crime Act 2015 (sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18).

- Relationship's education, relationships and sex education (RSE) and health education (DfE, Feb 2019)
- 'Early years foundation stage statutory framework (EYFS)' (Feb 2018)
- Education Inspection Framework (Sept 2019)
- Inspecting safeguarding in early years, education and skills settings (Sept 2019)



Section 175/157 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to arrange to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age, such arrangements will have regard to any guidance issued by the Secretary of State.

4. DEFINITION OF SAFEGUARDING

“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, September 2019)

Safeguarding and promoting the welfare of children, (Paragraph 4 KCSIE 2020) defines as:

- Protecting children from maltreatment.
- Preventing impairment of children’s mental or physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child protection is an aspect of safeguarding but is focused on how we respond to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. See [Appendix A of this policy](#) for the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. [Appendix A](#) defines neglect in more detail.

Children include everyone under the age of 18.

Children in need: A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local safeguarding partners are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Where appropriate we will work with the procedures in place through the three local safeguarding partners.

The [Nurseryschool](#) acknowledges that safeguarding is what we do for all children.

Safeguarding covers more than just child protection and schools are charged with ensuring that the child is looked at holistically and at the centre of decision-making within each area below (but not limited to):



- Anti-bullying policies
- Child protection
- Early Help
- Staff conduct & Safer work practice.
- Curriculum
- Attendance, Exclusions, Children Missing Education, Transitioning schools
- Health and Safety
- Behaviour Management
- Governance
- SEND & Inclusion.
- Training
- Whistleblowing
- A listening School/Service
- Specific forms of abuse and safeguarding issues
- Complaints
- Managing allegations against staff
- The School Environment *Inc. Building & Security*
- Safer recruitment and selection
- Online safety

The school further acknowledges that this policy will also incorporate a range of specific forms of abuse and safeguarding issues including (but not limited to):

- Bullying including cyberbullying.
- Criminal exploitation of children and vulnerable adult's county lines
- Children and the Court system
- Children with family members in prison
- Child missing education
- Child missing from home or care.
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith based abuse.
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and youth violence
- Gender based violence / violence against women and girls (VAWG)
- Hate
- Homelessness
- Mental health
- Peer on peer /child on child abuse
- Private fostering
- Preventing Radicalisation
- Protecting children from radicalisation
- Relationship abuse

- Sexual violence and sexual harassment between children in schools and colleges
- Sexting
- Serious violence
- Trafficking and modern slavery
- Upskirting



(Also see Annex A within ‘Keeping children safe in education’ 2020 and Appendix C of this policy).

Every member of staff at Ark Ayrton [Primary Academy Nursery](#) recognises that children experiencing specific forms of abuse and safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

5. RELATED SAFEGUARDING POLICIES

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below. (To be read and followed alongside this document)

- Behaviour Management, linked to the Use of Physical Intervention
- Searching, screening and confiscation
- Online Safety and social media
- Anti-Bullying
- Managing harmful behaviours
- Data Protection and Information Sharing
- IT Acceptable Use Agreement
- Image Use
- Drugs
- Supporting Transgender Pupils Code of Practice
- Relationship’s education, relationships and sex education (RSE) and health education
- Health and Safety
- Attendance (Children Missing Education)
- Risk Assessments (e.g., school trips, use of technology, Covid-19)
- First Aid and Accidents
- Procedure for Managing Allegations of abuse made against teachers, and other staff including supply teachers and volunteers.
- Code of Conduct for Staff

- Safer Recruitment
- Whistleblowing

Supporting Guidance (to be read and followed alongside this document)

- The Children and Families Act 2014
- SEND code of practice: 0 to 25 years 2015.
- Mental Health & Behaviour in Schools 2018
- Disqualification under the Childcare Act 2006 (DfE Aug 2018)
- School attendance 2016
- Exclusion from maintained schools, academies and pupil referral units in England (Sept 2017)
- Criminal Exploitation of children and vulnerable adults: County Lines guidance July 2017
- Teachers Standards 2012
- 'When to call the police' Guidance for schools and colleges, produced by the National Police Chiefs Council (NPCC) 2020.
- Home Office's Preventing youth violence and gang involvement (Aug 2013)
- DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH)
- DfE Designated teacher for looked after and previously looked after children 2018.
- Children and Social Work Act 2017.
- DfE "Teaching Online Safety in Schools" (June 2019)
- DfE Data Protection: A Toolkit for Schools
- LA Safeguarding Partnerships arrangements

6. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising it or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. All staff are particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs.
- Has experienced challenges during Covid-19 pandemic.
- Has special educational needs (whether or not they have a statutory education, health and care plan). These children may be more prone to peer group isolation than other children and therefore additional pastoral support is provided.
- Is a young carer.
- Is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups.
- Is at risk of modern slavery, trafficking or exploitation.
- Is showing signs of mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Have English as an additional language.
- Is frequently missing/goes missing from care or home.
- Is misusing drugs or alcohol.

- Is known to be living in difficult circumstances, for example living in temporary accommodation or where there are issues such as substance abuse, adult mental health problems or domestic violence.
- Is at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Is an asylum seeker?
- Is a looked after child, or has returned home to their family from care (a ‘care leaver’)
- Is a privately fostered child.
- Has a parent sent to prison? The National Information Centre of Children of Offenders (NICCO): <https://www.nicco.org.uk/> provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

7. KEY RESPONSIBILITIES

Everyone who comes into contact with children and their families has a role to play in safeguarding children. [NurserySchools](#) and off-site provisions form part of the wider safeguarding system for children.

The Ark Schools Trust Board

The Ark Schools Board retains statutory responsibility for ensuring that all legal responsibilities in connection with Safeguarding are discharged. The Board appoints a Safeguarding Link Trustee to act as the link between the Trustees and Executive team.

Ark’s Head of Safeguarding

The Head of Safeguarding holds responsibility for overseeing day-to-day safeguarding matters within the network, and will ensure schools have appropriate safeguarding processes, practices and relevant training to safeguard and promote the welfare of children.

The Head of Safeguarding will provide schools with high quality safeguarding support, advice and guidance tailored to individual needs and requirements, ensuring [Ark Ayrton NurserySchools](#) meets their statutory responsibility to keep children safe.

Ark recognises that staff anxiety around child protection can undermine good practice and so the Head of Safeguarding will ensure that there are established clear lines of accountability and case management to support staff with this process.

The Head of Safeguarding will ensure that the annual safeguarding Audit process is effectively carried out and report any inadequacies to the Network’ executive team, Safeguarding Link Trustee, Regional Director, Principal, DSL and Safeguarding Link governor. This will also form part of the report to inform the Risk & Audit Committee and Trust Board.

Principal/Head of School

The Principal/Head of School will ensure that the policies and procedures adopted by the Ark Schools Board and Local Governing Body associated with protecting children are fully implemented, understood and followed by all staff and adhered to at all times.

The Principal/Head of School will ensure that the DSL and DDSLs are properly supported in this role with adequate time, training and resources, and that there is always adequate cover if the DSL is absent.

The Principal/Head of School will ensure their [Nursery school](#) maintains up to date records of all safeguarding concerns, using Impero EdAware as their sole recording tool for concerns, LADO referrals, physical restraint incidents and first aid incidents.

The Principal/Head of School will ensure their [Nurseryschool](#) maintains secure monitoring and filtering solutions for its school's devices that can alert the DSL as soon as a problem emerges.



The Principal/Head of School will act as the 'case manager' in the event of an allegation of abuse made against another member of staff, volunteer or supply teacher, where appropriate and that the Head of Safeguarding is emailed to inform about any LADO referrals.

The Principal/Head of School and the DSL are responsible to ensure that children are taught about safeguarding including online safety, as part of providing a broad and balanced curriculum.

~~This may include covering relevant issues through Relationships Education and Relationship and Sex Education which may be delivered through PSHE tutorials.~~

~~Ark Ayrton Primary Academy RSE policy in Appendix A of this policy.~~

~~Where alternative provision is in place, the Principal/Head of School are responsible for obtaining written confirmation from that provider that appropriate safeguarding checks have been carried out on individuals working in the provision, i.e. those checks that the school would otherwise perform in respect of its own staff.~~

~~The~~ The Principal/Head of School and DSL are responsible for communicating this policy to parents when a child joins Ark Ayrton [Primary Academy Nursery](#) and via the school website.

Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Lead (DDSL)

The [Nurseryschool](#) has appointed a member of the senior leadership team, as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.

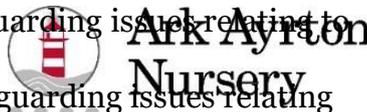
The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL's training will be updated formally every two years but may have refresher training at regular intervals, at least annually, to keep up with any developments relevant to their role.

Additionally, DSLs knowledge and skills will be updated regularly through a variety of other methods, e.g., e-bulletins and briefings, organising and participating in conferences, local meetings, other identified training, supervision, Ark network training and Ark DSL hub meetings.

The [Nurseryschool](#) has appointed additional staff to deputise for the DSL. The Deputy DSLs have attended appropriate training, which enables them to be fully conversant and to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Maintain a confidential electronic recording system for safeguarding and child protection concerns. Impero EdAware online system is Ark's mandatory system for safeguarding recording.

- 
- Liaise with Ark's Head of Safeguarding in reporting serious safeguarding issues relating to children and in matters relating to staff.
 - Keep their Principal/Head of School informed of any serious safeguarding issues relating to children and staff.
 - Coordinate safeguarding action for individual children. In the case of Children in Care, the DSL will ensure that the designated teacher for LAC maintains the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (DSL liaising closely with the designated teacher).
 - Liaise with other agencies and professionals in line with Working Together to Safeguard Children.
 - Ensure that locally established procedures are followed and make referrals to other agencies, including Early Help, LA multi agency safeguarding hub (MASH) and CAMHS as necessary.
 - Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences).
 - Manage and monitor the school's part in Early Help / Child in Need / Child Protection / TAC/ TAS plans.
 - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020).
 - Ensure that child protection information is transferred to the pupil's new school.
 - Be aware of pupils who have a social worker.
 - Help promote educational outcomes, academic progress by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.
 - The Head of Safeguarding and the DSL undertake a safeguarding audit annually with reviews twice a year alongside the Safeguarding Link Governor. The Safeguarding Link Governor and DSL are responsible for reporting to their LGBs regarding the audit twice a year.
 - Contributing to the review of records relevant to subject access requests. The aim of this review is to determine the risks of disclosure of any safeguarding record.
 - Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2020, Annex B.

Local Governing Body (LGB)

The LGB, have read and will follow KCSIE 2020 and will provide independent advice and oversight to their school.

The LGB performs a vital role in monitoring compliance and challenging the academy to ensure that best practice is followed. Therefore, all governors must recognise their safeguarding duties towards children in their school. GB governors are required to sign in acknowledgement of this responsibility upon joining their LGB and this is to be reviewed annually.

The LGB has nominated a governor for safeguarding named on the front of this document. The nominated governor will undertake independent oversight of school level delivery in safeguarding by having termly meetings with the DSL, being part of the school safeguarding audit process and presenting the audit and end of year reports to the LGB.

Members of Staff

All members of staff have a responsibility to:

- provide a safe environment in which children can learn.

- 
- maintain an attitude of ‘it could happen here’ where safeguarding is concerned and to always act in the best interests of the child.
 - ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience.
 - all staff should be prepared to identify children who may benefit from early help.
 - recognise and know what to do if they identify a safeguarding issue or a child who may be in need of extra help or if a child tells them, they are being abused or neglected, or a child who is suffering or are likely to suffer significant harm including specific issues, such as CCE/County lines and use the in-school referral process.
 - recognise the signs of different types of abuse and neglect, as well as specific forms of abuse and safeguarding issues such as child sexual exploitation (CSE), FGM, county lines and radicalisation. See Appendix B: Specific forms of abuse and safeguarding issues
 - provide the appropriate safeguarding response to pupils who go missing from education.
 - understand the early help process and their role within it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals and relevant agencies to support early identification and assessment.
 - take appropriate action to prevent safeguarding concerns escalating and work with other services as needed to safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
 - recognise safeguarding incidents and/or behaviour can be associated with factors outside the academy and can/or occur between children outside of these environments. These are the contextual factors i.e., wider environmental factors that are present in a child’s life that are or may be a threat to their safety and or welfare.
 - be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy and or procedure for managing allegations against staff)
 - respond to and refer any concerns about children or other members of the community in accordance with this policy.
 - contribute towards, read and adhere to the school policies.
 - follow safer recruitment practices of staff involved in recruitment.
 - to record concerns by promptly making an entry in the electronic recording system – Impero EdAware. Staff without a log in can access a concern form from the DSL or main office. (WTD charts– pg. 4 & 5).

All members of staff at Ark Ayrton [Primary Academy Nursery](#) know what to do if a child tells them he/she or that another peer or sibling is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.

The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil’s welfare MUST always be reported to the Designated Safeguarding Lead or DDSL.

If outside of school hours you have concerns about a child or if you’re worried a child in the community is being radicalised, is involved in or at risk from gangs or any other child safety concern (as opposed to a child being in immediate danger or harm) the NSPCC has a dedicated helpline you can contact: 0800 800 5000 or you can contact the charity at: help@NSPCC.org.uk. If a child is in immediate danger, call the police on 999 straight away or call 101 for non-emergency concerns.

Children and young people

Children and young people (pupils) have a responsibility to:

- contribute to the development of school safeguarding policies.
- read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures.
- seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns.
- develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online.
- follow the school's behaviour policy.

Parents and Carers

Parents/carers have a responsibility to:

- Read the relevant school/policies and procedures, encouraging their children to adhere to them, and adhering to them themselves where appropriate.
- Discuss safeguarding issues with their child/ren, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home.
- Identify changes in behaviour which could indicate that their child/ren is at risk of harm online.
- Seek help and support from the school, or other appropriate agencies, if they or their child/ren encounters any safeguarding concern.
- Contribute to the development of the schools safeguarding policies.

Ark Ayrton [Primary Academy Nursery](#) will undertake appropriate discussion with parents/carers prior to any proposed interagency involvement unless the circumstances preclude this action. If we believe that notifying the parents would increase the risk to the child, or exacerbate the situation, we will seek advice from the three local safeguarding partners.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Ark Ayrton [Primary Academy Nursery](#) will always follow up with parents/carers when pupils are not at [school Nursery](#). This means we need to have at least two up to date contact numbers for parents/carers plus one other in case of emergencies. Parents should remember to update the school as soon as possible if the numbers change.

Parents can obtain a hard copy of the school Safeguarding and Child Protection Policy and other related policies on request to the school and can view them via the school website.

8. RECOGNITION AND TYPES OF ABUSE AND NEGLECT

All staff in school should be aware of the definitions, signs, and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix A of this policy. Staff should also refer to ‘Signs and Symptoms of Abuse and Neglect’ (Keeping Children Safe in Education (September 2020) Paragraphs 19 – 26) and ‘What to do if you are worried a child is being abused’ 2015.

All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.

Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. An adult or adults, or another child or children may abuse them. Their peers, family members, by unknown, or in some cases unidentifiable individuals, may abuse children via the internet. In the case of honour-based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviour's; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign does not automatically mean a child is being abused.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

9. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Ark Ayrton [Nursery Primary Academy](#) adheres to their Local Authority Safeguarding three partners approach Procedures. The full procedures and additional guidance relating to specific safeguarding issues can be found on the LA Safeguarding Partnership website.

Additional guidance for staff includes.

- ‘What to do if you are Worried About a Child Being Abused’ (DfE 2015)
- Information Sharing (2018)

‘What to do if you are worried about a child being abused’ (DfE 2015) p.12 (s.24) identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.



It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children’s social care and/or the police.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

- To help with this decision s/he may choose to consult with the LA multi agency safeguarding hub (MASH) / social care duty team/ Early Help team.
- Advice may also be sought from Ark Head of Safeguarding.
- Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

All members of staff are made aware of the Early Help process and understand their role within it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all early help cases under constant review and will consider making a referral to social care if the situation does not appear to be improving for the child. New referrals to services will be made using the agreed LA multi agency referral form.

When to call the police (NPCC)

Ark Ayrton [Primary-NurseryAcademy](#) follows the advice ‘When to call the police’ which covers incidents on school premises where students have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police and aims to support schools and college to make defensible decisions when considering whether to involve the police.

This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons.



In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to the LA social care team being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so or it will place the pupil at further harm or risk.

10. RECORD KEEPING

Staff will record any safeguarding concern, first aid incident or physical restraint incident that they have about a child on Impero EdAware the safeguarding all-in-one online recording tool. Schools may also have a safeguarding incident/concern form for volunteers, supply teachers, extended staff or visitors who do not have a school email address account. These forms are held on the shared drive, in the staff room, in the main office or with the DSL. All referrals must be passed without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words where necessary, and will be signed and dated.

All staff at Ark Ayrton [Primary Academy Nursery](#) are trained on the use of Impero EdAware. It forms part of the induction process for staff as well as within the annual safeguarding training, which is delivered to all staff.

All disclosures and concerns recorded on Impero EdAware allows school to manage all areas of safeguarding and child protection, including pupil casework, add meetings to a child's chronology, staff training, first aid and physical restraint incidents. This allows immediate follow up and management by the DSL on any issue.

The Ark schools' Head of Safeguarding can access these folders, so if a similar case was to occur, as well as being alerted by the DSL (case pertaining to a student, Principal for one pertaining to staff/supply, volunteer), they would be able to track the case through EdAware. The Ark schools' Head of Safeguarding would contact either the DSL/Principal if there was any concern regarding a lack of information, cases not resolved or updated or if it appeared, there was a concerning pattern developing.

If members of staff are in any doubt about recording requirements staff must discuss their concerns with the DSL.

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in school. Safeguarding records are kept in accordance with data protection legislation and retained centrally and securely by the DSL and are shared with staff on a 'need to know' basis only.

DSL's will share any information about welfare, safeguarding and child protection with the relevant teachers. They should ensure the teacher knows who these children are. This will help the teacher understand these student's academic progress and attainment, maintain a culture of high expectations for them, by teachers knowing it will support them to be able to identify challenges they may face and the academic support and adjustments that may need to be made.

DSLs will ensure that half termly printed chronologies from Impero EdAware for CP/CEN and LAC pupils to keep paper files up to date.



The DSL will ensure that school has more than one available emergency contacts for pupils. School should have at least two emergency contacts for every child in the school in case of emergencies, and in case, there are welfare concerns at the home.

The Principal/Head of School will be kept informed of any significant issues by the DSL.

All safeguarding records will be transferred in accordance with data protection legislation to a child's subsequent school/setting, under confidential and separate cover to the new DSL or Principal/Head of School and a receipt of delivery will be obtained.

11. MULTI AGENCY SAFEGUARDING ARRANGEMENTS

Ark Ayrton [Primary Academy Nursery](#) recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018). Ark Ayrton [Primary Academy Nursery](#) must ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

[Schools Nurseries](#) are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise that a crucial part of this may be in supporting the child while these take place.

Ark Ayrton [Primary Academy Nursery](#) will follow the new local multi-agency safeguarding arrangements under the LA Safeguarding Partnership system. The DSL will ensure the changes are updated to staff to reflect what's new and staff should understand their roles and responsibilities under the new system.

Ark Ayrton [Primary Academy Nursery](#) recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family. The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

12. CONFIDENTIALITY, INFORMATION SHARING AND GDPR

Ark Ayrton [Primary Academy Nursery](#) recognises that all matters relating to child protection are confidential. The Principal/Head of School or DSL will only disclose information about a pupil to other members of staff on a 'need to know bases.

All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues, which have, access to because of their role confidential, they also have a professional responsibility to share information if it is necessary and proportionate with other agencies in order to safeguard children.

These organisations include the three local safeguarding partners:

- The local authority.
- A clinical commissioning group for an area within the local authority; and
- The chief officer of police for an area (any part of which falls) within the local authority area.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

All staff are directed for further information to the July 2018 Government guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, which includes “seven golden rules for sharing information”, as set out below:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and / or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

All staff must be aware that they cannot promise a child to keep secrets, which might compromise the child’s safety or wellbeing. Further advice on responding to disclosures can be found in Appendix A of this policy.

Everyone in this school who deals with personal data shares the responsibility for data protection.

Ark Ayrton [Primary Academy Nursery](#) ensure that policies, training and practice give staff the confidence to know when, how and to whom they can share sensitive information when dealing with a safeguarding concern. The annual safeguarding training also covers how to record that information in a neutral and professional manner, focusing on what is necessary for the safeguarding purpose.

Data protection law is not a barrier, but it is a system of checks and balances to be borne in mind when recording, sharing, and retaining vital but sensitive data.



- [School-Nursery](#) must appoint a Data Protection Lead to be responsible for guiding the school on data protection matters.
- Senior leaders who manage the ‘data ecosystem’ should be aware of the content of GDPR in order to oversee how the school is complying with data protection legislation and risks involved.
- Training and guidance are available with regards to what information can be shared and withheld when managing any data subject request (for example when an individual exercises an individual’s right to access, amend, delete or restrict processing of their peers.
- Staff who influence how data is used, processed and secured should be involved in creating high-level data maps and be aware of lawful reasons for processing data and minimising risks.
- All staff should be aware of what personal data is, how it can be used, and anonymise data. Additional training and guidance are provided to the Data Protection Lead and Senior Leadership Team of the school to support any individual when sharing or withholding personal data. Additionally, the academy’s Data Protection Officer can be contacted (dataprotection@arkonline.org) in the event that any additional guidance or support is required.

When withholding personal data as part of subject access request response, this should be approved by the Data Protection Officer.

13. COMPLAINTS

The [nurseryschool](#) has a Complaints Procedure available to parents, pupils and members of staff who wish to report concerns. This can be found in the [school-nursery](#) office and on the [nurseryschool](#) website.

All reported concerns must be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff, volunteer, supply teacher or professional will be dealt with under the specific ‘Procedure for Managing Allegations of abuse made against teachers, and other staff including supply teachers and volunteers’, link is within Appendix A of this policy.

14. STAFF INDUCTION, AWARENESS AND TRAINING

All members of staff will be provided with a copy of part one of the “Keeping Children Safe in Education” (2020) which covers Safeguarding information. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2020. Members of staff will sign to confirm that they have read and understood Part One and Annex A of KCSIE 2020 and this information is kept on the school’s Single Central Record (SCR).

Staff and governors are also required to complete the Ark online KCSIE module to assist further to understand and discharge their role and responsibilities.

The DSL will ensure that all new staff and volunteers including teaching, non-teaching, support, supply, peripatetic, contract staff and third-party contractors (whose employees or sub-contractors have access to school premises), governors, volunteers and trustees working in or on behalf of the school, including those from Ark central team are appropriately inducted as regards the school’s internal safeguarding procedures and communication lines.

A summary information sheet is available to be given to staff and volunteers to support this process.

All staff members will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:



- **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
- **Respond** appropriately to safeguarding issues and take action in line with this policy.
- **Record** concerns in line with the school policies
- **Refer** concerns to the DSL and be able to seek support external to the school if required.

All teaching, non-teaching and volunteers will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying, and sexting can put children in danger. The staff training will also include school responsibilities, the school/child protection procedures, online safety, safe working practice and external reporting mechanisms.

All staff members will receive regular safeguarding and child protection updates via e-bulletins, staff briefing as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All members of staff will be made aware of the school's expectations regarding safe and professional practice via the staff behaviour policy, staff code of conduct and the IT Acceptable Use policy, which is provided and discussed as part of the induction process.

The school recognises the expertise, which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore, provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding policy via involvement in staff departmental meetings.

The DSL will work with the Safeguarding link governor and the Head of Safeguarding to produce an audit report for the Spring 1 LGB meeting. An end of year report to be presented at the LGB Summer 2 or following Autumn 1 meeting to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

Although the school has a nominated lead for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

15. SAFE WORKING PRACTICE

All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in agreed assigned areas.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded on Impero EdAware and signed off by the DSL. Staff should be aware of the school's Behaviour Management Policy; position of trust guidance and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2019) and use of Reasonable

Force: Advice for head teachers, staff and governing bodies (July 2013) link to [Ark Ayrton Primary Academy Nursery](#) in Appendix B of this guidance.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.). Staff should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings and the network policy [IT Acceptable Use Agreement - September 2017-September 2020.pdf](#)

16. STAFF SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
- Staff are able to create an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role.
- All staff have regular reviews of their own practice to ensure they improve over time.
- The Head of Safeguarding will provide KIT support to those new in role and where additional supervision is required.
- A regional DSL Champion is assigned to the school to support to drive activity, best practice and approaches to safeguarding.

17. SAFER RECRUITMENT

Safer recruitment is a set of practices to help make sure your staff and volunteers are suitable to work with children and young people. It's a vital part of creating a safe and positive environment and making a commitment to keep children safe from harm. Safer recruitment should be a continuing process of improvement for every school, club, business or organisation whose work or services involve contact with children.

Ark Ayrton [Primary Academy Nursery](#) is committed to ensure that all steps are taken to only recruit staff and volunteers who are safe to work with our pupils and have their welfare and protection as the highest priority.

Ark Ayrton Primary Academy is responsible for safeguarding and protecting all children and young people by implementing robust safer recruitment practices when recruiting, particularly during the advertising, shortlisting, interviewing and assessment process. More information can be found in the Recruitment and Selection policy.

Ark Ayrton [Primary Academy Nursery](#) is responsible for ensuring that safer recruitment processes outlined within guidance, including an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and appropriate preappointment checks.

Ark Ayrton [Primary AcademyNursery](#) is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers, agency staff, contractors and governors and includes appropriate recruitment and training information such as:

- Dates of employment
- Identity checks
- Disclosure Barring (DBS) reference number and barred list check, including date check was obtained.
- Eligibility to work in the UK checks.
- Prohibition, sanctions and restrictions and s128 directions
- Two references, one from the most recent employer
- Overseas police check on those who have lived and worked outside the UK.
- Professional qualifications check where applicable.
- Annual Safeguarding training, DSL training and KCSIE staff read & understand confirmation.

The Principal/Head of School will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.

All staff are asked to disclose any reason that may affect their suitability to work with children at interview.

It is agreed that all governors will undergo an enhanced Disclosure and Barring Scheme check. Further statutory procedures for checking the suitability of staff, volunteers and professionals who work with children see Appendix D of this policy - Ark Recruitment & Appointment Policy.

18. ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS, AND OTHER STAFF INCLUDING SUPPLY TEACHERS AND VOLUNTEERS

Ark Ayrton [Primary AcademyNursery](#) -recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received.

We understand that on occasions pupils may make allegations against a member of staff however, staff should also take care not to place themselves in a vulnerable position with a pupil where an allegation can be made. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal or Regional Director where there is an allegation against the principal. If the Principal/Head of school is not present, the most senior teacher present **must** then ensure that the Regional Director, Head of Safeguarding and HR Business Partner are informed as a matter of urgency.

The guidance in KCSIE (Part Four) should be followed and read in conjunction with Ark procedure on managing allegations of abuse against teachers, supply, volunteers, staff and professionals, where it is alleged that any of the above roles working in the school or activity that provides education for children under 18 years of age, has:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children or to a particular child.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The Designated Officer (LADO) must be informed of all allegations that come to the school's attention and appear to meet the criteria to discuss the content of the allegation.

The People Business Partner should also be informed as soon as possible on any allegations against staff so that they can provide advice.

Further information in relation to the Ark procedure on managing allegations of abuse against teachers, supply, volunteers, staff and professionals, can be found in Appendix A of this policy.

19. WHISTLEBLOWING

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed.
- a legal obligation has been breached.
- there has been a miscarriage of justice.
- the health or safety of any individual has been endangered.
- the environment has been damaged.
- information about any of the above has been concealed.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and the senior leadership team will always take such concerns seriously.

All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Decisions never have to be taken in isolation considerations should be given to consult with the [Ark Whistleblowing Policy](#)

The NSPCC runs a whistleblowing helpline on behalf of the government. Members of Staff can also access this helpline if they do not feel able to raise concerns regarding failures internally. The number is 0808 800 5000. (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk.

20. PEER ON PEER /CHILD ON CHILD ABUSE (*Allegations of abuse made against other children*)

Staff should be aware that safeguarding issues can manifest themselves via peer on peer /child on child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Ark Ayrton [Primary Academy Nursery](#) we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil.
- is of a serious nature, possibly including a criminal offence.
- raises risk factors for other pupils in the school.
- indicates that other pupils may have been affected by this student.
- indicates that young people outside the school may be affected by this student.

At Ark Ayrton [Primary Academy Nursery](#) we will support the victims of peer on peer /child on child abuse.

Further information in relation to the school’s approach to peer on peer /child on child abuse can be found in Appendix A and C of this policy.

Sexting

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

Further information about the school’s response to sexting can be located in the school’s Behaviour Management, Anti-bullying, and Online Safety Policies.

Up-skirting

The school recognises ‘Up-skirting’ as a criminal offence under changes to the Voyeurism (Offences) Act 2019 which criminalise ‘up-skirting’. This refers to the act of placing equipment

such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission.



Further information in relation to the school's approach to 'up-skirting' can be found in Appendix A and C of this policy.

21. SEXUAL VIOLENCE and SEXUAL HARASSMENT BETWEEN CHILDREN in SCHOOLS and COLLEGES

Ark Ayrton [Primary AcademyNursery](#) recognises, that the DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH). Schools must protect all pupils and engage social care, support services and the police as required. The guidance also makes it clear that whilst the criminal age of responsibility is ten, schools should nonetheless report incidents of peer-on-peer abuse involving children younger than ten to the police where appropriate, who will adopt a welfare rather than a criminal response.

All staff must recognise that a child abusing another child may have been abused themselves; therefore, the need may be to support the alleged perpetrator.

Full advice and guidance can be found in: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH), which was published in December 2017, has also been updated in May 2018 – see Appendix B of this policy.

22. SERIOUS VIOLENCE

All staff must be aware of warning signs which indicate that a child may be at risk of or involved in serious violent crime. KCSIE 2020 expects schools and colleges to be aware of the risks associated with serious violence (including involvement in criminal networks or gangs) and the measures in place to manage them.

Ark Ayrton [Primary AcademyNursery](#) protocols and training have been updated to ensure staff are able to spot indicators which may signal a child's involvement with violent crime and are aware of the Home Office guidance about how to respond appropriately.

Further information in relation to the school's approach to Serious Violence can be found in Appendix A and C of this policy.

23. SAFEGUARDING CHILDREN WITH SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND)

Ark Ayrton [Primary AcademyNursery](#) acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening.

Ark Ayrton [Primary AcademyNursery](#) will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's

disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.



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Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At Ark Ayrton [Primary Academy Nursery](#) we identify pupils who might need more support to be kept safe or to keep themselves safe.

Further information in relation to the school's approach to SEND can be found in Appendix A and C of this policy.

24. LOOKED AFTER CHILDREN (LAC) AND PREVIOUSLY LOOKED AFTER CHILDREN

Ark Ayrton [Primary Academy Nursery](#) recognise that most children living in care are kept safe from harm. However, a small number remain at risk of abuse or neglect. Children may enter care for all sorts of reasons, but most enter because they have been abused or neglected. These experiences can leave children with complex emotional and mental health needs.

Many children also move repeatedly in and out of care, or between placements. This can prevent them from forming stable relationships with the staff, adults and peers.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously LAC safe.

Schools must appoint a Designated Teacher for LAC who has responsibility for promoting the educational achievement of registered pupils who are looked after and certain previously looked after children.

The Designated Teacher for LAC will maintain details of the child's social worker and information of the virtual school head in the authority.

Further information in relation to the school's approach to LAC and Previously LAC can be found in Appendix A of this policy.

25. MENTAL HEALTH AWARENESS

All staff at Ark Ayrton [Primary Academy Nursery](#) are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, exploitation or other potentially traumatic adverse childhood experiences that can leave them vulnerable to further harm.

School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

Exam or assessment time can also be a time when children experience increased levels of stress and may need extra emotional support; as well as being educationally disadvantaged in facing barriers to attendance, learning and behaviour.



Where staff have a mental health concern about a child that may also be a safeguarding concern, immediate action should be taken in reporting this concern to the designated safeguarding lead or a deputy.

The DSL will ensure at induction and through regular training that staff are aware of the processes for reporting and escalating concerns about mental health. If a member of staff has a concern about the mental health of a pupil, they should speak to the DSL in the first instance.

The DSL may instigate the completion of a mental health ‘Strengths and Difficulties Questionnaire (SDQ)’ to assess the child’s behaviour which is produced by the DfE non-statutory advice for schools in England Mental health and behaviour in schools (DfE, 2018).

The government guidance: Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools and the Rise Above resources underpin our work to safeguard our pupils’ mental health.

Further information in relation to the school’s approach to Mental Health Awareness can be found in Appendix A and C of this policy.

26. ONLINE SAFETY

It is recognised by Ark Ayrton [Primary Academy Nursery](#) that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.

Schools must appoint a Designated Lead for online safety with appropriate skills, interest and expertise regarding online safety and curriculum.

Ark Ayrton [Primary Academy Nursery](#) identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material.
- contact: being subjected to harmful online interaction with other users.
- conduct: personal online behaviour that increases the likelihood of or causes harm.

Ark Ayrton [Primary Academy Nursery](#) ensures that monitoring and filtering is in place on school’s systems, but that this should not impose “unreasonable restrictions” on what children can be taught about safeguarding and online safety. The DfE’s guidance on “Teaching Online Safety in Schools” (June 2019) is included at Annex C of KCSIE 2020.

There are different situations in which pupils access the internet. The table below clarifies the different levels of protection that Ark Ayrton [Primary Academy Nursery](#) will ensure is in place.

Scenario	Protection
Pupils on a school device	When pupils use the school’s network to access the internet, they are protected from inappropriate content by our filtering systems.
	Ark Ayrton Primary Academy Nursery needs to maintain a Safeguarding Monitoring tool.
Pupils on a personal device	When pupils use the school’s wireless system on

using the school's internet

personal devices their internet traffic is filtered to prevent accessing inappropriate content



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Pupils on personal devices using their own data plan, or public Wi-Fi

Schools can limit the use of personal devices through local policies, there are no technical controls to protect pupils on their own device in this situation.

Ark Ayrton [Primary Academy Nursery](#) ensures that the pupils are informed of how to access online learning safely while out of school.

Further information in relation to the school's approach to online safety/online learning while out of school can be found Annex C of KCSIE 2020 and in Appendix A and C of this policy.

27. MOBILE PHONES AND CAMERAS

We recognise that personal mobile phones have the potential to be used inappropriately and therefore Ark Ayrton [Primary Academy Nursery](#) has developed a guidance to outline the required protocol for all employees, pupils, supply, volunteers, governors and parents/carers. Staff, volunteers, parents **must not** use personal phones or devices to take pictures of pupils while in the school environment or on educational visits.

For further information on the use of mobile phones, cameras and sharing of images please see Ark IT Acceptable Use Agreement.

28. CHILDREN WITH A SOCIAL WORKER

At Ark Ayrton [Primary Academy Nursery](#) we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

Further information in relation to the school's approach to help pupils with a social worker can be found in Appendix A of this policy.

29. CHILDREN MISSING EDUCATION

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

At Ark Ayrton [Primary Academy Nursery](#) we monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

1. Staff who understand what to do when children do not attend regularly.

- 
- Ark Ayrton Nursery
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
 3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
 4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated.
 - b. move away from the school's location.
 - c. remain medically unfit beyond compulsory school age.
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded.

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Further information in relation to the school's approach to Children Missing Education can be found in Appendix A of this policy.

30. COUNTER TERRORISM AND SECURITY ACT 2015 (The Prevent Duty)

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. The DSL will consider the level of risk and decide which agency this concern should be referred. This could include [Channel guidance](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that staff and governors can call to raise concerns about extremism with respect to a pupil. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321.

At Ark Ayrton [Nursery Primary Academy](#) we use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and

learning, whilst making a positive contribution to the development of a fair, just and civil society.



Further information in relation to the school's approach to the Prevent Duty and to Prevent Radicalisation can be found in Appendix A & C of this policy.

31. CHILD SEXUAL EXPLOITATION (CSE)

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The definition, which can be found on KCSIE (2020) page 84, is:

Child sexual exploitation is 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.

Further information in relation to the school's approach to Child Sexual Exploitation can be found in Appendix A and C of this policy.

32. CHILD CRIMINAL EXPLOITATION (CCE)

The definition of Child Criminal Exploitation, which can be found on KCSIE (2020) page 83, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

Further information in relation to the school's approach to Child Criminal Exploitation can be found in Appendix A and C of this policy.

33. COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2020) page 85. Further information in relation to the school's approach to County Lines can be found in Appendix A and C of this policy.

34. DOMESTIC ABUSE

The definition of Domestic Abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

(See KCSIE (2020) page 86) Further information in relation to the school's approach to Domestic abuse can be found in Appendix A and C of this policy.

35. HONOUR BASED ABUSE (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must inform the Designated Safeguarding Lead as a matter of urgency.

Further information in relation to the school's approach to so called 'honour-based' abuse can be found in Appendix A and C of this policy.

36. FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that in the majority of cases, this happens between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM.
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman.

Further information in relation to the school's approach to FGM can be found in Appendix A and C of this policy.



37. PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents. It does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

All staff are aware that there is a mandatory duty to inform the local authority of children in such arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Further information in relation to the school's approach to private fostering arrangements can be found in Appendix A and C of this policy.

38. CONTEXTUAL SAFEGUARDING

The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

Further information in relation to the school's approach to Contextual safeguarding can be found in Appendix A and C of this policy.

39. CURRICULUM AND STAYING SAFE

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

At Ark Ayrton [Primary Academy Nursery](#) pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

Ark Ayrton [Primary Academy Nursery](#) will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.

Students will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited to, bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, online safety, gender-based violence/sexual assaults and 'sexting'.

Further information in relation to the school's approach to curriculum, Relationship's education, relationships and sex education (RSE) and health education and staying safe can be found in Appendix A of this policy.

40. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Principal/Head of School will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

All external services using school premises will adhere to the school's lettings agreement.

If this assurance is not achieved, then an application to use premises will be refused.

41. SECURITY

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may become known. We operate within a whole-school community ethos and welcome comments from students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the school's visitors log system and to display a visitor's badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school staff /security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual onto the school site.

Further information in relation to the school's approach to security and summary on Coping with a school emergency can be found in Appendix A of this policy.

42. PROCEDURE IN THE CASE OF A COMPULSORY LOCKDOWN

In the case of the school being closed due to a compulsory full or partial closure, the school will follow the protocols outlined to ensure that our high level of vigilance and surveillance continues to safeguard our pupils.

In addition, we will provide a risk assessment relating to the care of vulnerable pupils to ensure that they continue to receive the best possible care.

Further information in relation to the school's approach in case of a compulsory lockdown can be found in Appendix A of this policy.

43. ALTERNATIVE PROVISION (AP) /MANAGED MOVES



At Ark Ayrton [Primary Academy Nursery](#) we are responsible for the safeguarding of our pupils when they are placed in an alternative provision or arranging a managed move.

There are different situations in which pupils are placed in an alternative provision, schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education, or to improve behaviour.

Whereas a managed move is a voluntary agreement between schools, parents/carers and a pupil, for that pupil to change school or educational programme under controlled circumstances. A managed move is different to the power of a school to direct a pupil off-site for the improvement of their behaviour.

At Ark Ayrton [Primary Academy Nursery](#) when it is decided to place a pupil at an AP we will ensure:

- non-registered provisions **should not** be used.
- carefully considering the provision for vulnerable pupils or pupils where there are any safeguarding concerns at home, pupils with an EHCP or LAC.
- to carry out a risk assessment on the alternative provisions.
- use of the provision should be time-limited (i.e., review regularly, clear timescales)
- to obtain written confirmation from the AP provider that they have completed all the vetting and barring checks that are necessary on their staff.
- To appoint designated teacher at school to track pupil progress and to make sure the pupil is attending daily, completing work and accessing tutors when necessary.

Under the Education Inspection Framework Sept 2019, school is aware that in their pre-inspection phone call, Ofsted will ask how many alternative providers does the school use, and how many children are placed there. Inspectors may visit AP's and assess their safeguarding procedures, the quality of education and how effectively the provision helps to improve pupil's behaviour, learning, attendance and safeguarding.

At Ark Ayrton Nursery when it is agreed to arrange a managed move placement for a pupil, we follow our managed move protocol as outlined in Appendix A of this policy.

Further information in relation to the school's approach to Alternative provision and AP risk assessments can be found in Appendix A of this policy.

44. LOCAL, REGIONAL AND NATIONAL SUPPORT SERVICES

All members of staff at Ark Ayrton Nursery are made aware of the local, regional and national support available.

Further information in relation to a list of local, regional and national support services can be found in Appendix A of this policy and within KCSIE 2020 Annex C pgs. 105-106.

45. SCHOOL LOCAL PROCEDURES AND PRACTICE GUIDELINES –Appendix A-D

Schools are required to insert in

APPENDIX A of this policy their localised school procedure, school approaches, practice, protocols and guidance documents or links to documents specific to their school and LA Safeguarding Partnership arrangements.



Each school may wish to include documentation or links to documentation in addition to the summaries of each area listed below.

APPENDIX B contains statutory legislation and guidance and other documents and links to those documents related to safeguarding in schools. Details of other statutory guidance is available within Impero EdAware recording tool.

APPENDIX C contains documents or links to those documents highlighted in Keeping Children Safe in Education (Sept 2020), as being specific forms of abuse and safeguarding issues.

APPENDIX D contains the network Recruitment and Appointment Policy 2019-21 which is relevant to safeguarding as it covers selection and vetting processes.

APPENDIX A

Localised school procedure, practice and guidance documents/links to documents

- Protection and wider safeguarding
 - Signs and symptoms of Abuse and neglect
 - School approach to Attendance/Children Missing from Education
 - Dealing with Disclosures
 - Child sexual exploitation (CSE): Signs and symptoms/school approach
 - Child criminal exploitation (CCE): Signs and symptoms/school approach
 - County Lines: Signs and symptoms/school approach
 - Children and the court system
 - Children with family members in prison
 - Homelessness
 - Female genital mutilation & mandatory reporting of FGM: Signs and symptoms /school approach
 - Duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty): Signs and symptoms/school approach.
 - Peer on peer /child on child abuse: Signs and symptoms /school approach
 - Up skirting
 - Serious violence: Signs and symptoms /school approach
 - Contextual safeguarding: Signs and symptoms /school approach
 - Non-collection of children
 - Supporting Transgender Pupils ([Ark code of practice](#))
 - Medicine & First Aid
 - Health & Safety
 - Educational visits/Transporting children on school activities ([Ark guidance](#))
 - Intimate care ([Ark guidance](#))



- SEND
- IT Acceptable Use Agreement ([Ark policy](#))
- Whistleblowing ([Ark policy](#))
- Children/young people with Medical Needs
- Responding to self-harm, suicide, mental health framework
- Primary-Secondary transition /post 16 transition
- Internet and /or Online Safety
- Staff code of conduct

- Behaviour & Attitudes
 - Behaviour
 - Anti – Bullying and Harassment
 - Anti-Discrimination
 - Managing harmful behaviour of children who are vulnerable and/or have committed offences that may present a risk to others in a school setting ([Ark Procedure](#))
 - 'Use of Reasonable force/Physical Intervention /Positive Handling
 - Images/photography of pupils
 - Managing allegations against other pupils
 - PSHE & Citizenship/Relationship & Sex Education (RSE)/Spiritual, moral, social and cultural (SMSC)

- Safety
 - School site security
 - Visitor Management
 - Outdoor visits for schools ([Ark Code of Practice](#))
 - Summary of school procedure for Coping with a school emergency/Emergency response plan
 - Managing Violence Code of Practice ([Ark guidance](#))
 - Alternative Provision Risk Assessments ([Ark guidance](#))
 - Managed Move protocol

- HR & Governance
 - Safer recruitment
 - Complaint's policy ([Ark Policy](#))
 - Allegations of abuse made against teachers, and other staff, including supply teachers. and volunteers. 2019-2021 ([Ark Procedure](#))
 - Disqualification under the Childcare Act 2006 (DfE 2018)
 - The Governors Handbook – (requirement for Governors)
 - Local, Regional and National support services for staff, parents, pupils

APPENDIX B

Statutory legislation and guidance documents links

[Keeping Children Safe in Education 2020](#)

[Working together to Safeguard Children \(DfE, 2018\)](#)

[Working together to Safeguard Children July 2018](#)

[What to do if you are worried a child is being abused \(March 2015\)](#)

[Use of reasonable force: advice for head teachers, staff and governing bodies \(July 2013\)](#)

[Information Sharing: Advice for Practitioners \(DfE, 2018\)](#)

[Prevent Duty Guidance for England and Wales' \(2015\)](#)

[Early years \(under 5s\) foundation stage framework \(EYFS\) \(2017\)](#)

[The Children Act 1989](#)

[The Children Act 2004](#)

[DfE's Data Protection: A Toolkit for Schools \(2018\)](#)

[Education Act 2002](#)

[The Children and Families Act 2014](#)

[Inspecting Safeguarding in early years, education and skills setting \(2019\)](#)

[SEND code of practice: 0 to 25 years \(DfE 2017\)](#)

[Mental Health & Behaviour in Schools Nov 2018](#)

[Disqualification under the Childcare Act \(DfE, 2006\)](#)

[The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#)

[School attendance August 2020](#)

[Exclusion from maintained schools, academies and pupil referral units in England \(Sept 2017\)](#)

[Criminal Exploitation of children and vulnerable adults: County Lines guidance \(July 2017\)](#)

[Education Inspection Framework \(Sept 2019\)](#)

[Inspecting safeguarding in early years, education and skills settings \(Sept 2019\)](#)

[Safeguarding in schools, colleges and other providers](#)

[Safeguarding and Remote Education](#)

[Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 which defines what 'regulated activity' is in relation to children](#)

[The Equality Act 2010](#)

[The Data Protection Act 2018 and General Data Information Protection Regulations](#)

[The Serious Crime Act 2015 \(sets out a duty on professionals \(including teachers\) to notify police when they discover that FGM appears to have been carried out on a girl under 18\).](#)

[The Voyeurism \(Offences\) Act, 2019 \(which is commonly known as the Upskirting Act\)](#)

['When to call the police' Guidance for schools and colleges, produced by the National Police Chiefs Council \(NPCC \) 2020.](#)

Home Office's Preventing youth violence and gang involvement.



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**Abuse / Safeguarding Issues that can place children at risk of harm.
(Link to guidance/advice)**

[Abuse](#)

[Bullying including cyberbullying](#)

[Children and the Court System \(Ages 5-11\)](#)

[Children and the Court System \(Ages 12-17\)](#)

[Children with family members in prison](#)

[Child Missing from Education](#)

[Child Missing from home or care](#)

[Child Sexual Exploitation \(CSE\)](#)

[Criminal exploitation of children and vulnerable adult's county lines](#)

[Domestic Abuse](#)

[Drug Advice for Schools](#)

[Fabricated or Induced Illness](#)

[Faith or Belief Based Abuse](#)

[Female Genital Mutilation \(FGM\)](#)

[Forced Marriage](#)

[Gangs and Youth Violence](#)

[Gender based violence/violence against women and girls \(VAWG\)](#)

[Hate](#)

[Homelessness](#)

[Mental health](#)

[Peer on Peer / child on child](#)

[Private fostering](#)

[Preventing radicalisation](#)

[Protecting children from radicalisation](#)

[Sexting](#)

[Sexual violence and sexual harassment between children in schools and colleges](#)

[Serious Violence](#)

[Trafficking and modern slavery](#)

[Up-skirting](#)



RECRUITMENT & APPOINTMENT POLICY 2019-2021

<https://arkschools.sharepoint.com/ArkNetCentral/policies/Shared%20Documents/Forms/AllItems.aspx?id=%2FArkNetCentral%2Fpolicies%2FShared%20Documents%2FOur%20People%2FRecruitment%20and%20appointment%20policy%20April%202019%20to%202021%2Epdf&parent=%2FArkNetCentral%2Fpolicies%2FShared%20Documents%2FOur%20People>

Camera, Mobile phone and recording devices including watches policy.

Aim.

To safeguard the children and families who access our setting.

Policy

- The setting operates a NO personal camera, mobile phone and recording device policy to protect children.
- Staff, Parents and Visitors are NOT permitted to use their phones on site or take pictures.
- Children will only be photographed or recorded if parental consent has been obtained.

Procedure.

We request that all visitors and parents who enter the setting keep their mobile phone switched off and in bags or pockets.

Children are only photographed or recorded using a camera/ recording device that has been agreed by the senior management team.

Staff members, students and volunteers are to hand in their mobile phones at the start of shift, staff can access their personal devices whilst off duty, e.g.: lunch breaks only, but never in a room where there are children.

Parents are not allowed to use their mobile phone while in the nursery, if this happens whilst in the nursery

they will be asked to turn off their phone and put it away until they have left the building. When staff are not off duty phones must be kept on silent and stored safely away in the office, if urgent phone calls are expected mobiles may be left in the managers' office, who will then relieve the staff member to take the call in the office. I-watches are allowed to be worn in the rooms as they do not have the ability to take photos – however this will be kept under review as new devices and technology becomes available. A disciplinary will be given to any staff member who do not adhere to the policy.

Inclusion Policy



**Ark Ayrton
Nursery**

The term inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students and all staff.

This is an over arching policy incorporating, EAL, G&T and SEND and is linked to ARK Ayrton's Equal Opportunities, Health and Safety, Behaviour, Safeguarding and Admissions policies.

It is also written in accordance with revised code of practice 2014 for children with SEN and Equality Act 2010.

We aim to be an inclusive nursery and offer an equality of opportunity to all groups of children within the nursery, including:

Boys and Girls

Ethnic minority faiths, travellers and asylum seekers and refugees.

Children with EAL

Children with SEND

Looked after children.

Sick children, children from families under stress and those with multi-complex difficulties.

AIMS

We aim to:

- Provide a stimulating learning environment across the setting which maximises individual learning potential and ensures children of all abilities are supported to develop across all seven areas of learning set out in the early year's foundation stage.
- Provide a differentiated learning opportunity, setting suitable learning challenges, responding to diverse needs and overcoming potential barriers to learning and development.
- Provide a happy, healthy and safe nursery.
- Provide inclusive setting through robust cycle of review and evaluation i.e., tracking different groups of children, setting targets and monitoring progress.
- To work in partnership with parents/carers ensuring they are fully involved in all decisions that affect their children's education, learning and development.
- Work in partnership with external professionals to enhance the provision offered at ARK Ayrton Nursery, i.e., social care, speech and language, EP, EMAS, Early Years team and Health Visitors.

EAL

Children learning English as additional language are supported through recognising and valuing their home language and background.



Supporting a child with EAL.

- Additional visual support e.g., picture, photos and use of gesture.
- Additional verbal support e.g., modelling and repetition, staff and other children learning key words and phrases in a child's home language.
- Use of small group time to involve purposeful talk and encourage active engagement.
- Celebrate a range of cultural festivals and beliefs.
- Enhanced opportunities for speaking and listening and role play.

In addition, we work closely with parents to understand how language is used in the home setting, and as part of the EYFS we try to support the child's home language within the nursery for example: recording the parents singing a song which can be then played to the child.

SEND (Special Educational Needs and Disabilities)

At ARK Ayrton Nursery in accordance with the revised code of practice 2014, we recognise that children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

The term SEND encompasses a wide range to types of need. The established categories, of SEND are specific learning difficulty, moderate learning difficulty, severe learning difficulty, profound and multiple learning difficulty, behavioural, emotional and social difficulties, speech and language and communication needs, hearing impairment, visual impairment, multi-sensory impairment, physical disability and autistic spectrum disorder.

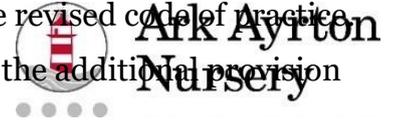
We take account of the definition provided by the Equality Act 2010 which states that 'a person has a disability if: they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities'.

All staff at ARK Ayrton Nursery are responsible for children with SEND and are accountable for their progress. We are committed to meeting the needs of children with SEND.

Identification of children with SEND.

Early identification of SEND is made either by staff or from information from previous settings or other external sources/partnership agencies. Parental concerns and information are also

taken into consideration. The nursery follows the stages set out in the revised code of practice. This identifies children with SEN and clarifies who is responsible for the additional provision that is needed to support the child's progress.



Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

Children with identified needs have a Support Plan.

If it is felt that a child's needs cannot be met through nursery without additional support, then advice will be sought from the area INCO and referrals made to partnership agencies for advice, support and, in some cases, additional funding will be applied for.

Role of our inclusion co-ordinator (INCO)

ARK Ayrton Nursery has a named person with responsibility for the inclusion role.

That person is: Julie Ayrton/ Kimberley Todd



The role of the INCO is to:

- Work closely with and advise staff, parents/carers and other agencies.
- Coordinate and monitor the provision, including funding where needed, for children with SEND.
- Maintain the nursery's register and records in relation to children with SEND.
- Attend meetings, on and off site to meet child and family needs.
- Seek ways of overcoming barriers to learning.
- Support staff with observation, assessment and planning.
- Support staff development and training.
- Support staff with transition for children with SEND.
- Assist parents in referral process and documentation.
- Attend regular training and keep updated with changes to legislation and early year's requirements.

The Graduated Approach

Where a setting makes special educational provision for a child with SEN, they should adopt a graduated approach with four stages of action: assess, plan, do and review. This should detail how they monitor progress of SEND children, agree clear outcomes and what they do if the child is not improving.

Curriculum, resources and the learning environment.

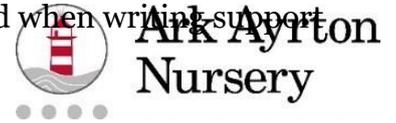
We aim to:

- Ensure total coverage of the Early Years Foundation Stage
- Ensure that the continuous provision and activities provide many opportunities for play and for children to learn through play.
- Provide stimulating and interesting work.
- Build on knowledge and skills already acquired and make sure that each child is being stretched and able to reach their full potential.
- Produce plans so that children can work at their own level and pace through a range of activities.

The nursery aims to provide a differentiated curriculum, relating learning targets, tasks, and resources and learning support to children's individual needs in order to maximise their achievement and progress.

As well as a differentiated curriculum, children with SEN will have a support plan drawn up in partnership with parents and are reviewed on a regular basis.

Information provided from outside agencies involved will be included when writing support plans.



Ayrton Nursery ensures that children with SEN are taught in a fully inclusive classroom and that their needs are met by the curriculum being planned. We recognise however, the need for additional resources which may mean the child is sometimes taken from the class for extra activities. These may include Speech and Language therapy sessions and work specifically related to support plans. As far as possible the support will help the child to be included into the planned curriculum session.

Single Assessment Framework

The Single Assessment Framework (SAF) is a central part of the Government's plan to make sure that different services work together to support children and young people with additional needs.

An assessment involves parent/carers, the nursery and other professionals that work with your child or could help, exploring the additional support your child might need to do their best.

Aim.

Is to make sure that:

- Children and young people who have additional needs are identified as early as possible.
- Support any referrals between different services that are necessary for children.
- Improve the quality of assessments across all services for children and young people.
- Reduce the number of assessments that children and young people might need to undergo.

ARK Ayrton Nursery may suggest a Single Assessment to explore the additional support your child might need to achieve their full potential. The assessment will help everyone (the family, nursery and other professionals) plan what to do next if your child needs additional support.

Single Assessment Procedure

- A SAF form will be completed with parents, and it will be decided who would be the best people to invite to the Team around the Child meeting (TAC meeting) or Team around the Family (TAF) to offer their support or services.
- At the TAC/TAF meeting a plan will be put into place to support your child's/families' additional needs. A review meeting will be arranged to discuss how the plan is working and a Lead Professional will be appointed.
- It is the role of the Lead Professional to co-ordinate the meetings and that people are doing what they have agreed to do to support your child/family.
- This procedure will continue until it is agreed that your child/family no longer needs, or a different level or form of support is needed.



Statement of intent

ARK Ayrton Nursery is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for children and families.

Aim

We aim to:

- Provide a secure environment in which our children can flourish and in which all contributions are valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the setting.

Procedure

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in written or spoken form.
- We aim to provide information in as many languages as required.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.

We liaise with EMAS (Ethnic Minority Achievement Service), PITA (Portsmouth Interpretation and Translation Service) and other services who provide support and advice for ethnic minority groups. We use these services as and when required. (I.e., to support a child with English as an additional language) We work in partnership with the Pastoral team and Inco at ARK Ayrton Primary Academy.

ARK Ayrton have equality policies in relation to the way it manages its business and employment practices and the delivery of its services. Therefore, all children will be treated according to their individual needs and encouraged to take part in all activities. They will not be discriminated against because of their gender, race, culture, religion, disability or any special need.

All children will be made aware of different cultures, disabilities, and festivals through projects, themes, role play, dressing up, stories & books and display work, which is all included in our curriculum planning and daily activities.

All children will be treated and valued as an individual and taught to respect other differences and similarities.

As part of the transition into nursery, all families are asked about their cultural needs. All dietary information is recorded on the allergy/special information list.

Any member of staff that appears to be discriminating against staff /children or families will be dealt with according to ARK Ayrton Nurseries disciplinary procedures.



Aim

We aim to provide a positive and consistent environment in which children are able to play and learn. We also work in partnership with parents through communicating and offering advice and support, especially when dealing with behaviour issues.

It is recognised that all children behave in different ways and that changes in behaviour are usually a result of a change in their environment or a developmental stage, biting for example is common amongst the 18 months to 2 years 6-month-olds.

ARK Ayrton Nursery will assist and advise parents where possible, or signpost to organisations who can offer guidance and advice.

Policy

ARK Ayrton Nursery believes that in order to enable an effective learning environment in which children can develop socially and academically good behaviour in all aspects of nursery life is necessary. We seek to create a caring learning environment for all children by:

1. Encouraging and acknowledging good behaviour and having a consistent approach to unwanted behaviour.
2. Promoting self esteem by encouraging children to value and respect themselves and others.
3. Providing a safe environment.
4. Promoting early intervention.
5. Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the nurseries policy and associated procedure.
6. Encouraging children to take responsibility for their behaviour.
7. Explaining unacceptable behaviour.
8. Being good role models.

Positive behaviour is promoted through:

- Praise, rewards and encouragement, i.e., thumbs up, high five, smiles, sticker's, positive language.
- Using it as an example to others to promote desired behaviour.
- Modelling and developing social skills such as: sharing, manners, hygiene and taking turns.
- Encouraging children to take responsibility for their own behaviour and that of others, i.e., supporting a child to tell another child 'Please don't do that, I don't like it'.



Dealing with undesirable behaviour,

Our starting point is to take into account child's age and stage of development:

Unacceptable behaviour includes:

- ◆ Bad language and derogatory language
- ◆ Not complying with turn taking sharing and other social skills.
- ◆ Physical harm of the other children/self or staff.
- ◆ Repetitive damage of nursery property or of that belonging to another child.
- ◆ Persistent bullying.

Staff will try to prevent unwanted situations occurring by intervening before they happen.

We have a variety of strategies that we use to deal with unwanted behaviour. These vary according to the age and stage of the child, the situation and other factors such as tiredness.

These include:

- Verbal warnings with explanation
- Removal of equipment
- Distraction
- Removing of child from situation
- Reminders
- And if appropriate time away.

However, our focus is always on promoting positive behaviour and the prevention of unwanted behaviours.

If a child is showing persistent behaviours that are not typical to their age/stage, we will then take the following steps.

- ◆ Persistent behavioural problems will be discussed with the parent/carer, noted in the child's records and the INCO will be informed.
- ◆ If necessary, an individual behaviour plan (IBP) will be implemented,
- ◆ Further advice from partnership agencies will be sought, if necessary, i.e., Health visitor, speech and language team, Children's Centre, EP etc.

Dealing with biting

We know that biting is a normal part of a child's development however persistent biting needs to be dealt with quickly and efficiently to prevent further incidents. It is important to remember there may be many reasons for a child to bite including, tiredness, hunger, communication issue, teething, jealousy or even just both children wanting the same resource, all biting incidents need to be treated individually depending on contributing factors. All bites need to be logged on both children's incident forms and both sets of parents/carers informed.

If a child's is persistently biting, we will:

- Focus attention on the bitten child giving them cuddles and lots of comfort,
- Wash the bite, if the skin is broken then the parents will be immediately informed, so that medical attention/advice can be sought.
- The child who has bitten will be told in a stern voice 'No thank you, no biting' and minimal attention given.
- A 'biting book/log' will be started to record all incidents and try to identify a pattern or trigger.
- Staff and parents are to read the literature around biting, this will be printed on request.
- Daily activities such as reading the 'teeth are not for biting' book will be carried out for a 2-week period.
- The biting child will be shadowed in the room as much as possible to try and intervene before an incident occurs.
- Liaise with relevant agencies for help and guidance if necessary.

If all of the prevention measures have been consistently in place for a 6-week period and there has been no improvement, then exclusion or paying for 1-1 care will be discussed with the parents.

Positive Handling Policy.



Ark Ayrton
Nursery

Aim

To protect all children, staff, visitors and the environment from harm.

Policy

In extreme cases where a child is causing danger to themselves, others or nursery property and all other strategies have been followed, it may be necessary to positively handle a child. This will be done for the least amount of time necessary and by trained staff, following clear procedures and with an additional member of staff to observe.

Procedure

If a situation arises that requires a child to be physically restrained the following procedure will take place.

- Staff will call for a senior member if assistance is required.
- Available staff will distract all other children in the environment, and/or remove if necessary.
- Members of staff who are trained in manual handling, if necessary, will restrain the child until they are no longer at risk of harm to themselves, others or the environment.
- There will always be two members of staff present during the positive handling.

Once the situation has been diffused and the child has been engaged back into the group then a written report will be produced stating the child's name, date, time, what happened before the incident started, how it escalated, who restrained and for how long.

The parent/carer will be informed on collection and the paperwork signed.

Behaviour plan will be discussed with the parent/carer to include preventative measures and put into place for all staff to follow.



Aim

To have a clear procedure if a child goes missing or a parent/carer has failed to collect the child from the nursery setting. Security and the child's safety are of the utmost importance whilst at nursery.

Procedure

In the unlikely event that a child is reported missing the following actions will be followed:

- 1) Staff will remain calm.
- 2) A member of staff will inform the management team, and together will start the search for the missing child. Other staff (dependent on numbers) will watch over the rest of the children in a safe place with minimal disruption, whilst others search the immediate and surrounding areas. The most senior member of staff will assign others to cover all possible areas.
- 3) All "Hideaways" will be explored, such as house area, toilets, sleeping area, shelves of toys, under tables and under building.
- 4) If the child is still missing, the most senior member will inform the head of the school, Anne Chapman and the parents. The manager or senior member of staff will then report the incident immediately to the police and local authorities.
- 5) CCTV will be checked to search for clues as to where the child is, and staff will be questioned. Staff will record all events, including times, dates, location etc leading up to the incident and provide this information to the police.
- 6) Staff will record all events leading up to the disappearance of the child and actions they have taken afterwards. This will then be put into a report by the manager and sent to Ofsted. The manager will carry out an investigation as to why and how the incident occurred and will deal with it appropriately. Senior staff will be responsible for reviewing the procedures for outings.

Preventative Security

- ◆ CCTV in operation
- ◆ Secure entrance door
- ◆ Keypad coded outer gate.
- ◆ Secure windows
- ◆ Vigilant staff
- ◆ Children are counted at regular intervals (especially whilst outside)
- ◆ All gates closed and locked.
- ◆ All visitors are signed in/Out and never left unattended.

Uncollected Child



If a child has not been collected from nursery - the following actions will be followed:

- 1) Parents/carers will be contacted after 15 minutes of due collection time by staff. If the collection is after nursery close time, they will be contacted immediately.
- 2) If parents/carers cannot be contacted and/or have made no contact, we will try to make contact with other emergency carers for the child.
- 3) If no-one is available to contact for the collection of the child, after 30 minutes of trying, the local authorities will be notified and advise staff what steps to take (after half-an-hour). Children's Services duty Social Worker on 02392 839111 and also the police.

Staff will record late collections and actions taken. No child will be left unattended, until the situation is taken out of their hands by parents/carers or the local authorities. There is always a minimum of two staff on site at all times.

Every effort will be made to contact parents/carers before local authorities are contacted, unless in exceptional circumstances. A detailed report will be written by the manager and will include information given by Social Services as well as the time of collection by parent and an explanation for lateness. A copy of this report will be sent to Ofsted.



Aim

To ensure that information shared with the nursery is kept confidential.

Policy.

Ark Ayrton Nursery respects confidentiality and understands that some information that is shared is of a delicate nature and this will be treated with the utmost respect.

The information you give to the nursery contains data which is considered to be sensitive within the meaning of the Data Protection Act 1998. ARK Ayrton nursery will use this information for the purpose of Nursery administration only.

We ask parents/carers to give Consent to share information with other professionals when registering with the nursery. Before information is shared the parent/carers will be informed of what information is planned to be shared, when and to which professionals.

All staff will be bound by confidentiality. However, it must be understood that, if at any time the interest or welfare of a child is considered to be at risk, then the nursery must break this confidentiality and take appropriate action. In the event that such action is necessary, somebody from the senior management team will authorise this or share information with staff on a “need to know” basis.

If at any time a parent wishes to speak to nursery staff about any sensitive issues, staff will be pleased to allocate time and an appropriate location.

All confidential information is kept in a lockable office and accessed only by staff who have prior permission to do so.

All staff will be expected to remain professional at all times.



Aim

To provide a safe environment for the children within the nursery setting, ensuring all visitors are checked and the visits are recorded.

Policy

All visitors must have an appointment stating who and why are visiting the setting. This can be booked in reception, if the manager or senior staff member is available to attend, then the visit can commence. We record all visits on the schools signing in system.

Procedure

Before the visitor is allowed in the nursery with the children the following steps must be completed:

- Identification will be checked on arrival.
- The visitor will be asked to sign in, including the date, name, reason for visiting, person visiting, giving the time in and out.
- They will be issued a visitors' badge, which will be kept visible at all times.
- They will be informed of our mobile phone policy.
- If the visit is in one of the children's rooms within the nursery, they will be asked to put their belongings in the office.
- Once they have finished their visit they will be asked to sign out and return the badge.
- Visitors are never left unattended in the setting at any time.

Complaint's procedure.



Ark Ayrton
Nursery

Aims

ARK Ayrton Nursery aims to provide the best possible care for the children.

Policy

However, if there is an aspect of the provision that you are unhappy with you can make a complaint. This can be done verbally or in writing.

Procedure.

If for any reason you are disappointed by the service, or you have a complaint about a policy or procedure, you should take the following steps:

- ◆ At the time that a parent feels disappointed with the service provided, they should mention their concern to the nearest member of staff, who may call in another member of staff to witness the concern.
- ◆ That member of staff will pass on the complaint to the manager, who will then try to rectify it. The manager will advise the parent of the outcome within five working days.
- ◆ If a complaint is of a serious nature (such as that it conflicts with any of ARK Ayrton's policies and procedures), you must inform the manager immediately. (See below for contact details)
- ◆ If the manager is unable to deal with the complaint or if you are dissatisfied with the outcome: the complaint will be forwarded to the Head Teacher of Ark Ayrton Primary Academy. They will then investigate the issue and report back to you in writing within five working days.
- ◆ Or alternatively you can contact Ofsted directly quoting our registration numbers.
- ◆ An allegation against staff will be reported to Ofsted immediately, who will conduct their own investigation as well as the nursery's own. The staff member will be suspended from duty, until a satisfactory result has been sought.
- ◆ A maximum of 28 days may be required to investigate the problem.

Registration Numbers to be quoted to Ofsted in any communications are:

ARK Ayrton Nursery URN 469031
ARK Ayrton Nursery / Julie Ayrton
C/o ARK Ayrton Primary Academy
Somers Road
Portsmouth
PO5 4LS

Tel: (023) 9282 9899

Email: enquiries@arkaplanursery.org

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Anne Chapman/School Governors
ARK Ayrton Primary academy
Somers Road,
Portsmouth
PO5 4LS

Tel: 03001231231 (8.00AM-6.00PM)
www.ofsted.gov.uk/parents

Tel: 02392 824828
Email: a.chapman@arkayrtonprimary.org



Aim

For all families to transition into the nursery as smoothly as possible insuring children feel safe and secure.

Policy

Shortly after joining the nursery, every child will be allocated a key person, the role of the key person is to develop a secure attachment and bond with the child to ensure their emotional well being and prevent separation anxiety. The key person also works closely with parents to ensure that the care and other needs of the child can be met. In addition, the key person will provide and share information with parents about the child's progress and will make suggestions as to how best to support the child's learning at home.

Procedure

To register a child at ARK Ayrton Nursery, the parent pack must be completed, and a £36 registration fee paid (for funded children this fee is waived). On receipt of the completed welcome pack and registration fee the parents/carers will be sent a welcome letter confirming sessions and an expected start date.

As a nursery we try to ensure sure that all children will be happy after their parents leave.

When parents attend their first settling in visit the key person will outline the settling in steps. We will not allow children to start their contracted sessions if there is a likelihood of them becoming distressed.

When new families start at the nursery we arrange transition visits, in addition to this, children joining the preschool will receive a home visit from the class teacher. The parent/carer accompanies the child to the setting and the relevant paperwork will be completed and the key person will be introduced. The parent/carers are then encouraged to leave for up to an hour to see how the child settles without them. This time also re-enforces that parent will return after a period of time. If this separation is successful, the child is able to start the nursery for their contracted sessions. However, if your child needs more time, this can also be arranged for as many sessions that are needed to ensure a smooth transition into nursery for the child and the family.

If at any point during their time in the nursery your child becomes distressed, and we feel your child needs you to return we will call you promptly.

Most children will have a relationship with their key person after 3 short settling in sessions. (No fees are charged for settling in sessions).

Parent pack consists of:

- Registration Form – this is your contract with the Nursery. We require 4 weeks' notice when a change of contract is required.
- Carers List – a list of adults (over 16, who you give permission to collect your child). However, staff must be made aware on the day if they are picking up.
- Allergy and medicine information – you must tell us about any allergies and/or medication your child may have, even if they are not brought into nursery.
- Pricing Structure Agreement – this is a contract agreeing that you will abide by our pricing structure.
- External support agreement
- Equal opportunity form
- List of important nursery dates



Paperwork on 1st transition consists of:

Completing the 'my learning and development summary' with the parents which include

- all about me
- Baseline assessment
- 2 yr. check (as appropriate)

Invoicing.

Invoices and payments are produced/due a month in advance. Any extra sessions booked will be charged at time of booking or invoice amended. You will then need to pay for the session in advance. A four-week notice period is required for any change of contract, and this must be submitted in writing. Failure to pay your invoice on time may lead to your child being excluded from nursery until the invoice has been paid in full.

Collection of children

Arrivals and departure of all children is recorded daily in our registers. Early drop-offs and late collections are recorded on appropriate forms. A list of authorised carers is provided by all parents. The list records specimen signatures of other carers that parents have given permission to collect their child. This carers list will be kept on file and is referred to when someone who is a stranger to the staff comes to collect the child. Staff will check the collector's signature against the specimens and if this does not match or if the person has no authorisation to collect the child, then the staff will not allow them to leave. Parents will be contacted immediately.

Parents/Carers must notify staff in advance when someone different is due to collect their child.

Please note: Minors (**under the age of sixteen**) will not be accepted as carers. Ark Ayrton Nursery
If a carer or parent seems incapable of caring for the child (for example if they are intoxicated or acting particularly strangely) then the appropriate authorities will be contacted.

Early Years Funding

Ark Ayrton Nursery is open 7:30-18:00 Monday to Friday (5pm on a Wednesday), 49 weeks a year. Early years funding is allocated from Monday to Friday 9-12, 1-4 with top ups available to all children.

Ark Ayrton Nursery offers two-year-old funded places, three- and four-year-old universal (15 Hours) places and - & 4-year-old extended (15 hours) places to eligible children, where place are available. We are also in receipt of Early Years Pupil Premium and Disability Access Fund for eligible children.

Ark Ayrton Nursery Offers the following pattern of provision for early education funded places: Up to 15 hours per week for 2-, 3- and 4-year-old funding over 39 weeks, plus if (eligible) up to an additional 15 hours per week for 3- and 4-year-olds which can be stretched over 49 weeks.

A child will be entitled to the additional funded hours from the term after both of the following conditions are satisfied: (1) the child has reached the age of three; (2) the child's parent has a current valid eligibility code from HMRC. Example: If a parent applies for and receives confirmation of eligibility from HMRC after 1 April, 1 September, 1 December the child will be entitled to start their additional 15 hours from the beginning of the following term. This will not affect their access to the universal 15 hours entitlement.

You must go online to reconfirm details at the end of each funding period (you will receive an email from HMRC prompting you to do this).

If you are no longer eligible for the extended funding you will fall into a 'Grace Period'. This is a short period of time to give you the opportunity to find work or reconfirm eligibility.

Ark Ayrton Nursery will inform you of the end of your grace period date. This is when the funding for the extended hours will end. You will continue to be entitled for your 15 hours universal funding.

Ark Ayrton Nursery will make arrangements with you regarding ending, or you are making alternative payments for your extended 15 hours.

Contact HMRC regarding any queries or appeals on 0300 123 4097 as Ark Ayrton Nursery and the local authority are unable to answer any queries relating to the online application system.



Parent declaration for Early Education funded places.

You must complete a Parent Declaration Form to enable us to claim all early education funding your child is entitled to. You must complete this information and return to Ark Ayrton Nursery to secure your child's funded place.

Information you provide on this form will enable us to access any additional funding that your child may be eligible for, such as Early Years Pupil Premium (EYPP) and Disability Access Fund (DAF).

For further information go to

<https://www.portsmouth.gov.uk/ext/documents-external/edu-earlyyears-pupil-premium-disabilty-access-fund.pdf>

Registering your place at Ark Ayrton Nursery

To apply for a place at Ark Ayrton Nursery you must complete and return your application form.

You must provide original copies of documentation to confirm that your child has reached the eligible age for all early education funded places. For example, birth certificate or passport.

You must provide original copies of documentation to confirm that your child is eligible for two-year-old funding (voucher) or three- & four-year-old extended funding (eligibility code).

Ark Ayrton Nursery will retain paper or digital copies of documentation to enable the local authority to carry out audits and fraud investigations.

You must indicate on your application form the pattern of attendance you would prefer.

Waiting list

If there are not enough places available for all applicants, we will allocate places in the following priority order:

- . In order of date application received (starting from the earliest).
- . Children who will have their fourth birthday during the academic year for which they are applying to school and would only have the opportunity to benefit from three terms of nursery education.
- . Looked After Children (children in public care and as deemed under Section of the Children Act 1989)
- . Children who have exceptional medical or social grounds. *

The waiting list will be maintained by Ark Ayrton Nursery

Shared Care

If we are unable to offer you a place for all your entitled funded hours you may wish to share your early education funding with another local provider.

Deposit

No deposit is charged to secure your child's place where you are only using funded hours. Should you choose to access additional paid hours, we may charge a deposit of £36 to secure your child's place.

Notice Periods

Parents are required to give a 4-week notice period for any funded and paid hours when deciding to withdraw their child from Ark Ayrton Nursery and will be invoiced for this period in the usual way.

Top-up Fee

Ark Ayrton Nursery will not charge parents 'top-up' fees (the difference between our usual fee and the funding we receive from the local authority to deliver funded places) or require parents to pay a registration fee as a condition of taking up their child's funded place.

Optional additional hours

If you require any additional hours these may be purchased in line with our fees policy where places are available.

Additional Consumable charge

Ark Ayrton Nursery provides healthy and nutritious snacks and meals at an affordable price. Please see our fees policy for further details.

Invoices

Ark Ayrton Nursery will ensure that invoices and receipts are clear, transparent and itemised, allowing parents to see that they have received their funded entitlement completely free of charge and understand fees paid for additional hours.

Education and Learning Policy

Aim

To provide an environment that is learning enriched and supports every child's individual need and next steps in a caring, play environment.

Policy

ARK Ayrton Nursery aims to give all our children the opportunity to succeed and reach the highest level of personal achievement. There are a wide range of high-quality resources, including our Staff that reflects not only the immediate community, but also give opportunities for the children to explore the wider world around them. Each classroom has a garden which is available for children. The nursery gardens are seen as an extension of the classrooms. The children in ARK Ayrton pre-school have equitable access to amounts of 'learning' as those in Ayrton Nursery, located in ARK Ayrton Primary academy.

Early Years Foundation Stage

The Early Years Foundation Stage has 7 areas of Learning & Development. There are 3 **Prime Areas** and 4 **Specific Areas**. This is the curriculum used to plan for children. The youngest children will be focusing on the prime areas as these are considered to be the building blocks for children's later academic success.



Parent Partnership

Parents play a key role in their child development, and we actively ask parents to share information with us at nursery, we do this in the following ways.

- ✚ Share interest and activities that you are doing as a family.
- ✚ Daily communication
- ✚ Attend termly parents evening,
- ✚ Complete a baseline when joining the setting,
- ✚ Share any celebrations and concerns with nursery staff and keep us informed of any appointments linked with their development, interests and home life.
- ✚ Input into their child’s Individual Learning Journey, through the parent partnership.

<u>Prime Areas</u>	<u>Aspect</u>		
Personal, Social and Emotional (PSED)	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
Physical Development (PD)	Moving and handling	Health and self-care	
Communication and language (CL)	Listening and attention	Understanding	Speaking
<u>Specific Areas</u>	<u>Aspect</u>		
Literacy (L)	Reading	Writing	
Mathematics (M)	Numbers	Shape, space and measure	
Understanding of the World (UW)	People and communities	The world	Technology
Expressive arts and design (EAD)	Exploring & using media & materials	Being Imaginative	
Characteristics of Effective Learning			
Play and exploration	Finding out and exploring	Playing with what they know	Being willing to ‘have a go’
Active learning	Being involved and concentrating	Keeping trying	Enjoying achieving what they set out to do
Creative and critical thinking.	Having their own ideas	Making links	Choosing ways to do things

In addition, we are required by the EYFS to make suggestions as to how parents may support their child's learning at home, this is done a variety of ways, including displays, verbal communication, parent meetings and 'stay and play' sessions.

Observations.

The planning process we follow is observe, assess and plan.

Staff will carry out regular observations. These may be visual, written, photographic or recorded, the observations will be used when planning for your child along with their interests and home lives, parent/carer input, celebrations and festivals. We use I pods to record children's development.

All our children's observations and trackers are logged and recorded using tapestry, this is continuously shared with the parents/carers and reviewed regularly.

Your child's developmental progress will be reviewed every 6 weeks, this is completed using the observations, staff's knowledge and parents' input to ensure we are meeting and extending the development of your child in all areas of learning.

Opportunities for literacy and numeracy within the nursery

Literacy

Research shows that early exposure to books helps children develop the attitudes and skills that they will need to become readers and writers. We therefore prioritise the sharing/reading of books with all children in the nursery including babies. Research also shows that early exposure to rhymes helps to develop children's auditory discrimination. This is required in order to master phonics. The nursery has a structured programme of teaching nursery rhymes, beginning in the baby room. Children in the pre-school room will also be introduced to early phonics, which is currently the system used by most reception classes to teach reading.

Children through the nursery will also be taught to recognise their own name and other key words.

Handwriting

Before children are taught to write individual letters of their name, we encourage children to make marks holding their pencil correctly. In addition, there will also be opportunities to develop their fine motor skills which act as a pre-cursor to handwriting through activities as well as mark making and painting.



Numeracy

Throughout the nursery, daily opportunities to draw children's attention to size, shapes and numbers will be taken. This will take place through a mixture of child led and structured activities with an increase of opportunities taking place in the pre-school room. To support children's numeracy, children's key person will also suggest games and activities that can be played at home.

Play

Play is part of learning, and our curriculum aims to make the children's learning fun with realistic activities and plans.

ARK Ayrton encourages children to play in many different ways including free play, structured play, group play, imaginative play, role-play and physical play both inside and out.

The importance of play is never undervalued and is always recognised individually to each child.

The children are encouraged to build positive relationships with their peers, with positive attitudes being promoted to develop their self-esteem, confidence and sense of belonging.

Our wide range of resources is used to support the children in their play both in and outside.

The staff will support the children's learning by role modelling and supporting play.

During play children will be encouraged to be creative and think critically through the use of using open-ended questions to extend their learning and develop interests. Throughout the day the children are always given space and time to play on their own to develop their play skills and are supported by adults in directed educational play.

Transition policy.



**Ark Ayrton
Nursery**

Aim.

To provide a smooth transition between rooms and setting, to ensure the emotional needs of the children are supported throughout the transition period.

Policy

When it is time for your child to move into a new group, great care is taken to ensure minimum disruption to your child. The transition is discussed with the parents/carer when the transition is due to ensure that the parent and carer is happy for the transition to take place. Transitions are reviewed monthly using the child's age as a guide, but it is the children's individual needs and development that will be taken into account to make sure they are ready for the transition.

Procedure.

The parent is taken to the new room and introduced to the room leader and/or the new key person. Once this has happened the child will visit the next group/room with a familiar member of staff; initially this will be short visits until they are ready to stay for the whole session in their new group.

If you are sharing your childcare between early year settings or with a childminder we will work alongside the other nurseries/settings make sure you and your child have a smooth transition between each one, but also to ensure that all settings are meeting your child's social and emotional and development needs.

When a child reaches school age and it is time for them to transition into school, links are made with the teacher and all our progress summaries are forwarded on, giving the new teacher a guide on where the child is developmentally. Within the transition time, teachers are invited into the setting to make a link with the current key person and to make observations of the child in their current learning environment.



Aim

To ensure children have access to a healthy, balanced diet whilst at Nursery. Making sure that all allergies and preferences are followed, and children have a wide variety of healthy food to eat.

Policy

The nursery will be responsible for providing water and milk throughout the day. The nursery will also provide a mid-morning and mid-afternoon healthy snack (fruit, toast etc). Foods from other cultures will be eaten regularly at snack time; however, the individual beliefs of each child will be treated with respect.

Healthy eating is promoted at every opportunity, and we have a healthy food rota.

All staff will follow food and hygiene procedures and most hold a current food and hygiene certificate which is updated every 3 years.

The nursery provides all meals and snacks cooked on site.

The nursery promotes independence at mealtimes through encouraging children to use cutlery in the appropriate manner, social skills, manners and pouring own drinks etc.

Staff complete a daily diary for the children under 2 to communicate with parents about mealtimes. For the over 2's we will provide parents with a daily food monitoring sheet if required.

Procedure

Parents who choose to provide their own lunch, are responsible for providing a healthy, well-balanced meal for their children but must bear in mind the facilities of the nursery to store and prepare the food and the timescale for preparation. The nursery staff will be available at all times to discuss diets, weaning and ideas to encourage children to eat well. The staff will be required to monitor each child's diet and liaise with parents regarding this.

The nursery has a refrigerator (the temperature is carefully monitored) and a microwave to reheat food. All re-heated food is probed to ensure the reheat temperature is above 84 degrees. Food preparation areas are strictly cleansed before and after every meal, snack and cooking time. This is done with an anti bacterial spray and is recorded daily.

Staff will not give a child food that does not appear suitable (i.e., out of date, etc).

All parents are responsible for clearly labelling their child's food container with the child's name and which meal it is i.e., lunch.



Ark Ayrton
Nursery

We make sure that all staff promote good hygiene practises and encourage the children to wash their hands and faces before and after mealtimes.

Milk Policy

Aim

Our aim is to provide a nutritional alternative to breast milk for children under one, following the government's guideline on preparing, storing and heating feeds.

Policy.

The nursery offers free of charge the following formulas and milk.

We ask parents to provide the nursery with a bottle/s when joining the nursery, these will be kept clean and sterile for your child.

Please notify your child's key person of the time they are due their feed and the amount they will need and update them when this changes.

Procedure.

Formula milk.

Staff will follow current government guidelines on how to make the formula for your child.

- All equipment used is sterilised before use and work surfaces are wiped down with antibacterial spray before bottles are made.
- Practitioners wash their hands with anti-bacterial soap and water before making up bottles.
- All feeds will be made up freshly when needed using fresh boiled tap water each time (not re-boiled) boiled water can be left in the kettle before use for a period of no more than 30 mins. This will ensure it stays at a temperature of at least 70C. Water at this temperature will kill any harmful bacteria.
- The staff will follow the instructions on how many scoops per ounce of water as directed by the parents.
- The milk will be shaken until dissolved and labelled.
- Temperature of the milk will be tested on practitioners inside wrist.
- All unused milk will be thrown away at the end of the feed.

Guidance has been taken from the NHS.

Breast Milk

ARK Ayrton Nursery welcomes breast feeding mothers.

We also have a quiet area in which you can feed your child if you wish to do so.

We follow these guidelines to ensure the breast milk stays fresh for your child. We will accept breast milk which has been expressed no longer than 4 hours unless it has been stored in a fridge for no more than 5 days or frozen as long as it is no older than 2 weeks.

- Once breast milk has been reheated it will be disposed of after 1 hour.
- Breast milk should be labelled with the time and date it was expressed and should say if it has been previously stored.

Cow's Milk.

Once your child turns one, we will discuss with you about introducing cow's milk and will follow your lead when making this decision. All children over one when joining the nursery will be given cow's milk unless told otherwise by the parent/carer on registration.

We encourage all children to drink milk out of a beaker once the child is deemed developmentally able to manage this skill.



Aim.

Ark Ayrton Nursery securely holds the information of all our families including emergency contact details.

Policy

It is the parent's responsibility to keep the nursery informed of any change of details after the application form has been submitted. The nursery will review the records annually and provide forms to be updated if necessary. If you require a change of detail request form, please go to the office. It is your responsibility as parents/carers to keep the nursery informed of any change to personal details. This includes phone numbers, email addresses, postal addresses, allergies/ medication etc.).

Children's records are kept securely on site in a locked office. All staff will have access to childcare information kept on the children on site at the nurseries, however, only management have access to sensitive data. Parents can see these records on request.

Under the Data Protection Act 1998, all information and records are kept for seven years and then destroyed.

Children's developmental checks are kept securely and can be seen by parents on request at any time.